Allied Courses

Course Outline: Civic and Community Engagement

Course Title: Civic and Community Engagement

Course Code: VGER2402

Semester: BSAF4, BBA4 A & B

Credit Hours: 2

Course Description

This course provides students with fundamental knowledge about civics, citizenship, and community engagement. It emphasizes civil society, government, civic responsibilities, inclusivity, and effective participation in shaping society. Students will apply theoretical knowledge to real-world contexts, fostering active citizenship and positive community impact.

Course Objectives

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

- Demonstrate fundamental understanding of civics, government, citizenship, and civil society.
- Understand the concept of community and recognize the significance of engagement for individuals and groups.
- Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

Course Learning Outcomes (CLOs)

- **LO1:** Demonstrate fundamental understanding of civics, government, citizenship, and civil society.
- **LO2:** Understand the concept of community and recognize the significance of community engagement.
- **LO3:** Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of civic and social responsibility.
- **PO2:** Ethical and professional standards in civic contexts.
- **PO3:** Application of civic theory to real-world issues.
- **PO4:** Communication and collaboration with diverse stakeholders.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities

1	Introduction to Civics & Citizenship	Definition, history, types of citizenship, democracy link	PO1	LO1	Live welcome + icebreaker	Recorded lecture, forum, timeline
2	State, Government & Civil Society	Structure, functions, democracy, participation	PO1, PO2	LO1	Lecture + Q&A	Reflection essay
3	Rights & Responsibilities	Constitution of Pakistan, civic duties, ethics	PO1, PO2	LO1, LO2	Supervision Q&A	Case study
4	Community Engagement	Nature, characteristics, cohesion, initiatives	PO2, PO3	LO2	Live guidelines session	Quiz, reflective essay
5	Advocacy & Activism	Public discourse, opinion, social movements	PO2, PO3	LO2	Debate session	Recorded lecture, quiz
6	Digital Citizenship	Platforms, cyber ethics, digital divides	PO1, PO4	LO2	Demo + practice	Toolkit creation
7	Diversity & Inclusion	Ethnic, cultural, political diversity, minorities	PO2, PO3	LO3	Lecture + discussion	Assignment, quiz
8	Midterm Exam	—	—	—	Exam session	Midterm
9	Social Justice & Equality	Inequalities, rights, justice frameworks	PO2, PO3	LO3	Roundtable	Forum debate
10	Civic Leadership	Leadership styles, teamwork, youth roles	PO2, PO4	LO2	Group activity	Peer feedback
11	Communication for Civic Action	Advocacy, persuasion, public speaking	PO4	LO2	Workshop	Speech draft
12	Project Planning	Needs assessment, goal setting	PO3	LO2, LO3	Project lab	Worksheet
13	Project Implementation	Resource mobilization, teamwork	PO3, PO4	LO2, LO3	Group planning	Progress report
14	Monitoring & Evaluation	Indicators, sustainability, feedback	PO3	LO2, LO3	Evaluation clinic	Quiz
15	Student Project Presentations	Showcase civic projects	PO2, PO3, PO4	LO2, LO3	Presentations + peer review	Video submission
16	Final Exam & Reflection	Integration, wrap-up	—	—	Closing ritual	Final exam

Marks Distribution

Criteria	Marks
Assignments	5%
Class Participation	5%
Midterm Exam	25%
Project	10%
Quizzes	5%
Sessional Evaluation	**50%**
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Reflection essays, case studies, project drafts.
- **Community Project:** Design and implement a civic initiative.
- **Presentations:** Showcase project outcomes.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All civic concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Suggested Practical Activities

- Community storytelling (oral histories, interviews).
- Community event planning (health fair, cleanup, cultural festival).
- Service-learning with NGOs.
- Cultural exchange activities.

Accessibility & Inclusivity

The course is designed to be inclusive. All lectures will include captions, accessible PDFs, and flexible assessment formats. Students with disabilities can request additional accommodations.

Instructor Communication Policy

Students can contact the instructor via email. Virtual office hours will be held weekly via LMS. Responses will typically be given within 48 hours.

Technical Requirements

- Stable internet connection (minimum 4 Mbps)

- Laptop or desktop with webcam and microphone

- Access to LMS, MS Word, and PowerPoint

- Familiarity with Zoom or other video conferencing tools

Resource Material

- *Civics Today: Citizenship, Economics, & You* (McGraw-Hill).
- Kymlicka, W. & Norman, W. *Citizenship in Diverse Societies*.
- Youniss, J. & Levine, P. *Engaging Youth in Civic Life*.
- Mattson, K. *Digital Citizenship in Action*.
- Pike, G. & Selby, D. *Globalization and Citizenship*.
- Feldpausch, B. & Omilian, S. *Community Engagement: Principles, Strategies, and Practices*.
- Clarke, M. & Steckel, M. *Creating Social Change: A Blueprint for a Better World*.

Course Outline: Business Communication

Course Title: Business Communication
Course Code: VMSC2010
Credit Hours: 3
Mode of Teaching: Synchronous / Asynchronous / Blended

Course Description

This course develops professional-level oral and written communication skills essential for success in technologically enhanced workplaces. Students will learn to draft memos, letters, emails, resumes, and reports, while enhancing presentation skills and effective participation in meetings. Emphasis is placed on confidence-building through practice, feedback, and application of communication theory to workplace scenarios.

Course Objectives

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

- Understand the concept and process of business communication.
- Demonstrate workplace communication skills in oral and written formats.
- Apply communication theory to solve workplace communication issues.

Course Learning Outcomes

After successful completion, students will be able to:

- Demonstrate communication skills required in the workplace.
- Identify and understand formal and informal structures of communication.
- Construct complex argument structures in verbal and written forms.

Course Execution

- LMS access for lectures, assignments, quizzes, and activities.
- Recorded lectures and discussion forums for asynchronous learning.
- Case studies, roleplays, and simulations for practical application.
- Accessibility support: screen readers, captions, flexible assessment formats.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Business Communication	Definition, importance, responsibilities	PO1, PO2	LO1, LO2	Live welcome + icebreaker + Q&A	Recorded lecture, forum, journal
2	Delivering Your Message	Verbal communication, language barriers, emphasis	PO1, PO2	LO1, LO2	Live demo + discussion	Assignment, peer feedback
3	Understanding Your Audience	Perception, listening, reading	PO1, PO2	LO1, LO2	Roleplay + Q&A	Reading activity, reflection

4–5	**Arguments in Communication**	**Logic, characteristics**	**PO1, PO2**	**LO1, LO2**	**Case study discussion**	**Quiz, exercise**
6–7	**Deductive & Inductive Reasoning**	**Patterns, language use**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Live case analysis**	**Worksheet, quiz**
8	**Midterm Exam**	**—**	**—**	**—**	**Exam session**	**Midterm**
9–10	**Effective Business Writing**	**Oral vs written, styles, principles**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Writing workshop**	**Drafting exercise**
11	**Listening Skills**	**Purpose, barriers**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Live listening lab**	**Activity**
12–13	**Business Writing in Action**	**Emails, memos, reports**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Case study**	**Case analysis**
14–15	**Résumé & Sales Message**	**Resume building, persuasive writing**	**PO3**	**LO3**	**Live resume clinic**	**Resume draft**
16	**Final Exam**	**Integration**	**—**	**—**	**Presentations + closing**	**Final exam**

Marks Distribution

Criteria	**Marks**
Assignments, Quizzes, Presentations	25%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Memos, reports, resumes, sales messages.
- **Case Studies:** Analysis of workplace communication issues.
- **Project (DL students):** Workplace communication project.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage	All concepts covered	Most covered	Some covered	Few/missing

Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Confidentiality & Ethics

All assignments, roleplays, and case discussions are for educational purposes only. Students must maintain professionalism and confidentiality.

Resource Material

- Ruggiero, R.V. *Beyond Feelings: A Guide to Critical Thinking* (2012).
- Instructor-provided case studies and online resources.

Technical Requirements

- Stable internet connection.
- Laptop/desktop with webcam and microphone.
- Access to LMS and MS Word/PowerPoint.

Accessibility & Inclusivity

- Screen readers, captions, flexible assessments.
- Inclusive teaching methods with clear language.

Instructor Communication Policy

- Weekly office hours (As per policy).
- Email: xyz@fui.edu.pk
- Response time: within 48 hours.

Course Outline: Environmental Sciences

Course Title: Environmental Sciences
Course Code: VGER2603
Credit Hours: 3
Semester: 1st
Mode of Teaching: Synchronous / Asynchronous / Virtual Synchronous

Course Description

This course introduces students to Earth's ecological systems, sustainability principles, and the impact of human activities on the environment. Delivered in a virtual synchronous format, the course integrates live sessions, asynchronous learning, discussion forums, and interactive digital activities to develop foundational environmental science knowledge. Students will explore ecological systems, pollution, climate change, environmental regulations, and sustainable development goals (SDGs). The course promotes scientific thinking, responsible citizenship, and critical awareness of environmental challenges.

Course Objectives

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

- Understand scientific principles, environmental systems, and sustainability foundations.
- Describe Earth's natural systems and the effects of human activity.
- Apply environmental management concepts to real-world sustainability issues.

Course Learning Outcomes (CLOs)

- **CLO1:** Define principles of science, stewardship, and sustainability.
- **CLO2:** Identify and describe Earth systems and ecosystem functioning.
- **CLO3:** Apply the scientific method to environmental issues and evaluate human impacts.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of scientific principles and environmental systems.
- **PO2:** Application of sustainability and stewardship concepts.
- **PO3:** Critical thinking and problem-solving in environmental contexts.
- **PO4:** Communication and collaboration in environmental management.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Environmental Science	Course overview, science & environment	PO1	CLO1	Live welcome + Q&A	Recorded lecture, forum activity
2	Ecology & Sustainability Principles	Ecology basics, sustainability	PO1, PO2	CLO1, CLO2	Live concept mapping	Activity + quiz
3	Sustainable Development Goals (SDGs)	Global 17 goals	PO2	CLO1	Breakout SDG discussion	Reflection post

4	Environmental Economics	Cost-benefit, policies	PO3	CLO3	Case discussion	Assignment
5	Environmental Management & Regulation	Policies, standards	PO2, PO3	CLO3	Virtual policy workshop	Activity + review
6	Pollution & Resource Management	Air, water, land pollution	PO1, PO3	CLO2, CLO3	Live demo	Quiz + activity
7	Energy & Clean Technologies	Renewables, fossil fuels	PO2, PO3	CLO2, CLO3	Energy debate	Case analysis
8	Revision	Full review	PO1–PO3	CLO1–CLO3	Live revision class	Midterm prep
9	Midterm Exam	Covers Weeks 1–8	—	—	Synchronous exam	—
10	Environmental Law & Ethics	Environmental acts, ethics	PO2, PO3	CLO3	Case examples	Discussion
11	Environmental Impact Assessment (EIA)	EIA process	PO3	CLO3	EIA workshop	Quiz
12	CSR & Environmental Reporting	CSR frameworks, GRI	PO2, PO4	CLO3	Discussion	Assignment
13	GIS & Business Applications	Mapping & spatial tools	PO3, PO4	CLO2, CLO3	GIS demo	Quiz
14	Climate Change & Business Strategy	Mitigation & adaptation	PO2, PO3	CLO3	Live mapping activity	Reflection
15	Sustainable Communities & Business Models	Sustainability frameworks	PO2, PO4	CLO2, CLO3	Workshop	Project preparation
16	Final Presentation & Revision	Student presentations	PO2–PO4	CLO2, CLO3	Virtual symposium	Upload final project
17	Final Exam	Full course	—	—	Final synchronous exam	—

Marks Distribution

Criteria	Marks
Assignments & Quizzes	25%
Project/Presentation	25%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Reflection essays, case studies, project drafts.
- **Project/Presentation:** Design and present sustainability projects.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Instructor Communication Policy

- Students may email the instructor for support.
- Queries will be responded to within 48 hours.
- Virtual office hours available.

Technical Requirements

- Stable internet connection (minimum 4 Mbps)
- Laptop/desktop with webcam and microphone
- Access to LMS, Zoom, MS Office

Resource Material

- Wright, R. & Boorse, D. (2017). *Environmental Science: Toward a Sustainable Future*.
- Allaby, M. (2002). *Basics of Environmental Science*.

Course Outline: Applications of Information and Communication Technology

Course Title: Applications of Information and Communication Technology
Course Code: VGER1100
Credit Hours: 3
Semester: 1st
Mode of Teaching: Synchronous / Asynchronous / Blended

Course Description

This course offers students a hands-on exploration of Information and Communication Technologies (ICT) and software tools across diverse domains. Through practical exercises and discussions, students will learn to apply ICT to solve real-world problems, boost productivity, and foster innovation. Topics include computer hardware, operating systems, application software, communication tools, and emerging technologies.

Course Objectives

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

- Identify and discuss main functions of computer hardware.
- Describe major operating system functions and demonstrate usage of OS services.
- Use categories of application software: word processing, spreadsheets, databases, and presentation graphics.
- Identify and discuss emerging technologies and their ethical/legal implications.

Course Learning Outcomes (CLOs)

- **CLO1:** Explain fundamental concepts, components, and scope of ICT.
- **CLO2:** Identify uses of various ICT platforms and tools.
- **CLO3:** Apply ICT platforms and tools to address academic, professional, and daily life needs.
- **CLO4:** Understand ethical and legal considerations in ICT use and emerging technologies.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of ICT foundations and applications.
- **PO2:** Application of ICT tools in business and academic contexts.
- **PO3:** Analytical and problem-solving skills using ICT.
- **PO4:** Awareness of emerging technologies and ethical/legal issues.

Course Execution

- All lectures, assignments, quizzes, and discussions conducted via LMS.
- Students must access Word/PDF files, participate in Zoom sessions, and use digital tools for assignments.

Accessibility & Support for Students with Disabilities

- Closed captions in lectures.
- Accessible PDFs and alt text for images.
- Flexible assessment formats.
- Recorded sessions for review.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to ICT	Course overview, ICT scope	PO1	CLO1	Live welcome + Q&A	Forum, reflection
2	Computer Hardware	Input, output, storage	PO1	CLO1	Lecture + demo	Reading activity
3	Operating Systems & Databases	Disk/file/memory management, DB basics	PO1, PO2	CLO1, CLO2	Lecture + lab demo	Assignment
4	Communication & Information Literacy	ICT in communication, info management	PO1, PO2	CLO1, CLO2	Case discussion	Forum debate
5	Networks & Storage Devices	LAN/WAN, cloud, storage	PO1, PO2, PO3	CLO3, CLO4	Lecture + demo	Quiz
6	Flowcharts & ERP	Process mapping, ERP basics	PO2, PO3	CLO2, CLO3	Lab demo	Application task
7	MS Word I	Multi-page docs, headings, TOC	PO2, PO3	CLO2, CLO3	Lab demo	Document assignment
8	MS Word II	Formatting, outline view, page breaks	PO2, PO3	CLO2, CLO3	Lab demo	Practice exercise
9	Midterm Exam	Covers Weeks 1–8	—	—	Exam session	—
10	MS Word III	Columns, section breaks, WordArt	PO2, PO3	CLO3	Lab demo	Application
11	MS PowerPoint I	Objects, SmartArt, transitions	PO2, PO3	CLO3	Lab demo	Presentation task
12	MS Excel I	Basics: rows, columns, formatting	PO2, PO3	CLO3	Lab demo	Assignment
13	MS Excel II	Functions: SUM, IF, conditional formatting	PO2, PO3	CLO3	Lab demo	Quiz
14	MS Excel III	VLOOKUP, sorting, financial formulas	PO3, PO4	CLO4	Lab demo	Case analysis

15	MS Excel IV	Grouping, subtotals, Date/Time functions	PO3, PO4	CLO1–CLO4	Lab demo	Quiz
16	Final Exam	Full course integration	—	—	Exam session	—

Marks Distribution

Criteria	**Weightage**
Quizzes	5%
Individual Assignments	5%
Class Participation	5%
Group Project	10%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, punctuality, professionalism.
- **Assignments:** Word, Excel, PowerPoint tasks.
- **Quizzes:** Weekly short assessments.
- **Group Project:** ICT application in business context.
- **Exams:** Midterm and final focusing on applied ICT skills.

Grading Rubrics (Sample)

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage	All ICT concepts covered	Most covered	Some covered	Few/missing
Application	Highly practical	Moderately practical	Limited	Not useful
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Professionalism	Highly professional	Moderately professional	Limited	Poor conduct
Originality	Unique	Some originality	Generic	Copied

Confidentiality & Ethics

All assignments, projects, and case discussions are for educational purposes only. Students must maintain professionalism and uphold ethical standards during peer interactions and assessments.

Resource Material

- *A Text Book of Computer Applications in Business* by Tasleem Mustafa, Tariq Mahmood, Imran Saeed, Ahsan Raza Sattar (Latest Edition).
- Tools: Microsoft Word, Excel, PowerPoint.

Technical Requirements

- Stable internet connection (minimum 4 Mbps).
- Laptop/desktop with webcam and microphone.
- Access to LMS, Zoom, MS Office.

Instructor Communication Policy

- Students may email the instructor for support.
- Queries will be responded to within 48 hours.
- Virtual office hours available.

Course Outline: Personal & Professional Development

Course Title: Personal & Professional Development
Course Code: VMSC3007 **Credit Hours:** 3
Semester: BBA 7 (A & B)
Mode of Teaching: Synchronous / Asynchronous / Virtual Synchronous

Course Description

This 3-credit hour course enhances students' personal and professional competencies through structured activities, counseling sessions, self-branding, skill development tasks, guest lectures, and field trips. Delivered through virtual-synchronous and experiential components, the course helps students build confidence, communication, professional identity, and emotional resilience.

Course Objectives

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

- Understand personal and professional development concepts.
- Demonstrate digital proficiency and communication skills.
- Build a professional identity through self-branding and networking.
- Apply emotional intelligence, resilience, and ethical behavior in professional contexts.
- Integrate learned skills into practical presentations and workplace readiness.

Course Learning Outcomes (CLOs)

- **CLO1:** Understand personal & professional development.
- **CLO2:** Demonstrate digital & communication proficiency.
- **CLO3:** Develop a professional digital identity.
- **CLO4:** Analyze personal values & time-management approaches.
- **CLO5:** Demonstrate respect, empathy, inclusivity.
- **CLO6:** Apply emotional intelligence & resilience.
- **CLO7:** Exhibit ethical behavior & boundary-setting.
- **CLO8:** Develop interpersonal & networking skills.
- **CLO9:** Integrate & present learned skills.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of personal and professional development foundations.
- **PO2:** Application of communication, digital, and interpersonal skills.
- **PO3:** Ethical and professional conduct in workplace contexts.
- **PO4:** Leadership, teamwork, and networking in diverse environments.

Weekly Topics (Expanded to 16 Weeks)

Week	Topic	Modules/Concepts	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Personal &	Mind mapping, challenges	PO1	CLO 1	Live intro session	Reflection + forum

	Professional Development					
2	MS Office Proficiency & Communication	CV building, digital tools	PO1, PO2	CLO 2	Live demo	CV assignment
3	Self-Branding & LinkedIn	Digital identity, guest speakers	PO2	CLO 3	LinkedIn walk-through	Profile evaluation
4	Ikigai & Purposeful Living	Values, purpose, story circles	PO2, PO3	CLO 4	Guided discussion	Reflection worksheet
5	Time Management	Time-blocking, productivity	PO2, PO3	CLO 4	Gamified activity	Productivity challenge
6	Diversity & Inclusion	Role-plays, case studies	PO2	CLO 5	Scenario role-plays	Diversity reflection
7	Teamwork & Ego Management	Team exercises, guest lecture	PO2, PO4	CLO 5	Group activity	Collaboration task
8	Midterm Exam	Covers Weeks 1–7	—	—	Synchronous exam	—
9	Respectful Corporate Language	Corporate communication	PO2	CLO 5	Workshop	Discussion assignment
10	Wabi Sabi, Resilience & Stress Management	Resilience, stress coping	PO2, PO3	CLO 6	Group workshop	Stress-management activity
11	Paradox of Control	Reflection circles	PO2, PO3	CLO 6	Story circle	Journal entry
12	Kindness & Boundaries	Service learning, ethics	PO3	CLO 7	Discussion circle	Service-task report
13	Managing Difficult People	Role-playing scenarios	PO2, PO3	CLO 8	Scenario practice	Role-play submission
14	Networking & Relationship Building	Field trips, professional conduct	PO2, PO4	CLO 8	Networking workshop	Reflection

15	Integration & Skill Showcase	Preparation for final	PO2, PO3	CLO 9	Practice presentations	Peer feedback
16	Final Presentations & Wrap-Up	Student presentations	PO2–PO4	CLO 9	Symposium + expert evaluation	Upload final project

Marks Distribution

Criteria	**Percentage**
Attendance & Counseling Sessions	10%
Activities (Inside & Outside Class)	20%
Formal Communication	5%
Professional Conduct	5%
Guest Speakers & Field Trips	10%
Final Presentation	50%
Total	**100%**

Activities Breakdown

- **Counseling Sessions:** Mandatory attendance and participation.
- **Skill-Building Activities:** CV writing, LinkedIn profile, networking tasks.
- **Guest Lectures & Field Trips:** Industry exposure and professional conduct.
- **Final Presentation:** 15 minutes + 5 minutes Q&A, evaluated by industry experts.

Grading Rubrics (Sample)

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage	All skills demonstrated	Most skills	Some skills	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Professionalism	Highly professional	Moderately professional	Limited professionalism	Poor conduct
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Miscellaneous Instructions

- Regular attendance, including counseling sessions, is mandatory.
- Active participation in skill-building activities is required.
- Formal communication skills will be assessed.
- Professional conduct inside & outside class is mandatory.
- Deadlines must be followed strictly.

- Final presentation is mandatory.

Course Outline: Quantitative Reasoning

Course Title: Quantitative Reasoning
Course Code: VGER1300 / VGER1301
Credit Hours: 3
Semester: 1st
Mode of Teaching: Synchronous / Asynchronous / Virtual Synchronous

Course Description

This course provides foundational quantitative reasoning skills tailored to virtual and hybrid learning environments, integrating synchronous sessions, asynchronous activities, and practical problem-solving applications. Students will develop the ability to interpret and analyze numeric information, enhance logical decision-making using mathematical tools, and apply quantitative reasoning skills to social, economic, and real-life contexts.

Course Objectives

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

- Introduce core quantitative reasoning concepts.
- Develop ability to interpret and analyze numeric information.
- Enhance logical decision-making using mathematical tools.
- Apply QR skills to social, economic, and real-life contexts.

Course Learning Outcomes (CLOs)

- **CLO1:** Apply quantitative reasoning skills to practical problems.
- **CLO2:** Interpret graphs, tables, and numeric data.
- **CLO3:** Use algebraic, geometric, and logical tools.
- **CLO4:** Demonstrate QR skills in real-world decision-making.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of mathematical and logical foundations.
- **PO2:** Application of quantitative reasoning in diverse contexts.
- **PO3:** Critical thinking and problem-solving using numeric tools.
- **PO4:** Communication of quantitative information effectively.

Weekly Topics

Week	Topic	Modules/Concepts	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to QR	What is QR? History, numbers	PO1	CLO1	Live intro session	Recorded lecture + forum
2	Problem Solving I	Parts & whole, units & rate	PO1, PO2	CLO1	Live examples	Worksheet + quiz
3	Problem Solving II	Unit analysis, modeling	PO2, PO3	CLO1, CLO4	Modeling demo	Practice problems
4	Numbers & Universe I	Estimation, big/small numbers	PO1, PO3	CLO1, CLO3	Estimation exercises	Numeric tasks

5	Numbers & Universe II	Uncertainty, errors	PO1, PO3	CLO1, CLO3	Error workshop	Error-calc activity
6	Financial Math I	Profit/loss, percentage	PO2, PO3	CLO1, CLO4	Examples	Finance worksheet
7	Financial Math II	Interest, taxation	PO2, PO3	CLO1, CLO4	Interest demo	Tax case study
8	Midterm Exam	Covers Weeks 1–7	—	—	Synchronous exam	—
9	Expressions I	Algebra basics	PO1, PO3	CLO3	Algebra walkthrough	Expression tasks
10	Expressions II	Linear & quadratic equations	PO1, PO3	CLO3	Equation lab	Problem set
11	Geometry I	Shapes, area	PO1, PO3	CLO3	Geometry demo	Virtual geo-tasks
12	Geometry II	Applications	PO1, PO3	CLO3	Applied geometry	Video exercise
13	Venn Diagrams	Sets, intersections	PO1, PO2	CLO3	Problem-solving	Group Venn activity
14	Graphing & Functions	Visualization, functions	PO2, PO4	CLO2, CLO3	Graph lab	Graph-reading quiz
15	Data & Statistics	Summaries, spread	PO2, PO3, PO4	CLO2, CLO4	Data workshop	Dataset analysis
16	Final Project & Exam	Student presentations + wrap-up	PO2–PO4	CLO2 – CLO4	Virtual symposium	Upload final project + Final exam

Marks Distribution

Criteria	**Marks**
Sessional (Assignments, Quizzes, Activities)	30%
Midterm Exam	20%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Worksheets, numeric tasks, case studies.
- **Quizzes:** Weekly short assessments.
- **Project/Presentation:** Applied QR project in real-life context.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Instructor Communication Policy

- Students may email the instructor for support.
- Queries will be responded to within 48 hours.
- Virtual office hours available.

Technical Requirements

- Stable internet connection (minimum 4 Mbps).
- Laptop/desktop with webcam and microphone.
- Access to LMS, Zoom/Teams, MS Office.

Resource Material

- Course-provided worksheets and lecture slides.
- Supplementary readings on quantitative reasoning and applied mathematics.
- Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.
- Demana, F., Waits, B., Foley, D. & Kennedy, D. (2016). Precalculus. (7th Edition). Addison Wesley
-

BBA and BSAF

Course Title: Business Economics
Credit Hours: 3
CODE: VMSC2203
Mode of Teaching: Synchronous/ Asynchronous/ Blended

Course Description

This course aims to impart knowledge of basic economic principles to business students. It covers micro-and macroeconomic issues that are essential for managers and professionals. The course starts with basic microeconomic concepts such as demand, supply, elasticities, production and cost. Having established the solid ground of the basics of microeconomics, parts of macroeconomics, including national income accounts, aggregate demand, aggregate supply, concepts of inflation and unemployment, major macroeconomic policy operations will be dealt with. After completing the course, the students will be able to apply principles of economics to solve economic problems being faced by both public and private sectors of Pakistan.

Course Objective

The objectives set by this course of Business Economics is to provide skills to deal with individual level issues. These issues pertain resource scarcity, utility maximization, cost minimization etc. participants will be accustomed to the skills to deal with different agents in the economy, like buyer, seller and government in different market conditions in order to have a sustainable flow of benefits.

Course Learning Outcomes

1. The general behavior of economic agents, students will have idea of about rational behavior and skills to manage their expenditures
2. Ensuring critical thinking is a part of sellers and buyers and how their interactions influence outcomes
3. Being efficient managers, students will be able to minimize the cost structure of a firm
4. Different firm works in the different market system, students will be equipped with strategies to perform in each market.

Course Execution

1. Course Contents Detailed Distribution

Note: This schedule is tentative and can be subject to change

Week	Topic	Modules	Synchronous Session	Virtual Activities
1	Introduction to Economics	What do economists' study? Scarcity and Choice Micro versus Macro Economics Positive Versus Normative	Live Wellcome Question Answers / Examples	Recorded lecture,

		Analysis Conclusion 1		
2	Theory of Consumer Behaviour	Concep to Utility Total Utility Marginal Utility Relationship between TU and MU DMU Derivation of Demand Curve through Utility Cardinal and Ordinal Approaches of Utility Consumer Equilibrium Budget Line	Live lecture Question Answers Numerical Examples Quizz Assignments	Recorded lecture,
3	Demand and Supply	Micro Perspective of Economics The market forces of Supply and Demand Demand • Demand Schedule • Law of Demand • Demand Curve • Individual Demand and market demand • Shifts in the demand curve Supply • Supply Schedule • Law of Supply • The Supply schedule and the • Supply curve • Individual Supply versus Market supply • Shifts in Supply •	Question Answers Numerical Examples Quizz Assignments	Recorded Lecture
4	**Market Equilibrium**	Market Equilibrium Price Ceiling • Price Floor • Effect on market Outcome	Question Answers Numerical Examples Quizz	Recorded Lecture

5	**Elasticity of demand and Supply**	Price elasticity of demand • Calculation of the Price Elasticity: Point Elasticity and Average Based Formula • Factors Affecting Price Elasticity of Demand • Price Elasticity and Total Revenue • Price Elasticity of Supply • Factors Affecting Price Elasticity of Supply	Question Answers Numerical Examples Assignments	Recorded Lecture
6	**The Production Function and the Costs of Production**	The Production Function • Efficient Method of Production • Production Function and Types of Costs • Short run cost analysis • Long run Costs • The Law of Diminishing Returns Economies and Diseconomies of Scale	Question Answers Numerical Examples Assignments	Recorded Lecture
7	**The Production Function and the Costs of Production**	• The Production Function • Efficient Method of Production • Production Function and Types of Costs • Short run cost analysis • Long run Costs • The Law of Diminishing Returns	Answers Numerical Examples Quizz	Question Recorded Lecture
8	**Market Structure**	Theory of firm Market structure Perfect competition	Question Answers Examples Quizz	

			Assignments	
9	Mid Term Exam			Exam
10	Macro Perspective of Economics	A Frame Work Of Macro Economics • Evolution of Macro Economics, Scope of Macro Economics • Integration of Micro and Macro Economics	Question Answers Examples	Recorded lecture
11	Macro Perspective of Economics	Separate identity of Micro and Macro Economics • Macro Economics Variables and their Functional Relationship • Economic Model, its Derivation and its Construction • Macro Economic problems	Question Answers Numerical Examples Quizz	Recorded Lecture
12	**Assessing the Economy's Performance**	Concepts of National Income • Circular flow of National Income • Measurement of National Income • Production Approach • Income Approach • Expenditure Approach	Question Answers Numerical Examples Quizz Assignments	Recorded Lecture
13	**Assessing the Economy's Performance**	Concepts of National Income • Circular flow of National Income • Measurement of National Income • Production Approach • Income Approach • Expenditure Approach	Question Answers Numerical Examples Assignments	Recorded Lecture

		• Real GDP and Nominal GDP • The GDP Deflator		
14	**Issues Of Macro Economics**	Unemployment • Measurement of unemployment • Types of unemployment	Question Answers Numerical Examples Assignments	Recorded Lecture
15	**Issues Of Macro Economics**	Inflation • Meaning and measurement of inflation • Types of inflation • Effects of inflation	Question Answers Numerical Examples Assignments	Recorded Lecture
16	Final Exam			Exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be followed and breaches may result in academic penalties.

Resource Material

Books

1. Essentials of Business Economics – D. N. Dwivedi
2. Managerial Economics – D. N. Dwivedi
3. Managerial Economics: Principles and Worldwide Applications – Dominick Salvatore
4. Managerial Economics (1st Year BBA) – Preeti Dahiya, Rohit Garg & Sangeeta Chaudhary
5. Business Economics (NEP-UP) – D. N. Dwivedi
6. Economics of Strategy – Besanko, Dranove, Schaefer & Shanley

Reference Website

- CORE Econ
- EconBiz
- EconStor
- CSUF Resources for Economists
- Towson University OER – Business & Economics
- Business Economics Education Center
- Economic Insights – Federal Reserve Bank of Philadelphia

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Analysis of Financial Statements
Course Code: VMSC4424
Credit Hours: 3
Semester: 1

Mode of Teaching: Blended

Course Description

The ideas that underlie financial reports have developed over several hundred years. This development continues today to meet the needs of a changing society. Demand for financial reports exists because users believe that the report helps them in decision-making. This course concentrates on using financial accounting information for making proper decisions and analyzing the outcomes of those decisions by the company's managers, shareholders, bondholders, security analysts, lending institutions, regulatory authorities, and the general public. This course concentrates on using financial accounting information for making proper decisions by the company's managers, shareholders, bondholders, security analysts, lending institutions, regulatory authorities, and the public. The primary objective of this course is to achieve a high level of academic understanding of the differential application of accounting methods and estimates on financial statements, with particular emphasis on its effects on various measures of corporate performance
Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. To achieve a high level of academic understanding of the differential application of accounting methods and estimates on financial statements.
2. To prepare students to comprehend and apply the acquired knowledge to real-world situations.
3. To inculcate analytical, synthesis, and evaluation skills using financial reporting information.

Course Learning Outcomes

After successful completion, students will be able to:

1. Comprehension of the academic understanding of differential applications of accounting methods and estimates on financial statements.

2. Application of financial reporting information for financial decision making.
3. Analyzing and evaluating financial accounting information for planning and controlling business operations
4. Compare and apply key concepts and techniques from various evidence-based approaches through digital platforms.

Course Execution

1. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
2. **For disable students (for deaf, blind etc.?) Example**
    - Provide **screen readers** and **text-to-speech tools** for visually impaired students.
    - Use **closed captions** and **sign language support** in online lectures.
    - Offer **voice recognition software** for students with physical disabilities.
    - Design **accessible course materials** with readable fonts and alt text for images.
    - Allow **flexible assessments** like oral, written, or video submissions.
    - Record all lectures so students can **learn at their own pace**.
    - Provide **online counseling and technical support** for disabled students.
    - Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
    - Use **inclusive teaching methods** with clear speech and simple language.
    - Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Introduction to GAAP	Development of generally accepted accounting principles (GAAP) and the traditional assumptions of the accounting model	1	1 & 2	Live welcome + icebreaker + Q&A	Recorded lecture
2	Introduction to the financial statements.	Accounting procedures, Accounting cycle, Auditors opinion & Auditor's report.	1&2	1&2	Case discussion Questions and Problem discussions	Recorded lecture, Assignment
3	Balance Sheet	Balance sheet & decision-making process. Analyst perspectives.	1&2	1&2	NA	Recorded Lecture, Assignment
4	Balance Sheet	Problems/Cases in Balance sheet & decision making process.	1&2	1&2	NA	Recorded Lecture, Assignment

5	Statement of income	Statement of Income, Statement of Earnings, and Statement of Operations.	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
6	Income statement items and special disclosure.	Income statement items and special disclosure: Unusual or infrequent items.	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
7	Cases/Problems in Income Statement.	Revenue and Expense Recognition Issues (timing, accruals, and matching principle) Depreciation and Inventory Valuation Methods (impact on net income)	2&3	2&3	Questions and Problems discussion	Recorded Lecture, Assignment
8	Cases/Problems in Income Statement.	Non-Operating and Extraordinary Items (foreign exchange gains/losses, one-time events) Income Tax and Deferred Tax Adjustments Comparative Profitability and Ratio Analysis (trend or cross-company analysis)	2&3	2&3	Questions and Problems discussion	Recorded Lecture, Assignment
9	Cases/Problems in Income Statement.	Income Tax and Deferred Tax Adjustments Comparative Profitability and Ratio Analysis (trend or cross-company analysis)	2&3	2&3	Questions and Problems discussion	Recorded Lecture, Assignment
10	Analysis of financial data.	Ratio analysis, common-size analysis, and differences in components of financial statements among industries. Use of analytical tools	2&3	2&3	Questions and Problems discussion	Recorded Lecture, Assignment
11	Short-term debt-paying ability.	Short-term debt-paying ability. Liquidity of a firm.	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment

	Liquidity of a firm.					
12	Cases/Problems in Short-term debt-paying ability, Liquidity of a firm.	Cases/Problems in Short-term debt-paying ability, Liquidity of a firm.	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
13	Firm's debt paying and the Solvency of a firm	The firm's long-term debt paying ability. Solvency of a firm	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
14	Cases/Problems in the Firm's long-term debt paying ability. Solvency of a firm	Cases/Problems in the Firm's long-term debt paying ability. Solvency of a firm	2&3	2&3	Questions and Problems discussion	Recorded Lecture, Assignment
15	Profitability and dividends	Profitability and dividends. Market price, capital gains.	02,03	02,03	Questions and Problems discussion	Recorded Lecture, Assignment
16	Profitability and dividends	Market price, capital gains. Performance measure. Productive assets and sales	02,03	02,03	Questions and Problems discussion	Recorded Lecture, Assignment

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Therapist Identity Journal: Weekly reflections tied to synchronous sessions.
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Guest Speaker Option: Week 15 or 16 for real-world insights.
- Case Analysis Report: Analyze a recorded therapy session and identify techniques used and their theoretical basis.
- Ethics in Online Therapy Essay: Discuss ethical considerations in telepsychology (e.g., confidentiality, consent).
- Compare & Contrast Video Essay: Create a 5-minute video comparing two therapeutic approaches using a mock client scenario.
- Therapy Toolkit: Develop a digital toolkit (PDF or Canva-based) summarizing techniques from each major therapeutic approach.

- Simulated Clinical Emergency Response Plan: Write a protocol for responding to a psychiatric emergency during a virtual session.

Grading Rubrics
Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:
Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of concepts	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.
Resource Material

Books (2 to 5 books)

1. Financial Reporting and Analysis, Gibson, 10th. Edition
2. The Analysis & Use of Financial Statements, White. Sondhi. Fried, 3rd. Edition
3. Financial Statement Analysis, Gibson, 7th. Edition
4. Financial Statement Analysis, Wild. Bernstein, 7th. Edition

Reference Videos (only mention if no copy right issue)

1. http://www.opendoors.pk/home
2. http://www.sbp.org.pk/publications/Pub-Ann.htm
3. http://www.brecorder.com/
4. https://www.psx.com.pk/

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for

accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Business Finance
Course Code: VMSC2405
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description

Business Finance course focuses on imparting the knowledge about fundamental concepts and tools of Business Finance. It emphasizes the significance and applications of Business Finance knowledge and skills to business management students. It deals with the function of finance in an organization, the role of manager specifically finance manager and the financial environment in which the firm operates. It covers the understanding of financial markets along with the broad orientation of micro and macroeconomic factors that influence the business environment. The primary emphasis is developing the skills regarding planning, acquiring and evaluating the investment, financing and operating decisions.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

4. Give students a base level of finance knowledge.
5. To build the ability and confidence in students to tackle common financial problems in practice.
6. Understanding fundamental concepts and tools of finance which are useful in decisions making.

Course Learning Outcomes

After successful completion, students will be able to:

5. Understand the basics of finance and the role that finance plays within an organization.
6. Understand and analyze financial reports
7. Provide valuable financial information such as the time value of money, annuity, perpetuity bond and stock valuation etc.
8. Evaluate and justify investment appraisal decisions
9. Understand and identify the sources of funds available and how it is obtained
10. Understand and apply the conceptual relationship between the expected return and the relevant risk of individual assets and portfolios of assets

Course Execution

3. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
4. **For disable students (for deaf, blind etc.?) Example**
    - Provide **screen readers** and **text-to-speech tools** for visually impaired students.
    - Use **closed captions** and **sign language support** in online lectures.
    - Offer **voice recognition software** for students with physical disabilities.
    - Design **accessible course materials** with readable fonts and alt text for images.
    - Allow **flexible assessments** like oral, written, or video submissions.
    - Record all lectures so students can **learn at their own pace**.

- Provide **online counseling and technical support** for disabled students.
- Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
- Use **inclusive teaching methods** with clear speech and simple language.
- Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Concepts and Scope of (FM)	Finance and FM Goals of the firm	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Concepts and Scope of (FM)	Agency problems and their mitigation Financial Axioms	1	1	Live practice +Q&A	Excel worksheet, Assignment
3	Time value of money	The role and perspectives of the TVM concept Future values Present values	1,2	3	Live Lecture + Q&A	Lecture/practice questions/
4	Time value of money	The relationship between future and present values Future and present values of cash flows under high compounding frequency	1,2	3	Live Lecture/practice +Q&A	Quiz
5	Time value of money	Present Value and Future Value Calculations for series of payments Annuity Series Perpetuity	1,2	3	Live Lecture/practice +Q&A	Practice Question
6	Time value of money	Present Value and Future Value Calculations for series of payments Mixed Cash flows Amortization Schedule	1,2	3	Live demo + guided practice	Lecture/practice questions/
7,8	Accounting & Financial Statements	Ratio Analyses	2	1,2		Quiz
9	Risk & Return	Calculate the holding-period yield; Calculate both the arithmetic mean	1,2	6	Live Lecture + guided practice	Worksheet, Practice Question

		return and the geometric mean return;				
10,11,12	Risk & Return	Expected returns and risk defined Calculating expected return Calculating risk (Variance and Standard deviation) Portfolio expected returns Portfolio variance and standard deviation Systematic and unsystematic risk Diversification and portfolio risk	2	6	Live Lecture + Practice Question	Practice Question Assignment
13	Cost of Capital	The cost of capital concepts Individual and weighted average costs of capital Costs of capital and valuation Capital structure Capital structure decision (No taxes or other capital market imperfections) Debt equity ratio, cost of capital and the value of the firm (The MM Propositions) Optimal capital structure Evidence on capital structure determinants	1,2	5	Live Lecture + Practice Question	Worksheet, Practice Question
14,15	Capital Budgeting	Net present value and other investment Criteria Net present value. The payback rule. The average accounting return. The internal rate of return. The profitability index.	1,2	4	Live Lecture + Practice Question	Worksheet, Practice Question

		The practice of capital budgeting				
16	Project Presentation Discussion and Revision	Project Presentation All topics Revision and discussion	1,2	3,5	Live presentations + peer feedback+ Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

7. Financial Management Theory and Practice International student Edition by Brigham and Ehrhardt, latest Edition
8. Ross, Westerfield, Jordan: Corporate Finance Essentials.
9. Jemes C. Vanhorne: Fundamentals of Financial Management

Reference Website

1. www.brecorder.com
2. www.psx.com.pk
3. http://www.swlearning.com/finance
4. https://www.accountingcoach.com/

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
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Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Financial Accounting
Course Code: VMSC2401
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description

This course is built upon the Principles of Accounting Course in the sense that it provides advanced treatment of basic techniques learned in the first course of Accounting. It mainly focuses upon the company accounts and their understanding in the context of the International Financial Reporting Standards and Companies Act 2017.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

7. To build student understanding pertinent to firm financial operations and critical examination of firm financial statements.
8. To know the accounting activities and how to record them properly in the books of account and then financial statements.

Course Learning Outcomes

After successful completion, students will be able to:

11. Help students to have on hands practice of financial reporting and analysis through case studies.
12. Help students to build advance concepts of financial accounting.

Course Execution

5. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
6. **For disable students (for deaf, blind etc.?) Example**
    - Provide **screen readers** and **text-to-speech tools** for visually impaired students.
    - Use **closed captions** and **sign language support** in online lectures.
    - Offer **voice recognition software** for students with physical disabilities.
    - Design **accessible course materials** with readable fonts and alt text for images.
    - Allow **flexible assessments** like oral, written, or video submissions.
    - Record all lectures so students can **learn at their own pace**.
    - Provide **online counseling and technical support** for disabled students.
    - Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
    - Use **inclusive teaching methods** with clear speech and simple language.
    - Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Merchandising Companies Periodic inventory system Sales & Purchases Transactions	Perpetual inventory system Sales & Purchases Transaction	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum, Practice Question
2	Income Statement Case Study: Star Track Merchandising company	Income Statement for Merchandising Business and Comprehensive	2	1,2	Live practice +Q&A	Excel worksheet, Assignment
3	Bank Reconciliation Statement	Introduction of Bank Reconciliation Statement	1	1	Live Lecture + Q&A	Recorded lecture
4	Bank Reconciliation Statement	Preparation of Bank Reconciliation Statement	2	1,2	Live Lecture/practice +Q&A	Case study Quiz
5	Inventory And Cost of Good Sold	Overview of Topic Cost flow Assumptions Specific Identification Method	1	1	Live Lecture/practice +Q&A	Practice Question
6	Inventory And Cost of Good Sold	FIFO LIFO	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Plants And Intangible Assets	Overview of Topic Methods of Depreciation	1	1		Quiz
8	Plants And Intangible Assets	Straight Line Method Double Declining Method 150% Declining Balance Method	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Shareholder Equity Section Of Balance Sheet	Paid in Capital Additional Paid in Capital	1	1	Live Lecture + guided practice	Worksheet, Practice Question
10	Shareholder Equity Section Of Balance Sheet	Common stock Preferred stock Statement of Owner's Equity		1,2	Live Lecture + Practice Question	Practice Question Assignment
11	Cash Flow Statement	Overview of the Topic	1	1,2	Live Lecture + Guided Practice	Worksheet, Practice Question

		Direct and Indirect Method of Cash Flow				
12	Cash Flow Statement	Cash flow from Operating activities Cash flow from Financial activities Cash flow from Investing activities	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question Quiz
13	Financial Ratio	Overview of the Topic Ratios Interpretation and analysis of the ratios	1	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
14	Financial Ratio	Trend analysis Horizontal And Vertical Analysis	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
15	Project Financial Analysis of Public limited companies	Presentation of the projects	1	1,2	Live presentations + peer feedback	
16	Discussion and Revision	All topics Revision and discussion	1	1	Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
Zero Plagiarism Policy will be follow and breaches may result in academic penalties.
Resource Material

Books

10. By Williams, Haka, Bettner: Financial & Managerial Accounting, 17th Edition. Publisher Prentice Hall Frank wood, Business Accounting –II, (13th Edition)
11. Miegs and Meigs, Accounting for Business Decision, 11th Edition

Reference Website (only mention if no copy right issue)

5. www.brecorder.com
6. www.psx.com.pk
7. http://www.swlearning.com/finance
8. https://www.accountingcoach.com/
9.

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.
Instructor Communication Policy
The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.
Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Financial Management
Course Code: VMSC3404
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description

A good working knowledge of finance is to know the financial consequences of the management's decisions. essential for success in business, regardless of one's specific job, because everything from marketing to human services is related to financial issues. The subject aims at building competence in corporate finance further by extending the coverage in Business Finance module to include three more of the finance functions – financial planning and control, working capital management and financing sources. It continues to emphasize on strategic decision making techniques that best serve the interests of shareholders, which is to maximize the value of the company.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

9. To achieve a high level of academic understanding and application of financial literature.
10. To learn various techniques of financial management.
11. To know the financial consequences of the management's decisions.
12. To concentrate on allocation and utilization of financial resources.
13. To think critically about issues in financial management.

Course Learning Outcomes

After successful completion, students will be able to:

13. Understand functions of finance manager, Understand the basics of finance theory as it applies to corporate financial decisions.
14. Be able to understand and analyze financial statements and to apply tools and techniques of time value of money for investing decisions.
15. Understand and apply the concepts of risk and return for portfolio management and know about the capital structure.
16. Understand and apply the concepts of corporate dividend policy and Weighted Average Cost of capital.
17. Understand the concepts and techniques of risk management**.**

Course Execution

7. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
8. **For disable students (for deaf, blind etc.?) Example**
    - Provide **screen readers** and **text-to-speech tools** for visually impaired students.
    - Use **closed captions** and **sign language support** in online lectures.
    - Offer **voice recognition software** for students with physical disabilities.
    - Design **accessible course materials** with readable fonts and alt text for images.

- Allow **flexible assessments** like oral, written, or video submissions.
- Record all lectures so students can **learn at their own pace**.
- Provide **online counseling and technical support** for disabled students.
- Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
- Use **inclusive teaching methods** with clear speech and simple language.
- Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Concepts and Scope of (FM)	Finance and FM Goals of the firm Agency Problem	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Time value of money	Present Value Future Value Simple interest rate Compound interest Annuity	2	1,2	Live practice +Q&A	Excel worksheet, Assignment
3	Time value of money	Perpetuity EAR, Amortization Rule of 72	1	1	Live Lecture + Q&A	Lecture/practice questions/
4	Bonds Valuation	Introduction of Bond Market Bond and its Types Bond Pricing	2	1,2	Live Lecture/practice +Q&A	Quiz
5	Bonds Valuation	Bond Yield Current Yield YTM YTC	1	1	Live Lecture/practice +Q&A	Practice Question
6	Shares and Their Valuation	Introduction of Stock Market Overview of Shares Types of Ordinary Stock Preferred Shares	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Shares and Their Valuation	Stock Valuation Common Stock Preferred Stock Valuation	1	1		Quiz
8	Shares and Their Valuation	Dividend Discount Model Constant Growth Multiple Holding/Growth Period	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Risk & Return	Calculate the holding-period yield; Calculate both the arithmetic mean return	1	2,3	Live Lecture + guided practice	Worksheet, Practice Question

		and the geometric mean return;				
10	Risk & Return	Calculate both the arithmetic mean return and the geometric mean return; Calculate Variance Standard deviation & Coefficient of Variance for single stock and portfolio.	2	2,3	Live Lecture + Practice Question	Practice Question Assignment
11	Risk & Return	CAPM Markowitz Mean Variance Theory	1	1,2	Live Lecture	Supporting Notes for Reading
12	Cost of Capital	The MM Propositions Optimal capital structure Costs of financial distress and bankruptcy	1	1,2	Live Lecture	Quiz
13	Cost of Capital	The static trade-off theory The pecking order theory Weighted average costs of capital Costs of capital and valuation	1	3,4	Live Lecture + Practice Question	Worksheet, Practice Question
14	Capital Budgeting	Types of investment projects Investment process Non-discounted appraisal techniques •Discounted Cash flow techniques	2	1,5	Live Lecture + Practice Question	Worksheet, Practice Question
15	Capital Budgeting	Explain the “multiple IRR problem” and the condition that can cause the problem; Explain why NPV, IRR, and MIRR methods can produce conflicting rankings for capital projects.	1	1,5	Live Lecture	Supporting Notes for Reading
16	Project Presentation Discussion and Revision	Project Presentation All topics Revision and discussion	1,2	3,5	Live presentations + peer feedback+ Practice + closing ritual	Final exam

Marks Distribution

Criteria	Marks

Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

12. Financial Management Theory and Practice International student Edition by Brigham and Ehrhardt, latest Edition
13. Ross, Westerfield, Jordan: Corporate Finance Essentials.
14. Jemes C. Vanhorne: Fundamentals of Financial Management

Reference Website

10. www.brecorder.com
11. www.psx.com.pk
12. http://www.swlearning.com/finance
13. https://www.accountingcoach.com/
14.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone

- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
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Instructor Communication Policy
The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Principle of Accounting
Course Code: VMSC1400
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description

This course is aimed at students with no or limited prior accounting knowledge and provides an understanding of how financial statements are prepared for various types of organizations. The accounting information is required for decision making purposes and then an economic event could be performed, the course is all about how to use accounting as information tool and then what decisions could be taken through it.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

14. Understand fundamental accounting concepts.
15. Record business transactions accurately.
16. Prepare core financial statements

Course Learning Outcomes

After successful completion, students will be able to:

18. Explain fundamental accounting concepts and principles.
19. Record business transactions using appropriate accounting methods.
20. Prepare essential financial statements.
21. Apply accounting procedures for adjusting and closing entries.

Course Execution

9. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
10. **For disable students (for deaf, blind etc.?) Example**
    - Provide **screen readers** and **text-to-speech tools** for visually impaired students.
    - Use **closed captions** and **sign language support** in online lectures.
    - Offer **voice recognition software** for students with physical disabilities.
    - Design **accessible course materials** with readable fonts and alt text for images.
    - Allow **flexible assessments** like oral, written, or video submissions.
    - Record all lectures so students can **learn at their own pace**.
    - Provide **online counseling and technical support** for disabled students.
    - Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
    - Use **inclusive teaching methods** with clear speech and simple language.
    - Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Accounting and its role		1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Basic Accounting Concepts		1	1	Live practice +Q&A	Excel worksheet, Assignment
3	Basic Financials Statements (Overview)		1	1	Live Lecture + Q&A	Lecture/practice questions/
4	The recording process		2	2	Live Lecture/practice +Q&A	Quiz
5	Transactions analysis (Generals Journals)		1	2	Live Lecture/practice +Q&A	Practice Question
6	Ledger & Trail Balance		2	2	Live demo + guided practice	Lecture/practice questions/
7	Problem Solving		2	2		Quiz
8	Problem Solving & Discussion		2	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Preparation of financial Statements		2	2,3	Live Lecture + guided practice	Worksheet, Practice Question
10	Problem Solving (Financial Statements)		2	2,3	Live Lecture + Practice Question	Practice Question Assignment
11	The adjusting and Closing entries		1	4	Live Lecture	Supporting Notes for Reading
12	Problem Solving (Discussion)		1	3,4	Live Lecture	Quiz
13	Accounting for trading organization		1	1	Live Lecture + Practice Question	Worksheet, Practice Question
14	Problem Solving		2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
15	Project Viva		1,3	2,3	Live presentations + peer feedback+	Supporting Notes for Reading
16	Discussion and Revision	All topics Revision and discussion			Practice + closing ritual	Final exam

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

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15. By Williams, Haka, Bettner: Financial & Managerial Accounting, 17th Edition. Publisher Prentice Hall Frank wood, Business Accounting –II, (13th Edition)
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Reference Website

15. www.brecorder.com
16. www.psx.com.pk
17. http://www.swlearning.com/finance
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Technical Requirements

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Faculty of Management Sciences

Department of Economics and Finance

Annex A: Approval of Program BS Accounting & Finance in Management Sciences (Virtual)

PROGRAM LEARNING OBJECTIVES

i) To provide an opportunity to prospective students to understand and comprehend matters related to Accounting, Finance, Audit, Taxation and Banking.

ii) To ensure that students can apply the acquired knowledge to real world situations through better skills building. personal, social, and organizational issues.

iii) To ensure that students develop analytical, synthesis and evaluation skills; generally required by organizations for starting career positions in accounting, finance, audit, taxation and banking.

Road Map of BSAF

Program	Number of semesters	Course category	Number of courses in program	Credit hours
BSAF	08	Core / Compulsory	35	105
		General Elective	02	06
		Elective	04	12
		Support	02	06
		Internship	01	
		Project	01	03
		Total	**44**	**132**

SCHEME OF STUDY

Semester	S#	Course Title	Credit Hours
Semester 1	1	Functional English	3

	2	Applications of Information and Communication Technology	3
	3	Principle of Management	3
	4	Principles of Marketing	3
	5	Environmental Sciences	3
	Total	**15**	
Semester 2	1	Expository Writing	3
	2	Psychology	2
	3	Quantitative Reasoning I	3
	4	Principles of Accounting	3
	5	Islamic Studies	2
	6	Entrepreneurship	2
	Total	**15**	
Semester 3	1	Business Communication and Report Writing	3
	2	Fundamentals of Data Science	3
	3	Financial Accounting	3
	4	Quantitative Reasoning II	3
	5	Business Taxation	3
	Total	**15**	
Semester 4	1	Business Finance	3

	2	Ideology and Constitution of Pakistan	2
	3	Business Economics	3
	4	Management Information System	3
	5	Sociology	2
	6	Community Service and Social Work	2
	Total	**16**	
Semester 5	1	Management Accounting	3
	2	Personal and Professional Development	3
	3	Business and Company Law	3
	4	Corporate Governance	3
	5	Human Resource Management	3
	6	Critical Thinking and Logic	3
	Total	**18**	
Semester 6	1	Auditing & Assurance	3
	2	Business Research Methods	3
	3	Financial Management	3
	4	Advanced Management Accounting	3
	5	Financial Reporting	3
	6	Financial Markets and Institutions	3

	Total	**18**	
Semester 7	1	Financial Econometrics	3
	2	Advanced Financial Accounting	3
	3	Financial Risk Management	3
	4	Elective 1	3
	5	Elective 2	3
	6	Internship	3
	Total	**18**	
Semester 8	1	Financial Modeling	3
	2	International Finance	3
	3	Financial Technology	3
	4	Elective 3	3
	5	Elective 4	3
	6	FYP (Final Year Project)	3
	Total	**18**	

Course Profiles

Course Outline: Environmental Sciences
Course Title: Environmental Sciences
Course Code: VGER2603
Credit Hours: 3
Semester: 1st
Mode of Teaching: Asynchronous
Course Description

This course introduces students to Earth's ecological systems, sustainability principles, and the impact of human activities on the environment. Delivered in a virtual synchronous format, the course integrates live sessions, asynchronous learning, discussion forums, and interactive digital activities to develop foundational environmental science knowledge. Students will explore ecological systems, pollution, climate change, environmental regulations, and sustainable development goals (SDGs). The course promotes scientific thinking, responsible citizenship, and critical awareness of environmental challenges.

Course Objectives

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

- Understand scientific principles, environmental systems, and sustainability foundations.
- Describe Earth's natural systems and the effects of human activity.
- Apply environmental management concepts to real-world sustainability issues.

Course Learning Outcomes (CLOs)

- **CLO1:** Define principles of science, stewardship, and sustainability.
- **CLO2:** Identify and describe Earth systems and ecosystem functioning.
- **CLO3:** Apply the scientific method to environmental issues and evaluate human impacts.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of scientific principles and environmental systems.
- **PO2:** Application of sustainability and stewardship concepts.
- **PO3:** Critical thinking and problem-solving in environmental contexts.
- **PO4:** Communication and collaboration in environmental management.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Environmental Science	Course overview, science & environment	PO1	CLO1	Live welcome + Q&A	Recorded lecture, forum activity
2	Ecology & Sustainability Principles	Ecology basics, sustainability	PO1, PO2	CLO1, CLO2	Live concept mapping	Activity + quiz
3	Sustainable Development Goals (SDGs)	Global 17 goals	PO2	CLO1	Breakout SDG discussion	Reflection post
4	Environmental Economics	Cost-benefit, policies	PO3	CLO3	Case discussion	Assignment
5	Environmental Management & Regulation	Policies, standards	PO2, PO3	CLO3	Virtual policy workshop	Activity + review

6	Pollution & Resource Management	Air, water, land pollution	PO1, PO3	CLO2, CLO3	Live demo	Quiz + activity
7	Energy & Clean Technologies	Renewables, fossil fuels	PO2, PO3	CLO2, CLO3	Energy debate	Case analysis
8	Revision	Full review	PO1–PO3	CLO1–CLO3	Live revision class	Midterm prep
9	Midterm Exam	Covers Weeks 1–8	—	—	Synchronous exam	—
10	Environmental Law & Ethics	Environmental acts, ethics	PO2, PO3	CLO3	Case examples	Discussion
11	Environmental Impact Assessment (EIA)	EIA process	PO3	CLO3	EIA workshop	Quiz
12	CSR & Environmental Reporting	CSR frameworks, GRI	PO2, PO4	CLO3	Discussion	Assignment
13	GIS & Business Applications	Mapping & spatial tools	PO3, PO4	CLO2, CLO3	GIS demo	Quiz
14	Climate Change & Business Strategy	Mitigation & adaptation	PO2, PO3	CLO3	Live mapping activity	Reflection
15	Sustainable Communities & Business Models	Sustainability frameworks	PO2, PO4	CLO2, CLO3	Workshop	Project preparation
16	Final Presentation & Revision	Student presentations	PO2–PO4	CLO2, CLO3	Virtual symposium	Upload final project
17	Final Exam	Full course	—	—	Final synchronous exam	—

Marks Distribution

Criteria	**Marks**
Assignments & Quizzes	25%
Project/Presentation	25%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Reflection essays, case studies, project drafts.
- **Project/Presentation:** Design and present sustainability projects.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Instructor Communication Policy

- Students may email the instructor for support.
- Queries will be responded to within 48 hours.
- Virtual office hours available.

Technical Requirements

- Stable internet connection (minimum 4 Mbps)
- Laptop/desktop with webcam and microphone
- Access to LMS, Zoom, MS Office

Resource Material

- Wright, R. & Boorse, D. (2017). *Environmental Science: Toward a Sustainable Future*.
- Allaby, M. (2002). *Basics of Environmental Science*.

Course Outline: Applications of Information and Communication Technology
Course Title: Applications of Information and Communication Technology
Course Code: VGER1100
Credit Hours: 3
Semester: 1st
Mode of Teaching: Asynchronous
Course Description
This course offers students a hands-on exploration of Information and Communication Technologies (ICT) and software tools across diverse domains. Through practical exercises and discussions, students will learn to apply ICT to solve real-world problems, boost productivity, and foster innovation. Topics include computer hardware, operating systems, application software, communication tools, and emerging technologies.

Course Objectives

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

- Identify and discuss main functions of computer hardware.
- Describe major operating system functions and demonstrate usage of OS services.
- Use categories of application software: word processing, spreadsheets, databases, and presentation graphics.
- Identify and discuss emerging technologies and their ethical/legal implications.

Course Learning Outcomes (CLOs)

- **CLO1:** Explain fundamental concepts, components, and scope of ICT.
- **CLO2:** Identify uses of various ICT platforms and tools.
- **CLO3:** Apply ICT platforms and tools to address academic, professional, and daily life needs.
- **CLO4:** Understand ethical and legal considerations in ICT use and emerging technologies.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of ICT foundations and applications.
- **PO2:** Application of ICT tools in business and academic contexts.
- **PO3:** Analytical and problem-solving skills using ICT.
- **PO4:** Awareness of emerging technologies and ethical/legal issues.

Course Execution

- All lectures, assignments, quizzes, and discussions conducted via LMS.
- Students must access Word/PDF files, participate in Zoom sessions, and use digital tools for assignments.

Accessibility & Support for Students with Disabilities

- Closed captions in lectures.
- Accessible PDFs and alt text for images.
- Flexible assessment formats.
- Recorded sessions for review.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to ICT	Course overview, ICT scope	PO1	CLO1	Live welcome + Q&A	Forum, reflection
2	Computer Hardware	Input, output, storage	PO1	CLO1	Lecture + demo	Reading activity

3	Operating Systems & Databases	Disk/file/memory management, DB basics	PO1, PO2	CLO1, CLO2	Lecture + lab demo	Assignment
4	Communication & Information Literacy	ICT in communication, info management	PO1, PO2	CLO1, CLO2	Case discussion	Forum debate
5	Networks & Storage Devices	LAN/WAN, cloud, storage	PO1, PO2, PO3	CLO3, CLO4	Lecture + demo	Quiz
6	Flowcharts & ERP	Process mapping, ERP basics	PO2, PO3	CLO2, CLO3	Lab demo	Application task
7	MS Word I	Multi-page docs, headings, TOC	PO2, PO3	CLO2, CLO3	Lab demo	Document assignment
8	MS Word II	Formatting, outline view, page breaks	PO2, PO3	CLO2, CLO3	Lab demo	Practice exercise
9	Midterm Exam	Covers Weeks 1–8	—	—	Exam session	—
10	MS Word III	Columns, section breaks, WordArt	PO2, PO3	CLO3	Lab demo	Application
11	MS PowerPoint I	Objects, SmartArt, transitions	PO2, PO3	CLO3	Lab demo	Presentation task
12	MS Excel I	Basics: rows, columns, formatting	PO2, PO3	CLO3	Lab demo	Assignment
13	MS Excel II	Functions: SUM, IF, conditional formatting	PO2, PO3	CLO3	Lab demo	Quiz
14	MS Excel III	VLOOKUP, sorting, financial formulas	PO3, PO4	CLO4	Lab demo	Case analysis
15	MS Excel IV	Grouping, subtotals, Date/Time functions	PO3, PO4	CLO1–CLO4	Lab demo	Quiz
16	Final Exam	Full course integration	—	—	Exam session	—

Marks Distribution

Criteria	Weightage
Quizzes	5%
Individual Assignments	5%
Class Participation	5%
Group Project	10%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, punctuality, professionalism.
- **Assignments:** Word, Excel, PowerPoint tasks.
- **Quizzes:** Weekly short assessments.
- **Group Project:** ICT application in business context.
- **Exams:** Midterm and final focusing on applied ICT skills.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All ICT concepts covered	Most covered	Some covered	Few/missing
Application	Highly practical	Moderately practical	Limited	Not useful
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Professionalism	Highly professional	Moderately professional	Limited	Poor conduct
Originality	Unique	Some originality	Generic	Copied

Confidentiality & Ethics

All assignments, projects, and case discussions are for educational purposes only. Students must maintain professionalism and uphold ethical standards during peer interactions and assessments.

Resource Material

- *A Text Book of Computer Applications in Business* by Tasleem Mustafa, Tariq Mahmood, Imran Saeed, Ahsan Raza Sattar (Latest Edition).
- Tools: Microsoft Word, Excel, PowerPoint.

Technical Requirements

- Stable internet connection (minimum 4 Mbps).
- Laptop/desktop with webcam and microphone.
- Access to LMS, Zoom, MS Office.

Instructor Communication Policy

- Students may email the instructor for support.

- Queries will be responded to within 48 hours.
- Virtual office hours available.

Course Title: Principles of Management
Credit Hours: 3
Semester: 1

Mode of Teaching Asynchronous

Course Description

This course provides a foundational understanding of the principles, functions, and processes of management. Students will explore the roles of managers, decision-making, planning, organizing, leading, and controlling within modern organizational settings. Through a virtual learning environment, students will engage in synchronous discussions, asynchronous content, case studies, multimedia activities, and interactive learning tools to develop managerial thinking and practical skills.

Course Objectives

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

- Understand the evolution, functions, and importance of management in organizations.
- Explain the key managerial roles, skills, and responsibilities.
- Analyze planning, decision-making, and goal-setting processes.
- Understand organizational structure, design, and staffing principles.
- Learn leadership styles, motivation theories, and communication skills.
- Apply control tools and techniques used to monitor organizational performance.
- Demonstrate management concepts using real-world and virtual case studies.

Course Learning Outcomes (CLOs)

After completing the course, students should be able to:

- Describe the fundamental functions and principles of management.
- Identify and explain managerial roles and skills in different organizational contexts.
- Apply planning and decision-making techniques to business situations.
- Analyze organizational structures and staffing processes.
- Demonstrate understanding of leadership, motivation, and communication models.
- Apply controlling tools to evaluate organizational performance.

LMS & Digital Learning Support

Students will learn how to navigate LMS for:

- Accessing video lectures
- Submitting assignments and quizzes
- Joining synchronous Zoom/Teams sessions
- Viewing recorded content
- Accessing reading materials and case studies
- Attempting online midterm and final exams

Support for Students with Disabilities

- Screen readers and TTS tools for visually impaired students
- Closed captions for all video lectures
- Accessible formats for documents
- Alternate assessments (oral/video submissions)
- Recorded sessions for flexible learning
- Support for digital literacy and device accessibility

Weekly Course Plan (Virtual Campus Format)

Week	Topic	Modules	PLOs CLOs	Synchronous Session	Virtual Activities
1	Introduction to Management	Definition, scope, levels of management		Live introduction & orientation	Forum intro, recorded lecture
2	Evolution of Management Thought	Classical, behavioral, quantitative approaches		Live discussion on theories	Case comparison, quiz
3	Managerial Roles & Skills	Mintzberg roles, management skills		Role-play session	Worksheet, forum
4	Planning	Nature, importance, types of plans		Planning workshop	Goal-setting assignment
5	Decision Making	Steps, tools, rational vs. intuitive		Case-based decisions	Online quiz
6	Strategic & Tactical Planning	Mission, vision, strategic analysis		Live strategic mapping	SWOT activity
7	Organizing	Principles of organizing		Live group activity	Worksheet
8	Organizational Structure	Types, advantages, virtual organization		Structure design activity	Forum discussion
9	Staffing	Recruitment, selection, training		Staffing scenarios	HR activity
10	Leadership	Styles, traits, behavioral theories		Leadership role-play	Quiz, reflection
11	Motivation	Maslow, Herzberg, McGregor		Live motivation case	Activity sheet

Week	Topic	Modules	PLOs CLOs	Synchronous Session	Virtual Activities
12	Communication	Types, barriers, effective communication		Communication drill	Recorded activity
13	Controlling	Types of control, importance		Control techniques demo	Case problem
14	Tools for Control	Budgets, financial statements, KPIs		Virtual financial analysis	Excel task
15	Contemporary Management Issues	Ethics, CSR, globalization, diversity		Panel-style discussion	Reflection journal
16	Course Review & Final Exam	Integration of management concepts		Live review session	Final exam

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Marks Distribution

Component	Marks
Assignments, Quizzes, Presentations	30%
Midterm Examination	20%
Final Examination	50%
Total	**100%**

Activities Breakdown

- Case Study Analysis
- Quizzes (MCQs/Short questions)
- Leadership Roleplays
- SWOT Analysis
- Management Simulation Worksheets
- Reflection Journals
- Discussion Forum Activities
- Presentation on Management Topic

Grading Rubric (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Weak (1–2)
Understanding of Concepts	Complete clarity	Mostly clear	Some gaps	Weak
Application	Strong, accurate application	Adequate	Limited	Incorrect
Organization	Clear structure	Organized	Slightly unclear	Disorganized
Use of Examples	Relevant & strong	Adequate	Few	None
Presentation Skills	Confident & structured	Good	Basic	Poor

Recommended Books

1. *Principles of Management* by Stephen P. Robbins & Mary Coulter
2. *Management* by Ricky W. Griffin
3. *Introduction to Management* by Schermerhorn Jr.
4. *Management: A Practical Introduction* by Kinicki & Williams
5. *Fundamentals of Management* by Robbins, DeCenzo & Coulter

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Technical Requirements

- Laptop/PC with microphone & camera
- Minimum 4 Mbps stable internet
- Ability to open PDFs, Word files, and videos
- Updated Zoom/Teams
- LMS login credentials

Instructor Communication Policy

- Weekly virtual office hours
- Response time: within 48 hours
- Email & LMS messaging for communication
- Principles of Marketing – Course Outline (Virtual Campus)

Course Title:

Principles of Marketing

Description of the Course

Mode of Teaching : Asynchronous

This course provides students with a comprehensive introduction to the fundamental concepts, theories, and practices of marketing. It focuses on the role of marketing in organizations, consumer markets, and society. Students will learn key areas including market analysis, segmentation, targeting, positioning, consumer behavior, marketing mix decisions, product strategies, pricing strategies, distribution and supply chain, and promotional tools.
The course will enable students to understand how marketers identify customer needs, develop value-based strategies, and enhance organizational competitiveness. Real-life examples, case studies, and class activities will help students apply marketing knowledge practically.

Course Objectives of This Course

Course Objective No.	Course Objective (Precise & Achievable)
1	To provide foundational knowledge of key marketing concepts and processes.
2	To develop understanding of consumer markets, segmentation, targeting, and positioning.
3	To evaluate the marketing mix (4Ps/7Ps) and its role in value creation.
4	To apply marketing strategies and tools to real-world business situations.

Course Learning Outcomes

Course Learning Outcome	Precise Learning Outcome
1	Students will explain major marketing concepts, consumer behavior, and market environment.
2	Students will analyze and formulate segmentation, targeting, and positioning strategies.
3	Students will evaluate and design marketing mix strategies for products and services.
4	Students will apply marketing knowledge to real-life business cases and projects.

Detailed Course Contents & Distribution

Week	Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1–2	Introduction to Marketing; Marketing Process; Market Environment	1	1	Live Lecture, Discussion	Recorded Lecture
3	Consumer Behavior; Buyer Decision Process	1,2	1	Live Lecture, Case Examples	Recorded Video
4	Market Segmentation & Targeting	2	2	Live Lecture, Internet Search	Recorded Video
5	Positioning & Differentiation	2	2	Live Lecture, Article Reading	Recorded Video
6–7	Product Strategies; Product Life Cycle; Branding	3	3	Live Lecture	Recorded Video
8	Pricing Strategies; Factors Affecting Price Decisions	3	3	Live Lecture, Discussion	Recorded Video
9	Distribution Strategies; Supply Chain; Retailing	3	3	Live Lecture, Case Study	Recorded Video
10	**Mid-Term Examination**	—	—	—	Midterm Exam
11–12	Promotion Mix: Advertising, Sales Promotion, PR, Digital Marketing	3,4	3	Live Lecture, Videos	Recorded Video

Week	Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
13	Integrated Marketing Communications (IMC)	3,4	3	Live Lecture, Discussion	Recorded Video
14	Marketing Planning; Market Research Overview	1,4	4	Live Lecture	Recorded Video
15–16	Project Presentations & Revision	1–4	1–4	Live Presentations	Presentations
17	**Final Examination**	—	—	—	Final Exam

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8. Grade Distribution (Subject to Change)

Internal Assessment: 25 Marks

- Quizzes: 5 marks
- Assignment: 5 marks
- Class Participation/Behavior: 7 marks
- Final Project: 8 marks

Mid-Term Exam: 25 Marks
Final Exam: 50 Marks

Total: 100 Marks

Miscellaneous Instructions

- Mobile phones must be on silent in class.
- Active participation in class discussions is required.
- Meet deadlines for assignments, quizzes, and projects.
- Show respectful behavior—personal comments not allowed.
- Share knowledge, ask questions, and maintain discipline.
- Cheating in any exam/assignment/project results in zero marks.

Project Guidelines

Final project details and format will be provided during the course.

Assignments

All assignments must be submitted on time.

Websites/Links

(You may add more as needed)
• www.ama.org
• www.marketingteacher.com
• www.businessnewsdaily.com

Textbooks

- **Principles of Marketing** by Philip Kotler & Gary Armstrong, latest edition

- **Marketing** by Grewal & Levy, latest edition
- Additional reading materials will be shared in class.

Computer Tools

- MS Office
- Internet Resources
- SPSS (if required for marketing research topics)

Course Title: Functional English

Course Code: VCENG1001
Credit Hours: 3
Semester: 1

Mode of Teaching: Asynchronous

Course Description

This course introduces students to the foundational elements of English grammar, vocabulary development, comprehension, communication, and academic writing. It emphasizes functional usage of English in academic and professional contexts. Through virtual synchronous sessions, online exercises, interactive forums, and multimedia-based learning, students will improve their skills in grammar, sentence structure, discussion, presentation, and translation.
The course also includes listening exercises using documentaries, paragraph writing practice, and presentation skills enhanced through digital tools.

Note: Students must meet the minimum technical requirements mentioned below to effectively participate in virtual components.

Course Objectives

By the end of the course, students will:

- Understand essential rules of grammar, sentence structure, and parts of speech.
- Enhance vocabulary through synonyms, antonyms, homonyms, and idiomatic expressions.
- Improve reading comprehension and analytical ability.
- Participate in structured discussions on everyday and academic topics.
- Develop listening skills through selected audio/video material.
- Translate simple texts from Urdu to English.
- Write coherent and unified paragraphs.
- Give effective presentations using digital tools and multimedia support.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

- Apply rules of grammar and sentence structure accurately.
- Demonstrate improved vocabulary and correct usage of words in context.
- Interpret and answer questions based on comprehension passages.
- Engage in clear, confident, and structured discussions.
- Show improved listening and note-taking skills through multimedia tasks.
- Translate basic Urdu texts into English accurately.
- Write unified, coherent paragraphs on given topics.
- Deliver topic-specific presentations using technological tools.

Learning Management Support (LMS Guidance)

Students will learn how to:

- Log in to LMS, access lectures, download helping material.
- Attempt quizzes, submit assignments, and participate in forums.
- Attend synchronous sessions through Zoom/Teams.
- Access recorded lectures and supplementary reading material.
- Attempt midterm and final examinations online.

Support for Students with Disabilities (Sample)

- Screen readers and text-to-speech tools for visually impaired students.
- Closed captions and sign-language support for recorded lectures.
- Voice-recognition tools for physically challenged students.
- Accessible documents with readable fonts and alt-text for images.
- Recorded lectures for flexible learning.
- Availability of online counseling and technical support.
- Friendly LMS interface meeting accessibility standards.

Weekly Course Plan (Virtual Campus)

Week	Topic	Modules	PLOs CLOs	Synchronous Session	Virtual Activities
1	Introduction to Functional English	Overview of course, LMS orientation, basics of grammar		Live introduction + icebreaker	Recorded lecture, forum introduction
2	Basics of Grammar	Nouns, verbs, adjectives, articles		Grammar practice session	Worksheets, online quiz
3	Parts of Speech	Types, functions, use in sentences		Live examples + drills	Interactive exercises, forum discussion
4	Sentence Structure	Simple/complex/compound, errors		Error-correction workshop	Worksheets, reflective journal

Week	Topic	Modules	PLOs CLOs	Synchronous Session	Virtual Activities
5	Active & Passive Voice	Rules, transformations		Live practice conversions	Quiz, practice sheet
6	Unified Sentences	Coherence, unity, flow		Live demonstration	Writing task, peer feedback
7	Phrases & Clauses	Types, structure, use in writing		Live classification activity	Worksheet, forum Q&A
8	Transitive & Intransitive Verbs	Identification and usage		Live grammar clinic	Quiz, exercises
9	Punctuation & Spelling	Rules, common mistakes		Live editing session	Editing activity, spelling test
10	Vocabulary Building I	Synonyms, antonyms, homonyms		Vocabulary drill	Flashcards, quiz
11	Vocabulary Building II	Idioms, phrasal verbs, one-word substitution		Live idiom practice	Forum activity, worksheet
12	Comprehension Skills	Reading strategies, answering questions		Guided reading session	Passage analysis, quiz
13	Listening Skills	Audio/video comprehension tasks		Live listening activity	Documentary review, worksheet
14	Translation (Urdu → English)	Sentence-level and paragraph-level translation		Live translation workshop	Translation task
15	Paragraph Writing	Structure, types, unity, coherence		Live writing & feedback	Submit paragraph
16	Presentation Skills	Preparing digital presentations; use of tools		Final presentations + feedback	Final exam

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Marks Distribution

Criteria	Marks
Sessional (Assignments, Quizzes, Presentations)	30%
Mid Term	20%
Final Term	50%
Total	**100%**

Activities Breakdown

- **Grammar and Vocabulary Quizzes**
- **Paragraph Writing Practice**

Course Outline: Quantitative Reasoning 1
Course Title: Quantitative Reasoning
Credit Hours: 3
Semester: 1st
Mode of Teaching: Asynchronous
Course Description
This course provides foundational quantitative reasoning skills tailored to virtual and hybrid learning environments, integrating synchronous sessions, asynchronous activities, and practical problem-solving applications. Students will develop the ability to interpret and analyze numeric information, enhance logical decision-making using mathematical tools, and apply quantitative reasoning skills to social, economic, and real-life contexts.
Course Objectives
By the end of the course, students will be able to:

- Introduce core quantitative reasoning concepts.
- Develop ability to interpret and analyze numeric information.
- Enhance logical decision-making using mathematical tools.
- Apply QR skills to social, economic, and real-life contexts.

Course Learning Outcomes (CLOs)

- **CLO1:** Apply quantitative reasoning skills to practical problems.
- **CLO2:** Interpret graphs, tables, and numeric data.
- **CLO3:** Use algebraic, geometric, and logical tools.
- **CLO4:** Demonstrate QR skills in real-world decision-making.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of mathematical and logical foundations.
- **PO2:** Application of quantitative reasoning in diverse contexts.
- **PO3:** Critical thinking and problem-solving using numeric tools.
- **PO4:** Communication of quantitative information effectively.

Weekly Topics

Week	Topic	Modules/Concepts	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to QR	What is QR? History, numbers	PO1	CLO1	Live intro session	Recorded lecture + forum
2	Problem Solving I	Parts & whole, units & rate	PO1, PO2	CLO1	Live examples	Worksheet + quiz
3	Problem Solving II	Unit analysis, modeling	PO2, PO3	CLO1, CLO4	Modeling demo	Practice problems
4	Numbers & Universe I	Estimation, big/small numbers	PO1, PO3	CLO1, CLO3	Estimation exercises	Numeric tasks

5	Numbers & Universe II	Uncertainty, errors	PO1, PO3	CLO1, CLO3	Error workshop	Error-calc activity
6	Financial Math I	Profit/loss, percentage	PO2, PO3	CLO1, CLO4	Examples	Finance worksheet
7	Financial Math II	Interest, taxation	PO2, PO3	CLO1, CLO4	Interest demo	Tax case study
8	Midterm Exam	Covers Weeks 1–7	—	—	Synchronous exam	—
9	Expressions I	Algebra basics	PO1, PO3	CLO3	Algebra walkthrough	Expression tasks
10	Expressions II	Linear & quadratic equations	PO1, PO3	CLO3	Equation lab	Problem set
11	Geometry I	Shapes, area	PO1, PO3	CLO3	Geometry demo	Virtual geo-tasks
12	Geometry II	Applications	PO1, PO3	CLO3	Applied geometry	Video exercise
13	Venn Diagrams	Sets, intersections	PO1, PO2	CLO3	Problem-solving	Group Venn activity
14	Graphing & Functions	Visualization, functions	PO2, PO4	CLO2, CLO3	Graph lab	Graph-reading quiz
15	Data & Statistics	Summaries, spread	PO2, PO3, PO4	CLO2, CLO4	Data workshop	Dataset analysis
16	Final Project & Exam	Student presentations + wrap-up	PO2–PO4	CLO2–CLO4	Virtual symposium	Upload final project + Final exam

Marks Distribution

Criteria	**Marks**
Sessional (Assignments, Quizzes, Activities)	30%
Midterm Exam	20%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Worksheets, numeric tasks, case studies.
- **Quizzes:** Weekly short assessments.
- **Project/Presentation:** Applied QR project in real-life context.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Instructor Communication Policy

- Students may email the instructor for support.
- Queries will be responded to within 48 hours.
- Virtual office hours available.

Technical Requirements

- Stable internet connection (minimum 4 Mbps).
- Laptop/desktop with webcam and microphone.
- Access to LMS, Zoom/Teams, MS Office.

Resource Material

- Course-provided worksheets and lecture slides.
- Supplementary readings on quantitative reasoning and applied mathematics.
- Bennett, J. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.
- Demana, F., Waits, B., Foley, D. & Kennedy, D. (2016). Precalculus. (7th Edition). Addison Wesley
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Course Title: Introduction to Psychology

Mode of Teaching Asynchronous

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1. Course Description (Brief Description of the Course)

This course provides a broad introduction to the scientific study of human behavior and mental processes. It examines major psychological theories, principles, and research findings. Students learn about biological foundations of behavior, cognition, learning, personality, social psychology, emotions, psychological disorders, and therapy.

The course emphasizes understanding human behavior through scientific inquiry and applying psychological concepts to personal, academic, and organizational life. Practical examples, case studies, and class activities help students develop critical thinking and analytical skills.

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2. Pre-Requisite Knowledge

No formal prerequisites.
Students are expected to have curiosity, observational skills, and basic academic reading and writing abilities.

Course Objectives

Objective No.	Precise & Achievable Course Objective
1	To introduce students to core concepts, theories, and methods of psychology
2	To develop understanding of biological, cognitive, emotional, and social aspects of behavior
3	To enhance analytical skills through psychological case studies and real-life applications
4	To familiarize students with psychological disorders and therapeutic approaches

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Learning Outcomes

Learning Outcome	Achievable Outcome
1	Students will understand major areas of psychology and scientific research methods
2	Students will explain biological, cognitive, emotional, and social influences on behavior
3	Students will apply psychological concepts to real-life examples and case studies
4	Students will differentiate between psychological disorders and describe basic therapies

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Weekly Course Distribution.

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1	Introduction to Psychology: Nature, Scope & Goals	1	1	Live Lecture, Discussion	Recorded Lecture, Class Participation
2	History of Psychology & Schools of Thought	1	1	Live Lecture	Recorded Lecture, Quiz
3	Research Methods in Psychology	1	1	Live Lecture, Case Examples	Recorded Lecture Activity
4	Biological Basis of Behavior: Neurons, Brain, Nervous System	2	2	Live Lecture, Videos	Quiz
5	Sensation & Perception	2	2	Live Lecture	Recorded Lecture, Class Activity

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
6	Learning: Classical, Operant & Observational Learning	2	2	Live Lecture, Experiments	Recorded Lecture,Assignment
7	Memory: Encoding, Storage, Retrieval	2	2	Live Lecture, Practice	Recorded Lecture, Quiz
8	Motivation & Emotion	2	2	Live Lecture, Discussion	Activity
9	Personality: Major Theories (Freud, Trait Theory, Humanistic)	2 & 3	2 & 3	Live Lecture	Presentation/Quiz
10	**Midterm Exams**	—	—	—	—
11	Intelligence: Theories & Assessment	2	2	Live Lecture, Case Studies	Quiz
12	Developmental Psychology: Childhood to Adulthood	2	2	Live Lecture	Assignment,Recorded Lecture
13	Social Psychology: Attitudes, Groups & Behavior	3	3	Live Lecture, Activities	Quiz
14	Stress, Health & Coping	3	3	Live Lecture	Recorded Lecture,Discussion
15	Psychological Disorders: Types, Causes & Symptoms	4	4	Live Lecture	Activity
16	Therapies: Behavioral, Cognitive, Humanistic	4	4	Live Lecture	Recorded Lecture Presentation
17	**Final Exams**	—	—	—	—

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7. Grade Distribution (Subject to Change)

Internal Assessment – 25 Marks

- Quizzes – 5
- Assignment – 5
- Class Participation / Behavior – 7
- Final Project / Presentation – 8

Mid Term – 25 Marks

Final Exam – 50 Marks

Total – 100 Marks

Miscellaneous Instructions

- Mobile phones must be silent during class.

- Students are expected to participate in discussions and activities.
- Assignments must be submitted on time.
- Respectful behavior is mandatory.
- Academic honesty is required.

Project Instructions

A project based on case study analysis or psychological observation will be assigned. Guidelines will be shared later.

Assignment Policy

All assignments must be submitted by the due date.

Quiz Policy

Surprise and announced quizzes may be conducted.

Midterm & Final Exam Policy

Any form of cheating results in zero marks.

Textbooks

- *Introduction to Psychology* — Morris & Maisto (Latest Edition)
- *Psychology* — David G. Myers (Latest Edition)
- *Understanding Psychology* — Feldman (Latest Edition)

Recommended Websites / Resources

- American Psychological Association (APA)
- Simply Psychology
- Verywell Mind

Computer Tools

- MS PowerPoint
- MS Word
- Online Psychology Databases

Teaching Methodology

- Lectures
- Multimedia Presentations
- Class Activities
- Case Studies
- Group Discussions

Course outline Entrepreneurship
Mode of Teaching: Asynchronous

Description

This course provides students with a clear understanding of entrepreneurial thinking, innovation, opportunity recognition, and new venture creation. It introduces the role of entrepreneurs in economic development and equips students with essential skills required to start, manage, and grow a business. Students will study business models, feasibility analysis, marketing for startups, financial planning, and legal considerations. Practical activities, case studies, and project work will enhance their ability to apply theoretical knowledge to real-life entrepreneurial situations. The overall aim is to encourage an entrepreneurial mindset, creativity, and problem-solving abilities.

Course Objectives

Course Objective No.	Course Objective (Precise & Achievable)
1	To understand the basic concepts of entrepreneurship, innovation, and startup ecosystems.
2	To identify and assess business opportunities, feasibility, and business environment.
3	To familiarize students with business models, financial planning, and legal aspects of new ventures.
4	To build entrepreneurial mindset and develop problem-solving, creativity, and decision-making abilities.

Course Learning Outcomes

Learning Outcome	Precise Learning Outcome
1	Students will understand characteristics of entrepreneurs and the importance of entrepreneurship in society.
2	Students will evaluate business opportunities and conduct feasibility analyses.
3	Students will develop business plans and design startup business models.
4	Students will apply entrepreneurial skills to real-world projects and startup ideas.

Weekly Teaching Plan

Week	Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1–2	Introduction to Entrepreneurship; Entrepreneurial Mindset; Role of Entrepreneurs	1	1	Live discussion related to topic	Recorded lecture
3	Types of Entrepreneurs; Innovation and Creativity	1, 4	1	Live discussion related to topic	Recorded lecture
4	Opportunity Recognition & Idea Generation Techniques	2	2	Live discussion related to topic	Recorded lecture
5	Feasibility Analysis: Product, Market & Industry Feasibility	2	2	Live discussion related to topic	Recorded lecture

Week	Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
6–7	Business Models (Canvas Model), Value Proposition	3	3	Live discussion related to topic	Recorded lecture
8	Market Research for Startups; Identifying Target Customers	2	2,3	Live discussion related to topic	Recorded lecture
9	Marketing Strategies for Startups	3	3	Live introduction Lecture, Case Study	Recorded lecture
10	**Mid-Term Exam**	—	—	—	—
11	Financial Planning for Startups: Costing, Pricing, Revenue Models	3	3	Live discussion related to topic	Recorded lecture
12	Funding Sources: Venture Capital, Angel Investors, Bootstrapping	3	3	Live discussion related to topic	A Recorded lecture ctivity
13	Legal Issues, Registration, Intellectual Property Rights (IPR)	3	3	Live discussion related to topic	Recorded lecture
14	Managing and Growing a New Venture	4	4	Live discussion related to topic	Recorded lecture
15–16	Final Project Presentations & Revision	1–4	1–4	Presentations	Presentations
17	**Final Examination**	—	—	—	—

Grade Distribution

Internal Assessments – 25 Marks

- Quizzes: 5 marks
- Assignment: 5 marks
- Class Participation/Behavior: 7 marks
- Final Project (Business Plan): 8 marks

Mid-Term Exam: 25 Marks
Final Exam: 50 Marks

Total Marks: 100

Misc. Instructions

- All mobile phones must be on silent.
- Students must actively participate in discussions.
- Meet all deadlines for assignments, quizzes, and projects.
- Maintain discipline and respect peers—no personal comments.
- Cheating on any exam/assignment/project results in zero marks.
- Ask questions and share ideas to promote entrepreneurial learning.

Project Guidelines

A complete **Business Plan Project** will be assigned with specific instructions to be provided later.

Assignments

All assignments must be submitted on time.

Quiz Policy

Both surprise and announced quizzes may be conducted.

Midterm & Final Exam Policy

Any student found cheating will receive **zero marks**.

Websites/Links

• www.entrepreneur.com
• www.sba.gov
• www.startupnation.com
• www.businessmodelgeneration.com

Text Books

- **Entrepreneurship: Successfully Launching New Ventures** by Bruce R. Barringer & Duane Ireland (latest edition)
- **Entrepreneurship** by Robert Hisrich, Michael Peters & Dean Shepherd (latest edition)
- Additional case studies and readings provided by the instructor.

Computer Tools

- MS Office
- Internet resources
- Project management tools (optional)

Teaching Methodology

- Lectures
- Class Activities
- Case Studies
- Guest Speakers / Workshops
- Presentations

Course Title: Principle of Accounting
Course Code: VMSC1400
Credit Hours: 3

Semester: 3

Mode of Teaching: Blended

Course Description

This course is aimed at students with no or limited prior accounting knowledge and provides an understanding of how financial statements are prepared for various types of organizations. The accounting information is required for decision making purposes and then an economic event could be performed, the course is all about how to use accounting as information tool and then what decisions could be taken through it.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

17. Understand fundamental accounting concepts.
18. Record business transactions accurately.
19. Prepare core financial statements

Course Learning Outcomes

After successful completion, students will be able to:

22. Explain fundamental accounting concepts and principles.
23. Record business transactions using appropriate accounting methods.
24. Prepare essential financial statements.
25. Apply accounting procedures for adjusting and closing entries.

Course Execution

11. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Accounting and its role		1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Basic Accounting Concepts		1	1	Live practice +Q&A	Excel worksheet, Assignment
3	Basic Financials Statements (Overview)		1	1	Live Lecture + Q&A	Lecture/practice questions/
4	The recording process		2	2	Live Lecture/practice +Q&A	Quiz
5	Transactions analysis		1	2	Live Lecture/practice +Q&A	Practice Question

	(Generals Journals)					
6	Ledger & Trail Balance		2	2	Live demo + guided practice	Lecture/practice questions/
7	Problem Solving		2	2		Quiz
8	Problem Solving & Discussion		2	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Preparation of financial Statements		2	2,3	Live Lecture + guided practice	Worksheet, Practice Question
10	Problem Solving (Financial Statements)		2	2,3	Live Lecture + Practice Question	Practice Question Assignment
11	The adjusting and Closing entries		1	4	Live Lecture	Supporting Notes for Reading
12	Problem Solving (Discussion)		1	3,4	Live Lecture	Quiz
13	Accounting for trading organization		1	1	Live Lecture + Practice Question	Worksheet, Practice Question
14	Problem Solving		2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
15	Project Viva		1,3	2,3	Live presentations + peer feedback+	Supporting Notes for Reading
16	Discussion and Revision	All topics Revision and discussion			Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

17. By Williams, Haka, Bettner: Financial & Managerial Accounting, 17th Edition. Publisher Prentice Hall Frank wood, Business Accounting –II, (13th Edition)
18. Miegs and Meigs, Accounting for Business Decision, 11th Edition

Reference Website

19. www.brecorder.com
20. www.psx.com.pk
21. http://www.swlearning.com/finance
22. https://www.accountingcoach.com/

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS

Course Outline:

Course Title: Business Communication and Report Writing

Credit Hours: 3

Mode of Teaching: Asynchronous

Course Description

This course develops professional-level oral and written communication skills essential for success in technologically enhanced workplaces. Students will learn to draft memos, letters, emails, resumes, and reports, while enhancing presentation skills and effective participation in meetings. Emphasis is placed on confidence-building through practice, feedback, and application of communication theory to workplace scenarios.

Course Objectives

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

- Understand the concept and process of business communication.
- Demonstrate workplace communication skills in oral and written formats.
- Apply communication theory to solve workplace communication issues.

Course Learning Outcomes

After successful completion, students will be able to:

- Demonstrate communication skills required in the workplace.
- Identify and understand formal and informal structures of communication.
- Construct complex argument structures in verbal and written forms.

Course Execution

- LMS access for lectures, assignments, quizzes, and activities.
- Recorded lectures and discussion forums for asynchronous learning.
- Case studies, roleplays, and simulations for practical application.
- Accessibility support: screen readers, captions, flexible assessment formats.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	**Introduction to Business Communication**	**Definition, importance, responsibilities**	**PO1, PO2**	**LO1, LO2**	**Live welcome + icebreaker + Q&A**	**Recorded lecture, forum, journal**
2	**Delivering Your Message**	**Verbal communication, language barriers, emphasis**	**PO1, PO2**	**LO1, LO2**	**Live demo + discussion**	**Assignment, peer feedback**
3	**Understanding Your Audience**	**Perception, listening, reading**	**PO1, PO2**	**LO1, LO2**	**Roleplay + Q&A**	**Reading activity, reflection**
4–5	**Arguments in Communication**	**Logic, characteristics**	**PO1, PO2**	**LO1, LO2**	**Case study discussion**	**Quiz, exercise**

6–7	**Deductive & Inductive Reasoning**	**Patterns, language use**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Live case analysis**	**Worksheet, quiz**
8	**Midterm Exam**	**—**	**—**	**—**	**Exam session**	**Midterm**
9–10	**Effective Business Writing**	**Oral vs written, styles, principles**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Writing workshop**	**Drafting exercise**
11	**Listening Skills**	**Purpose, barriers**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Live listening lab**	**Activity**
12–13	**Business Writing in Action**	**Emails, memos, reports**	**PO1, PO2, PO3**	**LO1, LO2, LO3**	**Case study**	**Case analysis**
14–15	**Résumé & Sales Message**	**Resume building, persuasive writing**	**PO3**	**LO3**	**Live resume clinic**	**Resume draft**
16	**Final Exam**	**Integration**	**—**	**—**	**Presentations + closing**	**Final exam**

Marks Distribution

Criteria	**Marks**
Assignments, Quizzes, Presentations	25%
Midterm Exam	25%
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Memos, reports, resumes, sales messages.
- **Case Studies:** Analysis of workplace communication issues.
- **Project (DL students):** Workplace communication project.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage	All concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors

Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Confidentiality & Ethics
All assignments, roleplays, and case discussions are for educational purposes only. Students must maintain professionalism and confidentiality.

Resource Material

- Ruggiero, R.V. *Beyond Feelings: A Guide to Critical Thinking* (2012).
- Instructor-provided case studies and online resources.

Technical Requirements

- Stable internet connection.
- Laptop/desktop with webcam and microphone.
- Access to LMS and MS Word/PowerPoint.

Accessibility & Inclusivity

- Screen readers, captions, flexible assessments.
- Inclusive teaching methods with clear language.

Instructor Communication Policy

- Weekly office hours (As per policy).
- Email: xyz@fui.edu.pk
- Response time: within 48 hours.

Fundamentals of Data Sciences – Virtual/Online

CODE: VMSC2907
Semester:
Credit Hours: 3
Mode of Teaching: Asynchronous

Course Description

In today's business world, data is one of the most valuable assets, and the ability to extract meaningful insights from it has become critical. The field of Data Science focuses on understanding, analyzing, and interpreting complex datasets to support informed decision-making. This course, "Fundamentals of Data Science," is offered in a virtual/online format and introduces students to the key tools and techniques that enable businesses to collect, process, and analyze data effectively. Students will participate in live lectures, recorded sessions, case studies, interactive discussions, and hands-on exercises to develop practical data science skills. Applications of data science span various business functions such as Operations, Marketing, HR, and Finance, with an emphasis on understanding when and how to apply these techniques to generate actionable insights, combining conceptual knowledge with practical execution.

Note: Students must meet minimum technical requirements for full participation in virtual components.

Course Objectives

By the end of this course, students will be able to:
1. Understand the importance of data and how it can be transformed into actionable insights.

2. Develop analytical skills to assess business problems and generate solutions using data.
3. Analyze, clean, and preprocess datasets to prepare for analysis.
4. Apply statistical, probability, and predictive techniques to support decision-making.
5. Communicate data insights effectively using visualizations and reports.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:
1. Understand various data types and use data collection methods.
2. Analyze data by calculating central tendencies, variability, and distributions.
3. Apply probability and predictive techniques to assess future outcomes.
4. Perform basic data analysis using relevant tools and interpret results.
5. Communicate insights from data analysis effectively to stakeholders.

Pre-Requisite Knowledge

- Basic mathematics (metrics, functions, graphs).
- Some knowledge of computers and Python can help in completing exercises and assignments.

Course Execution

LMS / Online Platform Usage

- Students will access course materials via the university LMS (e.g., Moodle or Canvas).
- Login requires university ID and password. First-time users must change their password.

Accessing Lectures

- Lecture links available under “Lectures” or “Synchronous Sessions” section.
- Students can join live sessions or access recordings.

Assignments

- Posted under “Assignments” section with instructions and deadlines.
- Upload through LMS; plagiarism checks may apply.

Quizzes

- Quizzes posted in LMS “Quiz” section with time limits and formats.
- Must submit online before deadlines.

Activities

- Conducted via LMS “Discussion” or “Activity” sections.
- Students may work in small groups for tasks and presentations.

Exams

- Mid-term and final exams follow university guidelines, online or on-campus.
- Schedules and instructions available on LMS.

Lab Sessions

- Data preprocessing, integration, reduction, and analysis exercises.

- Assignments and lab tasks submitted via LMS.

For Disabled Students

- Screen readers, captions, sign language support, voice recognition, flexible submissions.
- Recorded lectures for self-paced learning.

Weekly Schedule / Detailed Course Content

Week	Topic	Module	PLOs	Corresponding Course Objective	Teaching Method	Evaluation Method
1	Introduction to Data Science	Industry 4.0, Knowing Your Data, Types of Data, Discrete & Continuous Attributes	1	CO1	Defining, explaining, reading and discussions	Class discussions and recognition of provided information/data
2	Types of Attributes	Nominal, Ordinal, Interval, Ratio; Types of Data Sets (Record, Ordered, Graph); General Characteristics of Datasets	1,2	CO1, CO2	Defining, explaining, reading and discussions	Class discussions and recognition of provided information/data
3	Basic Statistical Descriptions of Data	Central Tendency (Mean, Median, Mode, Midrange), Dispersion (Range, Quartiles, Variance, Std Dev), Graphical Presentation of Data	1,2	CO1, CO2	Definition and readings	Class discussions, graph drawing assignments
4	Graphical Presentation of Data	Histogram, Relative Frequency, Ogives, Bar Chart, Pie Charts, Stem & Leaf, Line Charts, Scatter Diagrams	1,2	CO1, CO2	Articles/discussions	Assignments on graphs and tables
5	Data Preprocessing	Cleaning, Integration, Reduction, Transformation, Discretization	3	CO3	Defining, explaining	Class assignments on real data
6	Data Cleaning	Handling Missing Values; Handle Noisy Data (Binning, Regression, Outlier Analysis)	3,4	CO3, CO4	Defining, explaining, problem solving	Class assignments

Week	Topic	Module	PLOs	Corresponding Course Objective	Teaching Method	Evaluation Method
7-8	Data Integration	Entity Identification, Detection of Redundancy (Chi-Square, Covariance, Correlation)	3,4	CO3, CO4	Explaining and class discussion	Transforming data into indexes
9-10	Data Reduction	Curse of Dimensionality; Dimensionality Reduction (PCA); Numerosity Reduction (Regression)	3,4	CO3, CO4, CO5	Definition, description, illustration, solutions	Assignments on real problems
11	Data Transformation & Discretization	Normalization (Min-Max, Z-score), Discretization	3,4,5	CO3, CO4, CO5	Definition, description, illustration, solutions	Assignments
12-13	Proximity Measure	Similarity/Dissimilarity for Nominal, Binary, Numerical, Ordinal, Mixed Types; Cosine Similarity	4,5	CO4, CO5	Definition, description, illustration, solutions	Assignments
14	Naive Bayes Classification	Classification Algorithm	4,5	CO4, CO5	Definition, description, illustration, solutions	Assignments
15	Linear Regression	Regression Technique	5	CO3, CO4	Defining, explaining, problem solving	Class assignments
16	Logistic Regression	Regression Technique	3,	CO3, CO4	Defining, explaining, problem solving	Class assignments

Marks Distribution

Criteria	Marks
Sessional (Assignments, Quizzes, Projects)	20%
Midterm Exam	30%

Criteria	Marks
Final Exam	50%
Total	100%

Activities Breakdown:

- Class Participation
- Individual Assignments & Presentations
- Quizzes & Surprise Assessments

Activities Breakdown

- Live Participation Rubric: Engagement, professionalism, collaboration in synchronous sessions.
- Case Study Analysis: Analyze a business scenario and provide data-driven solutions.
- Analytics Lab Exercises: Hands-on virtual lab sessions.
- Grading Rubrics: Shared via LMS for major assignments, projects, and presentations.

Confidentiality & Ethics

- All simulations, assignments, and discussions are for educational purposes. Students must maintain confidentiality and follow ethical standards. Breaches may lead to academic penalties.

Resource Material

Books:

- Data Mining, Third Edition by Jiawei Han, Micheline Kamber Jian Pei

Reference Book(s)

- Introduction To Data Mining, Second Edition by PANG-NING TAN, MICHAEL STEINBACH

Computer Tools: Microsoft Office
Reference Videos: Shared via LMS

Technical Requirements

- Stable internet connection (min 4 Mbps recommended)
- Laptop/desktop with webcam and microphone
- Access to LMS and video conferencing platforms (Zoom/Teams)
- Ability to upload/view PDFs, Word, and video files

Accessibility & Inclusivity

- Foundation University Islamabad is committed to accessible education. Students with disabilities or special needs can request alternative formats, screen readers, captions, or flexible submission options.

Instructor Communication Policy

- Weekly virtual office hours
- Contact via email (response within 3–5 working days)
- Urgent matters flagged in email subject

Digital Literacy Support

- Tutorials for LMS, Zoom, and other tools are provided via LMS to assist students with navigation and submissions.

Course Title: Financial Accounting
Course Code: VMSC2401
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description
This course is built upon the Principles of Accounting Course in the sense that it provides advanced treatment of basic techniques learned in the first course of Accounting. It mainly focuses upon the company accounts and their understanding in the context of the International Financial Reporting Standards and Companies Act 2017.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

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

20. To build student understanding pertinent to firm financial operations and critical examination of firm financial statements.
21. To know the accounting activities and how to record them properly in the books of account and then financial statements.

Course Learning Outcomes
After successful completion, students will be able to:

26. Help students to have on hands practice of financial reporting and analysis through case studies.
27. Help students to build advance concepts of financial accounting.

Course Execution

12. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Merchandising Companies Periodic inventory system Sales & Purchases Transactions	Perpetual inventory system Sales & Purchases Transaction	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum, Practice Question
2	Income Statement Case Study:	Income Statement for Merchandising	2	1,2	Live practice +Q&A	Excel worksheet, Assignment

	Star Track Merchandising company	Business and Comprehensive				
3	Bank Reconciliation Statement	Introduction of Bank Reconciliation Statement	1	1	Live Lecture + Q&A	Recorded lecture
4	Bank Reconciliation Statement	Preparation of Bank Reconciliation Statement	2	1,2	Live Lecture/practice +Q&A	Case study Quiz
5	Inventory And Cost of Good Sold	Overview of Topic Cost flow Assumptions Specific Identification Method	1	1	Live Lecture/practice +Q&A	Practice Question
6	Inventory And Cost of Good Sold	FIFO LIFO	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Plants And Intangible Assets	Overview of Topic Methods of Depreciation	1	1		Quiz
8	Plants And Intangible Assets	Straight Line Method Double Declining Method 150% Declining Balance Method	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Shareholder Equity Section Of Balance Sheet	Paid in Capital Additional Paid in Capital	1	1	Live Lecture + guided practice	Worksheet, Practice Question
10	Shareholder Equity Section Of Balance Sheet	Common stock Preferred stock Statement of Owner's Equity		1,2	Live Lecture + Practice Question	Practice Question Assignment
11	Cash Flow Statement	Overview of the Topic Direct and Indirect Method of Cash Flow	1	1,2	Live Lecture + Guided Practice	Worksheet, Practice Question
12	Cash Flow Statement	Cash flow from Operating activities Cash flow from Financial activities Cash flow from Investing activities	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question Quiz
13	Financial Ratio	Overview of the Topic Ratios Interpretation and analysis of the ratios	1	1,2	Live Lecture + Practice Question	Worksheet, Practice Question

14	Financial Ratio	Trend analysis Horizontal And Vertical Analysis	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
15	Project Financial Analysis of Public limited companies	Presentation of the projects	1	1,2	Live presentations + peer feedback	
16	Discussion and Revision	All topics Revision and discussion	1	1	Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Grading Rubrics
Rubrics for assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
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Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

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Resource Material

Books

19. By Williams, Haka, Bettner: Financial & Managerial Accounting, 17th Edition. Publisher Prentice Hall Frank wood, Business Accounting –II, (13th Edition)
20. Miegs and Meigs, Accounting for Business Decision, 11th Edition

Reference Website

23. www.brecorder.com

24. www.psx.com.pk
25. http://www.swlearning.com/finance
26. https://www.accountingcoach.com/
27.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

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Course Title: Business Finance

Course Code: VMSC2405

Credit Hours: 3

Semester: 3

Mode of Teaching: Blended

Course Description

Business Finance course focuses on imparting the knowledge about fundamental concepts and tools of Business Finance. It emphasizes the significance and applications of Business Finance knowledge and skills to business management students. It deals with the function of finance in an organization, the role of manager specifically finance manager and the financial environment in which the firm operates. It covers the understanding of financial markets along with the broad orientation of micro and macroeconomic factors that influence the business environment. The primary emphasis is developing the skills regarding planning, acquiring and evaluating the investment, financing and operating decisions.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

22. Give students a base level of finance knowledge.
23. To build the ability and confidence in students to tackle common financial problems in practice.
24. Understanding fundamental concepts and tools of finance which are useful in decisions making.

Course Learning Outcomes

After successful completion, students will be able to:

28. Understand the basics of finance and the role that finance plays within an organization.
29. Understand and analyze financial reports
30. Provide valuable financial information such as the time value of money, annuity, perpetuity bond and stock valuation etc.
31. Evaluate and justify investment appraisal decisions
32. Understand and identify the sources of funds available and how it is obtained
33. Understand and apply the conceptual relationship between the expected return and the relevant risk of individual assets and portfolios of assets

Course Execution

13. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Concepts and Scope of (FM)	Finance and FM Goals of the firm	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Concepts and Scope of (FM)	Agency problems and their mitigation Financial Axioms	1	1	Live practice +Q&A	Excel worksheet, Assignment
3	Time value of money	The role and perspectives of the TVM concept Future values Present values	1,2	3	Live Lecture + Q&A	Lecture/practice questions/
4	Time value of money	The relationship between future and present values Future and present values of cash flows under high compounding frequency	1,2	3	Live Lecture/practice +Q&A	Quiz
5	Time value of money	Present Value and Future Value	1,2	3	Live Lecture/practice +Q&A	Practice Question

		Calculations for series of payments Annuity Series Perpetuity				
6	Time value of money	Present Value and Future Value Calculations for series of payments Mixed Cash flows Amortization Schedule	1,2	3	Live demo + guided practice	Lecture/practice questions/
7,8	Accounting & Financial Statements	Ratio Analyses	2	1,2		Quiz
9	Risk & Return	Calculate the holding-period yield; Calculate both the arithmetic mean return and the geometric mean return;	1,2	6	Live Lecture + guided practice	Worksheet, Practice Question
10,11,12	Risk & Return	Expected returns and risk defined Calculating expected return Calculating risk (Variance and Standard deviation) Portfolio expected returns Portfolio variance and standard deviation Systematic and unsystematic risk Diversification and portfolio risk	2	6	Live Lecture + Practice Question	Practice Question Assignment
13	Cost of Capital	The cost of capital concepts Individual and weighted average costs of capital Costs of capital and valuation Capital structure Capital structure decision (No taxes or other capital market imperfections) Debt equity ratio, cost of capital and	1,2	5	Live Lecture + Practice Question	Worksheet, Practice Question

		the value of the firm (The MM Propositions) Optimal capital structure Evidence on capital structure determinants				
14,15	Capital Budgeting	Net present value and other investment Criteria Net present value. The payback rule. The average accounting return. The internal rate of return. The profitability index. The practice of capital budgeting	1,2	4	Live Lecture + Practice Question	Worksheet, Practice Question
16	Project Presentation Discussion and Revision	Project Presentation All topics Revision and discussion	1,2	3,5	Live presentations + peer feedback+ Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
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Grading Rubrics

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Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

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Resource Material

Books

21. Financial Management Theory and Practice International student Edition by Brigham and Ehrhardt, latest Edition
22. Ross, Westerfield, Jordan: Corporate Finance Essentials.
23. Jemes C. Vanhorne: Fundamentals of Financial Management

Reference Website

28. www.brecorder.com
29. www.psx.com.pk
30. http://www.swlearning.com/finance
31. https://www.accountingcoach.com/

Technical Requirements
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Digital Literacy Support
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Course Title: Business Economics
Credit Hours: 3
Semester: 4th
Mode of Teaching: Asynchronous

Course Description

This course aims at imparting knowledge of basic economic principles to the business students. It covers micro-and macroeconomic issues that are essential for managers and professionals. The course starts with basic microeconomic concepts such as demand, supply, elasticities, production and cost. Having established the solid ground of the basics of microeconomics, parts of macroeconomics including national income accounts, aggregate demand, aggregate supply, concepts of inflation and unemployment, major macroeconomic policy operations will be dealt with. After completing the course, the students will be able to apply principles of economics to solve economic problems being faced by both public and private sectors of Pakistan.

Course Objective

The objectives set by this course of Business Economics is to provide skills to deal with individual level issues. These issues pertain resource scarcity, utility maximization, cost minimization etc. participants will be accustomed to the skills to deal with different agents in the economy, like buyer, seller and government in different market conditions in order to have a sustainable flow of benefits.

Course Learning Outcomes

1. The general behavior of economic agents, students will have idea of about rational behavior and skills to manage their expenditures
2. Ensuring critical thinking is a part of sellers and buyers and how their interactions influence outcomes
3. Being efficient managers, students will be able to minimize the cost structure of a firm
4. Different firm works in the different market system, students will be equipped with strategies to perform in each market.

Course Execution

2. Course Contents Detailed Distribution

Note: This schedule is tentative and can be subject to change

Week	Topic	Modules	Synchronous Session	Virtual Activities
1	Introduction to Economics	What do economists' study? Scarcity and Choice Micro versus Macro Economics Positive Versus Normative Analysis Conclusion 1	Live Wellcome Question Answers / Examples	Recorded lecture,
2		Concep to Utility Total Utility Marginal Utility	Live lecture Question Answers	Recorded lecture,

	Theory of Consumer Behaviour	Relationship between TU and MU DMU Derivation of Demand Curve through Utility Cardinal and Ordinal Approaches of Utility Consumer Equilibrium Budget Line	Numerical Examples Quizz Assignments	
3	Demand and Supply	Micro Perspective of Economics The market forces of Supply and Demand Demand • Demand Schedule • Law of Demand • Demand Curve • Individual Demand and market demand • Shifts in the demand curve Supply • Supply Schedule • Law of Supply • The Supply schedule and the • Supply curve • Individual Supply versus Market supply • Shifts in Supply •	Question Answers Numerical Examples Quizz Assignments	Recorded Lecture
4	**Market Equilibrium**	Market Equilibrium Price Ceiling • Price Floor • Effect on market Outcome	Question Answers Numerical Examples Quizz	Recorded Lecture
5	**Elasticity of demand and Supply**	Price elasticity of demand • Calculation of the Price Elasticity: Point Elasticity and	Question Answers Numerical Examples Assignments	Recorded Lecture

		Average Based Formula • Factors Affecting Price Elasticity of Demand • Price Elasticity and Total Revenue • Price Elasticity of Supply • Factors Affecting Price Elasticity of Supply		
6	**The Production Function and the Costs of Production**	The Production Function • Efficient Method of Production • Production Function and Types of Costs • Short run cost analysis • Long run Costs • The Law of Diminishing Returns Economies and Diseconomies of Scale	Question Answers Numerical Examples Assignments	Recorded Lecture
7	**The Production Function and the Costs of Production**	• The Production Function • Efficient Method of Production • Production Function and Types of Costs • Short run cost analysis • Long run Costs • The Law of Diminishing Returns	Answers Numerical Examples Quizz	Question Recorded Lecture
8	**Market Structure**	Theory of firm Market structure Perfect competition	Question Answers Examples Quizz Assignments	Recorded lecture
9	Mid Term Exam			Exam

10	Macro Perspective of Economics	A Frame Work Of Macro Economics • Evolution of Macro Economics, Scope of Macro Economics • Integration of Micro and Macro Economics	Question Answers Examples	Recorded lecture
11	Macro Perspective of Economics	Separate identity of Micro and Macro Economics • Macro Economics Variables and their Functional Relationship • Economic Model, its Derivation and its Construction • Macro Economic problems	Question Answers Numerical Examples Quizz	Recorded Lecture
12	**Assessing the Economy's Performance**	Concepts of National Income • Circular flow of National Income • Measurement of National Income • Production Approach • Income Approach • Expenditure Approach	Question Answers Numerical Examples Quizz Assignments	Recorded Lecture
13	**Assessing the Economy's Performance**	Concepts of National Income • Circular flow of National Income • Measurement of National Income • Production Approach • Income Approach • Expenditure Approach • Real GDP and Nominal GDP • The GDP Deflator	Question Answers Numerical Examples Assignments	Recorded Lecture

14	**Issues Of Macro Economics**	Unemployment • Measurement of unemployment • Types of unemployment	Question Answers Numerical Examples Assignments	Recorded Lecture
15	**Issues Of Macro Economics**	Inflation • Meaning and measurement of inflation • Types of inflation • Effects of inflation	Question Answers Numerical Examples Assignments	Recorded Lecture
16	Final Exam			Exam

Marks Distribution

Criteria		Marks
Sessional Marks	(Assignments, Quizzes, Presentations)	35%
Mid Term		25%
Final Term		50%
Total Marks		100%

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments—including the video case studies, will be shared via LMS. These rubrics outline expectations for content, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors

Confidentiality & Ethics in Simulations

All case studies, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments..

Resource Material

Principles of Economics, Deviga Vengedasalam and Karunagaran Madhavan "Third Edition"

- A Text Book "Managerial Economics and Business Strategy" by MICHAEL R. BAYE / JEFFREY T. PRINCE (10th Edition).

Management Information Systems – Virtual/Online

CODE: VMSC2901

Semester:

Credit Hours: 3

Mode of Teaching: Asynchronous

Course Description

This course provides a comprehensive and in-depth understanding of Management Information Systems (MIS) and their strategic role within modern organizations. Students will explore how information systems can support managerial decision-making, enhance operational efficiency, and provide organizations with competitive advantages in a rapidly changing business environment. The course covers core MIS concepts, including transaction processing systems, management reporting systems, decision support systems, and enterprise resource planning, along with their practical applications across various functional areas such as finance, marketing, human resources, and operations. Delivered in a virtual format, the course incorporates live interactive lectures, recorded sessions, case studies, group discussions, and hands-on simulations, giving students practical experience in designing, implementing, and managing information systems. Special emphasis is placed on ethical use of information systems, data security, and professional communication in digital environments. Students will gain the skills to critically evaluate information systems, align technology with organizational strategy, and effectively communicate MIS insights to support informed decision-making.

Note: Students must meet minimum technical requirements for full participation in virtual components.

Course Objectives

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

1. Understand fundamental MIS concepts, theories, and their strategic importance in business.

2. Analyze different types of information systems (TPS, MRS, DSS, ERP) and their applications.

3. Design, implement, and manage databases and information systems using software tools.

4. Develop critical thinking and problem-solving skills in MIS contexts.

5. Apply MIS knowledge to support organizational decision-making and ethical business practices.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Explain the role and significance of MIS in modern organizations.

2. Identify different types of information systems and their applications.

3. Analyze business processes and suggest improvements using MIS.

4. Evaluate the impact of MIS on organizational performance.

5. Design simple information systems and databases.

6. Apply ethical considerations in the use of information systems.

7. Communicate effectively regarding MIS-related topics in virtual settings.

Pre-Requisite Knowledge

No formal prerequisites, though a basic understanding of business concepts is beneficial.

Course Execution

LMS / Online Platform Usage

LMS URL / Login Method

- Students will be provided with the university LMS (e.g., Moodle or Canvas) URL.
- Login will require their university ID and password.
- First-time users will be prompted to change their password.

Accessing Lectures

- Lecture links will be available under the “Lectures” or “Synchronous Sessions” section on the LMS.
- Students can join live sessions or access recorded lectures at any time.

Assignments

- Assignments will be posted in the “Assignments” section with instructions and submission deadlines.
- Students will upload their work through LMS; plagiarism-check tools (if used by the university) should be applied.

Quizzes

- Quizzes will appear under the “Quiz” section of LMS, with specified time limits and question formats (MCQs, short answers, etc.).
- Students must log in at the scheduled time, complete the quiz, and submit before the deadline.

Activities

- Activities will be conducted via LMS “Discussion” or “Activity” sections.
- Students may be divided into small groups to complete tasks, discussions, or short presentations.

Accessing Supporting Materials

- LMS will host a “Resources” or “Supporting Material” section containing lecture slides, videos, reading files, and other reference materials.
- Students can view online or download for offline study.

Exams

- Mid-term and final exams will follow university guidelines, conducted online or on-campus.
- Exam schedules, instructions, and rules will be available on LMS in advance.
- Students should ensure proper login and internet access before the exam and report technical issues immediately.

Lab Sessions

- SQL & Database lab sessions will be conducted in a virtual lab environment or on-campus lab.
- Students will complete lab exercises and submit results/screenshots via LMS or designated tools.

For disable students (for deaf, blind etc.?) Example

- Provide **screen readers** and **text-to-speech tools** for visually impaired students.
- Use **closed captions** and **sign language support** in online lectures.
- Offer **voice recognition software** for students with physical disabilities.
- Design **accessible course materials** with readable fonts and alt text for images.
- Allow **flexible assessments** like oral, written, or video submissions.
- Record all lectures so students can **learn at their own pace**.
- Provide **online counseling and technical support** for disabled students.
- Ensure the **LMS platform** (like Moodle or Canvas) meets accessibility standards.
- Use **inclusive teaching methods** with clear speech and simple language.
- Encourage **peer support or buddy systems** in virtual classes.

Week	Topic	Modules	PLOS	CLOs	Synchronous Session	Virtual Activities
1	Introduction to MIS	Definition, Scope, Strategic Importance, Roles	1,2	1,2	Live welcome + icebreaker + Q&A	Recorded lecture, forum discussion, journal reflection
2	Types of Information Systems	TPS, MRS	1,2	2	Live lecture + case discussion	Recorded lecture, forum, quiz
3	Types of Information Systems II	DSS, ERP	1,2	2	Live demo + Q&A	Case study, peer feedback
4	Business Proces	Process mapping, BPR	2, 3	3	Live walkthrough + breakout	Recorded video, workflow exercise

Week	Topics Analysis	Modules	PLOS	CLOs	Synchronous Session	Virtual Activities
5	Database Management Systems	Basics of DB, RDBMS, Simple DB Design	2, 3	3	Live software demo	Lab exercises, quiz, assignment
6	SQL Fundamentals	SQL & Microsoft Access for MIS	2, 3	3,5	Live SQL demo + guided practice	Hands-on lab, assignment
7	Lab Session I	Database & MIS Applications	2, 3	3,5	Live lab support	Software project
8	Midterm Exam	-		-	Synchronous exam	LMS submission
9	Lab Session II	Advanced DB Tasks	2, 3	3,5	Live lab + Q&A	Software project
10	IT Infrastructure I	Hardware, Software, Networking	2, 3	2	Live lecture + discussion	Recorded demo, forum
11	IT Infrastructure II	Cloud Computing, Virtualization, Cybersecurity	1,2	2	Live lecture + Q&A	Case study, quiz
12	Data Analytics & BI	Data Warehousing, Mining, Reporting, Predictive Analytics	1,2	1,4	Live demo + discussion	Worksheet, project
13	Ethical & Legal	Privacy, Security,	1,4	6,7	Ethics roundtable	Forum discussion, assignment

Week	Topic	Modules	PLOS	CLOs	Synchronous Session	Virtual Activities
	Considerations	Compliance				
14	MIS Implementation & Case Studies	Project Management, Case Studies, Trends	5	4,7	Live case study presentation	Assignment, forum
15	Final Project Presentations	Integration of MIS Knowledge	4,5	3,5	Live presentations + peer feedback	Recorded project submission
16	Final Exam	-		-	Synchronous exam	LMS submission

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Projects)	30%
Midterm Exam	20%
Final Exam	50%
Total	100%

Activities Breakdown: -

- Live Participation Rubric: Engagement, professionalism, and collaboration in synchronous sessions.
- Case Study Analysis: Analyze a recorded business scenario and recommend MIS improvements.
- SQL & Database Lab Exercises: Hands-on virtual lab sessions.
- Ethics Essay: Discuss ethical MIS considerations in organizations.
- Project & Presentation: Develop a MIS solution and present virtually.

Grading Rubrics:

Will be shared via LMS for major assignments, projects, and presentations.

Confidentiality & Ethics

All simulations, assignments, and discussions are strictly for educational purposes. Students must maintain confidentiality and adhere to ethical standards during online activities. Breaches may result in academic penalties.

Resource Material

Books:

1. Laudon, K. C., & Laudon, J. P. (2021). Essentials of Management Information Systems (14th ed.). Pearson.

2. Bourgeois, D. T. Information Systems for Business and Beyond.

3. Baltzan, P., & Phillips, A. Business Driven Information Systems.

Computer Tools: - LMS/CMS, Microsoft Excel, Microsoft Access, Microsoft Word, MySQL

Reference Videos: - Will be shared on the course LMS if applicable.

Technical Requirements

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop/desktop with webcam and microphone
- Access to LMS and video conferencing platforms (Zoom/Teams)
- Ability to upload/view PDFs, Word, and video files

Accessibility & Inclusivity

Foundation University Islamabad is committed to accessible education. Students with disabilities or special needs can request alternative formats, screen readers, captions, or flexible submission options.

Instructor Communication Policy

- Weekly virtual office hours.
- Contact via email: (response within 3–5 working days).
- Urgent matters flagged in email subject.

Digital Literacy Support

Tutorials for LMS, Zoom, and other tools will be provided on the LMS to assist students with navigation and submissions.

Community Service and Social Work

Course Title: Community Service and Social Work

Course Code: VGER2402

Semester: BSAF4, BBA4 A & B

Mode of Teaching: Asynchronous

Credit Hours: 2

Course Description

This course provides students with fundamental knowledge about civics, citizenship, and community engagement. It emphasizes civil society, government, civic responsibilities, inclusivity, and effective participation in shaping society. Students will apply theoretical knowledge to real-world contexts, fostering active citizenship and positive community impact.

Course Objectives

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

- Demonstrate fundamental understanding of civics, government, citizenship, and civil society.
- Understand the concept of community and recognize the significance of engagement for individuals and groups.
- Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

Course Learning Outcomes (CLOs)

- **LO1:** Demonstrate fundamental understanding of civics, government, citizenship, and civil society.
- **LO2:** Understand the concept of community and recognize the significance of community engagement.
- **LO3:** Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of civic and social responsibility.
- **PO2:** Ethical and professional standards in civic contexts.
- **PO3:** Application of civic theory to real-world issues.
- **PO4:** Communication and collaboration with diverse stakeholders.

Weekly Topics

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Civics & Citizenship	Definition, history, types of citizenship, democracy link	PO1	LO1	Live welcome + icebreaker	Recorded lecture, forum, timeline
2	State, Government & Civil Society	Structure, functions, democracy, participation	PO1, PO2	LO1	Lecture + Q&A	Reflection essay
3	Rights & Responsibilities	Constitution of Pakistan, civic duties, ethics	PO1, PO2	LO1, LO2	Supervision Q&A	Case study
4	Community Engagement	Nature, characteristics, cohesion, initiatives	PO2, PO3	LO2	Live guidelines session	Quiz, reflective essay

5	Advocacy & Activism	Public discourse, opinion, social movements	PO2, PO3	LO2	Debate session	Recorded lecture, quiz
6	Digital Citizenship	Platforms, cyber ethics, digital divides	PO1, PO4	LO2	Demo + practice	Toolkit creation
7	Diversity & Inclusion	Ethnic, cultural, political diversity, minorities	PO2, PO3	LO3	Lecture + discussion	Assignment, quiz
8	Midterm Exam	—	—	—	Exam session	Midterm
9	Social Justice & Equality	Inequalities, rights, justice frameworks	PO2, PO3	LO3	Roundtable	Forum debate
10	Civic Leadership	Leadership styles, teamwork, youth roles	PO2, PO4	LO2	Group activity	Peer feedback
11	Communication for Civic Action	Advocacy, persuasion, public speaking	PO4	LO2	Workshop	Speech draft
12	Project Planning	Needs assessment, goal setting	PO3	LO2, LO3	Project lab	Worksheet
13	Project Implementation	Resource mobilization, teamwork	PO3, PO4	LO2, LO3	Group planning	Progress report
14	Monitoring & Evaluation	Indicators, sustainability, feedback	PO3	LO2, LO3	Evaluation clinic	Quiz
15	Student Project Presentations	Showcase civic projects	PO2, PO3, PO4	LO2, LO3	Presentations + peer review	Video submission
16	Final Exam & Reflection	Integration, wrap-up	—	—	Closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Assignments	5%
Class Participation	5%
Midterm Exam	25%
Project	10%
Quizzes	5%
Sessional Evaluation	**50%**
Final Exam	50%
Total	**100%**

Activities Breakdown

- **Class Participation:** Engagement, professionalism, peer support.
- **Assignments:** Reflection essays, case studies, project drafts.

- **Community Project:** Design and implement a civic initiative.
- **Presentations:** Showcase project outcomes.
- **Exams:** Midterm and final focusing on concepts and application.

Grading Rubrics (Sample)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage	All civic concepts covered	Most covered	Some covered	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Accuracy	Sound	Mostly accurate	Some errors	Major errors
Practical Use	Highly applicable	Moderately useful	Limited	Not useful
Originality	Unique	Some originality	Generic	Copied

Suggested Practical Activities

- Community storytelling (oral histories, interviews).
- Community event planning (health fair, cleanup, cultural festival).
- Service-learning with NGOs.
- Cultural exchange activities.

Accessibility & Inclusivity

The course is designed to be inclusive. All lectures will include captions, accessible PDFs, and flexible assessment formats. Students with disabilities can request additional accommodations.

Instructor Communication Policy

Students can contact the instructor via email. Virtual office hours will be held weekly via LMS. Responses will typically be given within 48 hours.

Technical Requirements

- Stable internet connection (minimum 4 Mbps)

- Laptop or desktop with webcam and microphone

- Access to LMS, MS Word, and PowerPoint

- Familiarity with Zoom or other video conferencing tools

Resource Material

- *Civics Today: Citizenship, Economics, & You* (McGraw-Hill).
- Kymlicka, W. & Norman, W. *Citizenship in Diverse Societies*.
- Youniss, J. & Levine, P. *Engaging Youth in Civic Life*.
- Mattson, K. *Digital Citizenship in Action*.
- Pike, G. & Selby, D. *Globalization and Citizenship*.
- Feldpausch, B. & Omilian, S. *Community Engagement: Principles, Strategies, and Practices*.
- Clarke, M. & Steckel, M. *Creating Social Change: A Blueprint for a Better World*.

Course Title: Management Accounting
Course Code: VMSC3403
Credit Hours: 3
Semester: 3

Mode of Teaching: Blended

Course Description

Management Accounting is an advanced level course in accounting. Basic managerial accounting concepts are introduced to aid managers effectively manage their key responsibilities of planning, decision-making and controlling. Basic cost terminologies and concepts are introduced before studying product cost accumulation methods and other modern costing techniques. The emphasis in this course is the use and importance of cost information for decision-making purposes. Only by understanding how much things cost can managers effectively and strategically reach decisions and evaluate results in today's competitive market. From the evaluation of past results, your role as a manager would then be to plan and control future activities; hence, the course will then cover the use of cost accounting information for management decision-making including the role of budgeting as a management control tool.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

25. To familiarize students with the basic concepts of management accounting.
26. To acquaint the student about the use and assessment of costs in a job order and a process cost accounting system. Furthermore, the study may understand of the types of costs and how they behave in order to calculate cost-volume-profit relationships.
27. To familiarize students with formulation of different segments of Master Budget.

Course Learning Outcomes

After successful completion, students will be able to:

34. Understand and comprehend basic concepts of management accounting
35. Be able to understand the basic use of costs in a job order costing accounting system & CVP analysis.
36. Be able to apply renowned valuation techniques for the formulation of different segments of Master Budget.

Course Execution

14. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
15. **For disable students (for deaf, blind etc.?) Example**
    - Provide screen readers and text-to-speech tools for visually impaired students.
    - Use closed captions and sign language support in online lectures.
    - Offer voice recognition software for students with physical disabilities.
    - Design accessible course materials with readable fonts and alt text for images.
    - Allow flexible assessments like oral, written, or video submissions.
    - Record all lectures so students can learn at their own pace.
    - Provide online counseling and technical support for disabled students.

- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Managerial Accounting and the Business Environment	The major differences and similarities between financial and managerial accounting. The role of management accountants in an organization. The basic concepts underlying Just-In-Time (JIT), Total Quality Management (TQM), Process Reengineering, and the Theory of Constraints (TOC). The importance of upholding ethical standards.	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum, Practice Question
2	Cost Terms, Concepts, and Classifications	Three basic manufacturing cost categories. Product costs and period costs.	2	1,2	Live practice +Q&A	Excel worksheet, Assignment
3	Cost Terms, Concepts, and Classifications	Variable costs and fixed costs. Direct and indirect costs. Differential costs, opportunity costs, and sunk costs.	1	1	Live Lecture + Q&A	Recorded lecture
4	Cost of Goods Sold & Income Statement	Income statement including calculation of the cost of goods sold.	2	1,2	Live Lecture/practice +Q&A	Case study Quiz
5	Cost of Goods Sold & Income Statement	Schedule of cost of goods manufactured	1	1	Live Lecture/practice +Q&A	Practice Question

6	Job Order Costing	Process costs and job-order costing and identify companies that would use each method. Documents used in a job-order costing system.	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Job Order Costing	Computation of predetermined overhead rates and explain why estimated overhead costs (rather than actual overhead costs) are used in the costing process. Apply overhead cost to jobs using a predetermined overhead rate. Determine under applied or over applied overhead. Direct method to determine cost of goods sold	1	1		Quiz
8	Cost Behavior: Analysis and Use	Behavior of fixed and variable costs and how to use them in predicting costs. Use a scatter graph plot to diagnose cost behavior	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Cost Behavior: Analysis and Use	Analyze a mixed cost using the high-low method. Prepare an income statement using the contribution format.	1	2	Live Lecture + guided practice	Worksheet, Practice Question
10	Cost-Volume-Profit Relationships	Contribution margin and net operating income. Prepare and interpret a cost-volume-profit (CVP) graph.	2	1,2	Live Lecture + Practice Question	Practice Question Assignment

		Use the contribution margin ratio (CM ratio) to compute changes in contribution and net operating income resulting from changes in sales volume. Show the effects on contribution margin of changes in variable costs, fixed costs, selling price, and volume. Compute the break-even point in unit sales and sales dollars. Determine the level of sales needed to achieve a desired target profit. Compute the margin of safety and explain its significance. Compute the degree of operating leverage at a particular level of sales and explain how it can be used to predict changes in net income.				
11	Variable Costing	How variable costing differs from absorption costing and compute unit product costs under each method. Prepare income statements using both variable and absorption costing.	1,2	1,2	Live Lecture + Guided Practice	Worksheet, Practice Question
12	Variable Costing	Reconcile variable costing and absorption costing net operating incomes and	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question Quiz

		explain why the two amounts differ. The advantages and disadvantages of both variable and absorption costing.				
13	Profit Planning	Why organizations budget and the processes they use to create budgets. Prepare a sales budget, including a schedule of expected cash collections. Prepare a production budget	3	3	Live Lecture + Practice Question	Worksheet, Practice Question
14	Profit Planning	Prepare a direct materials budget, including a schedule of expected cash disbursements for purchases of materials. Prepare a manufacturing overhead budget. Prepare a selling and administrative expense budget.	3	3	Live Lecture + Practice Question	Worksheet, Practice Question
15	Profit Planning	Prepare a cash budget. Prepare a budgeted income statement. Prepare a budgeted balance sheet.	3	3	Live Lecture + Practice Question	Worksheet, Practice Question
16	Project Presentation +Revision	Project Presentation All topics Revision and discussion	1,3	1,3	Live presentations + peer feedback Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

1. Managerial Accounting, 14th Edition by Garrison, Noreen, & Brewer
2. Cost And Management Acccountiong, 10th Edition by Matz Uzry
3. Managerial Accounting by Ronald W. Hilton.
4. Management Accounting by Charless T. Horngren

Reference Website (only mention if no copy right issue)

32. www.brecorder.com
33. www.psx.com.pk
34. https://www.accountingcoach.com/

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy
The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to su

Course Outline: Personal & Professional Development

Course Title: Personal & Professional Development
Course Code: VMSC3007 **Credit Hours:** 3
Semester: BBA 7 (A & B)
Mode of Teaching: Asynchronous

Course Description
This 3-credit hour course enhances students' personal and professional competencies through structured activities, counseling sessions, self-branding, skill development tasks, guest lectures, and field trips. Delivered through virtual-synchronous and experiential components, the course helps students build confidence, communication, professional identity, and emotional resilience.

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

- Understand personal and professional development concepts.
- Demonstrate digital proficiency and communication skills.
- Build a professional identity through self-branding and networking.
- Apply emotional intelligence, resilience, and ethical behavior in professional contexts.
- Integrate learned skills into practical presentations and workplace readiness.

Course Learning Outcomes (CLOs)

- **CLO1:** Understand personal & professional development.
- **CLO2:** Demonstrate digital & communication proficiency.
- **CLO3:** Develop a professional digital identity.
- **CLO4:** Analyze personal values & time-management approaches.
- **CLO5:** Demonstrate respect, empathy, inclusivity.
- **CLO6:** Apply emotional intelligence & resilience.
- **CLO7:** Exhibit ethical behavior & boundary-setting.
- **CLO8:** Develop interpersonal & networking skills.
- **CLO9:** Integrate & present learned skills.

Program Learning Outcomes (PLOs)

- **PO1:** Knowledge of personal and professional development foundations.

- **PO2:** Application of communication, digital, and interpersonal skills.
- **PO3:** Ethical and professional conduct in workplace contexts.
- **PO4:** Leadership, teamwork, and networking in diverse environments.

Weekly Topics (Expanded to 16 Weeks)

Week	Topic	Modules/Concepts	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Personal & Professional Development	Mind mapping, challenges	PO1	CLO 1	Live intro session	Reflection + forum
2	MS Office Proficiency & Communication	CV building, digital tools	PO1, PO2	CLO 2	Live demo	CV assignment
3	Self-Branding & LinkedIn	Digital identity, guest speakers	PO2	CLO 3	LinkedIn walk-through	Profile evaluation
4	Ikigai & Purposeful Living	Values, purpose, story circles	PO2, PO3	CLO 4	Guided discussion	Reflection worksheet
5	Time Management	Time-blocking, productivity	PO2, PO3	CLO 4	Gamified activity	Productivity challenge
6	Diversity & Inclusion	Role-plays, case studies	PO2	CLO 5	Scenario role-plays	Diversity reflection
7	Teamwork & Ego Management	Team exercises, guest lecture	PO2, PO4	CLO 5	Group activity	Collaboration task
8	Midterm Exam	Covers Weeks 1–7	—	—	Synchronous exam	—
9	Respectful Corporate Language	Corporate communication	PO2	CLO 5	Workshop	Discussion assignment
10	Wabi Sabi, Resilience & Stress Management	Resilience, stress coping	PO2, PO3	CLO 6	Group workshop	Stress-management activity
11	Paradox of Control	Reflection circles	PO2, PO3	CLO 6	Story circle	Journal entry

12	Kindness & Boundaries	Service learning, ethics	PO3	CLO 7	Discussion circle	Service-task report
13	Managing Difficult People	Role-playing scenarios	PO2, PO3	CLO 8	Scenario practice	Role-play submission
14	Networking & Relationship Building	Field trips, professional conduct	PO2, PO4	CLO 8	Networking workshop	Reflection
15	Integration & Skill Showcase	Preparation for final	PO2, PO3	CLO 9	Practice presentations	Peer feedback
16	Final Presentations & Wrap-Up	Student presentations	PO2–PO4	CLO 9	Symposium + expert evaluation	Upload final project

Marks Distribution

Criteria	**Percentage**
Attendance & Counseling Sessions	10%
Activities (Inside & Outside Class)	20%
Formal Communication	5%
Professional Conduct	5%
Guest Speakers & Field Trips	10%
Final Presentation	50%
Total	**100%**

Activities Breakdown

- **Counseling Sessions:** Mandatory attendance and participation.
- **Skill-Building Activities:** CV writing, LinkedIn profile, networking tasks.
- **Guest Lectures & Field Trips:** Industry exposure and professional conduct.
- **Final Presentation:** 15 minutes + 5 minutes Q&A, evaluated by industry experts.

Grading Rubrics (Sample)

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage	All skills demonstrated	Most skills	Some skills	Few/missing
Organization	Clear, creative	Functional	Basic	Disorganized
Professionalism	Highly professional	Moderately professional	Limited professionalism	Poor conduct
Practical Use	Highly applicable	Moderately useful	Limited	Not useful

Originality	Unique	Some originality	Generic	Copied

Miscellaneous Instructions

- Regular attendance, including counseling sessions, is mandatory.
- Active participation in skill-building activities is required.
- Formal communication skills will be assessed.
- Professional conduct inside & outside class is mandatory.
- Deadlines must be followed strictly.
- Final presentation is mandatory.

Business and Company Law

Course Code: VMSC3303
Credit Hours: 3
Semester: BBA-5
Mode of Teaching: Asynchronous

Course Description

This course introduces students to the fundamental legal framework governing business operations in Pakistan. It examines essential areas of Business Law and Company Law, enabling learners to understand, interpret, and apply legal principles impacting commercial practices. Core topics include the Pakistan legal system, contract law, Sale of Goods Act, negotiable instruments, labor law, company formation, memorandum of association, shares, debentures, voting rights, and corporate reporting.

The virtual format integrates synchronous discussions, self-paced content, case-based learning, and applied legal problem-solving exercises. Emphasis is placed on developing the ability to recognize legal issues, understand statutory requirements, analyze case law, and advise on corporate legal matters within Pakistani business environments.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

28. Acquire a foundational understanding of key Pakistan Law concepts relevant to business and corporate sectors.
29. Develop the ability to analyze and resolve common corporate legal problems through case studies and practical examples.

30. Understand and apply fundamental concepts and tools of business and company law for informed decision-making.

Course Learning Outcomes

After successful completion, students will be able to:

1. Understand the basics of Pakistan Law and recognize the legal principles governing business organizations.
2. Identify and discuss the application of Business and Company Law to corporate decisions.
3. Analyze legal case studies relevant to business operations in Pakistan.
4. Apply basic principles of law to assess business decisions and identify legal risks.
5. Recommend actions for managing legal risks in business environments.
6. Demonstrate understanding of the basic legal system governing the corporate sector of Pakistan.

Course Execution

The course will be delivered through LMS using the following components:

- **Lecture Access:** Recorded video lectures uploaded weekly.
- **Synchronous Sessions:** Weekly Zoom discussions, case analyses, and role plays.
- **Assignments:** Submitted through LMS in PDF/Word format.
- **Quizzes:** Conducted online using LMS quiz modules.
- **Final Presentation:** Conducted virtually with feedback..

For disable students (for deaf, blind etc.?)

- Closed captions for video lectures
- Screen-reader compatible documents
- Readable fonts and accessible formatting
- Alt-text for images and charts
- Multiple submission formats (text, audio, video)
- Recorded sessions for flexible learning
- Technical support for LMS navigation
- Clear and simple instructions in all modules
- Peer-support options during synchronous sessions

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Company & Business Law	Company forms, functions, sources, divisions	PLO1	CLO1	Live welcome + overview of major legal domains	Recorded lecture, forum intro, reading summary
2	Law of Contract	Nature of contract, purpose, importance	PLO1	CLO1, CLO2	Live foundational lecture + Q&A	Case vignette + short quiz
3	Offer & Acceptance	Rules, communication, revocation	PLO2	CLO1, CLO2, CLO3	Live case demonstration	Quiz, case worksheet

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
4	Consideration & Lawful Object	Essentials, legality, void agreements	PLO2	CLO1, CLO2, CLO3	Live legal reasoning session	Legal drafting exercise
5	Capacity of Parties & Free Consent	Coercion, undue influence, fraud, misrepresentation	PLO2	CLO1–CLO4	Live group activity	Consent analysis worksheet
6	Discharge of Contract	Performance, agreement, frustration	PLO2	CLO2–CLO4	Live examples discussion	Short case reflection
7	Performance of Contract	Time, place, manner; legal obligations	PLO2	CLO2–CLO4	Live analysis of legal scenarios	Assignment submission
8	Remedies for Breach of Contract	Damages, injunctions, specific performance	PLO3	CLO2–CLO5	Live demonstration + examples	Verbal quiz
—	**Mid Term Exam**	—	—	—	—	—
9	Indemnity & Guarantee	Rights and liabilities of surety	PLO3	CLO5, CLO6	Live statutes reading	Case activity
10	Bailment & Pledge	Duties of bailor/bailee; legal implications	PLO3	CLO4, CLO5	Live lecture	Activity sheet
11	Sale of Goods Act	Conditions, warranties, transfer of property	PLO3	CLO5, CLO6	Group discussion	Quiz
12	Performance of Contract of Sale	Delivery, acceptance, unpaid seller's rights	PLO2, PLO3	CLO4–CLO6	Live session	Assignment
13	Corporate Crimes	Nature, types, impact on society	PLO3	CLO6	Live legal examples	Case activity
14	Sole Proprietorship & Partnership	Characteristics, liabilities, dissolution	PLO1, PLO3	CLO1, CLO2, CLO6	Group discussion	Verbal quiz
15	Revision	Comprehensive review of all topics	All PLOs	All CLOs	Live revision + open Q&A	Self-assessment tasks
16	Final Presentations & Final Exam	Case presentations	PLO3	CLO5, CLO6	Live presentations	Final exam

Marks Distribution

Activity	Weightage
Quiz, Assignments	7.5%
Class Participation, Presentations	7.5%
Project	10%

Mid Term (1.5 hrs)	25%
Final Term (3 hrs)	50%
Total	100%

Activities Breakdown:

- • Live participation rubric assessing engagement, preparedness, and professionalism.
  • Legal problem-solving worksheets related to contract law and company formation.
  • Case study discussions on Pakistani legal disputes.
  • Legal drafting exercises (e.g., simple contracts, notices, clauses).
  • Corporate crime analysis activity.
  • Final project on a real company's legal compliance or corporate law issue

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Students must maintain ethical conduct in all online submissions, peer reviews, and data handling tasks. Sharing confidential data, plagiarizing, or misrepresenting sources may result in academic action.

Resource Material

- **Textbooks:**
  • *Business Law* – Khalid Mehmood Cheema (2017)
  • *Company Law* – Luqman Baig (2016)
- **Reference Book:**
  • *Business Law: A Complete Guide for Students of Business and Marketing* (2nd ed.) – R. G. Lawson & D. Smith
- **Web Resource:**
  • Mercantile Law Short Notes: https://www.scribd.com/doc/80682277/Mercantile-Law-Short-Notes-by-Syed-Ali-Raza

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Laptop/desktop with webcam
- Stable internet (minimum 4 Mbps)
- LMS access
- Ability to upload Word/PDF files
- Zoom access for live sessions
- MS Office tools

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy
The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support
- Tutorials on LMS navigation
- Guides for downloading readings
- Support for MS Word/Excel use
- Orientation on using Zoom for presentations

Human Resource Management

Course Code: VMSC3300
Credit Hours: 3
Semester: BSAF-5
Mode of Teaching: Asynchronous

Course Description

This course provides a comprehensive introduction to Human Resource Management (HRM) in modern organizations. It explores how HR functions—such as job analysis, recruitment, training, performance management, compensation, and employee relations—support strategic organizational goals. The course emphasizes contemporary HR challenges in digitalized workplaces, the role of HR technology, and the shift toward strategic and transformational HRM. Delivered through a virtual learning model, the course integrates recorded lectures, online discussions, case analysis, simulations, and applied HR tools to build practical skills for future HR professionals and general managers.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

31. To understand about basics of research
32. To develop comprehensive understanding of initial steps in research process i.e., Research Idea, Introduction, Literature review , and Hypothesis development
33. To Understand about the research ethics, research techniques and designs.

Course Learning Outcomes

After successful completion, students will be able to:

7. Explain foundational HRM concepts, theories, and functions and their role in organizational effectiveness.
8. Apply HRM tools, techniques, and processes related to job design, staffing, training, and performance management.
9. Analyze HR challenges and propose solutions using evidence-based HRM practices.
10. Understand HR's strategic role in achieving organizational competitiveness and sustainability.

Course Execution

The course will be delivered through LMS using the following components:

- **Lecture Access:** Recorded video lectures uploaded weekly.
- **Synchronous Sessions:** Weekly Zoom discussions, case analyses, and role plays.
- **Assignments:** Submitted through LMS in PDF/Word format.
- **Quizzes:** Conducted online using LMS quiz modules.
- **Activities:** HR tool creation, job analysis tasks, resume screening simulations, and caselet reviews.
- **Final Presentation:** Conducted virtually with feedback..

For disable students (for deaf, blind etc.?)

- Closed captions for video lectures
- Screen-reader compatible documents
- Readable fonts and accessible formatting
- Alt-text for images and charts
- Multiple submission formats (text, audio, video)
- Recorded sessions for flexible learning
- Technical support for LMS navigation
- Clear and simple instructions in all modules
- Peer-support options during synchronous sessions

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to HRM	• HRM Foundations	1	1	Live welcome + HRM overview	Recorded lecture + forum post

2	Evolution & Role of HR	• HRM in Modern Organizations	1 &2	1	Role of HR discussion	Reading + short reflection
3	HR Functions & Alignment	• HR Functions & Organizational Goals	1 &2	1 & 2	Alignment workshop	Caselet + quiz
4	Transactional vs Transformational HRM	• Strategic HRM Approaches	1 & 2	1 & 2	Strategy mapping activity	Strategy video + forum
5	Workforce Planning	• HR Planning	1 & 2	1 & 2	Forecasting discussion	Job analysis worksheet
6	Job Analysis	• Job Descriptions & Specifications	1 & 2	1 & 2	Live demonstration	JD/JS creation
7	Recruitment	• Recruitment Tools & Techniques	1, 2, & 3	1 & 2	Guest speaker session	Recruitment plan
8	Selection	• Effective Selection Methods	1 & 2	1 & 2	Interview role play	Case review
9	Mid Term Exam	• —	1 &2	1 & 2	—	—
10	Training & Development	• Employee Training Process	1 &2	1 & 2	Training plan discussion	ADDIE task
11	Training Evaluation	• HRD Evaluation Models	1 &2	1 & 2	Kirkpatrick workshop	Evaluation activity
12	Performance Management	• Performance Appraisal Tools	1 &2	1 & 2	Appraisal simulation	Caselet + assignment
13	Compensation	• Compensation Strategy	1 &2	1 & 2	Compensation discussion	Reading + quiz
14	Employee Relations & HR Tech	• ERM & HR Digitalization	1 &2	1 & 2	ERM case discussion	HR tech video
15	Project Presentations	• Final HR Project	1 &2	1 & 2	Student presentations	Upload project reflection
16	Final Exam	• —	1, 2, & 3	1 & 2	—	—

Marks Distribution

Activity	Weightage
Quiz, Assignments	7.5%
Class Participation, Presentations	7.5%
Project	10%
Mid Term (1.5 hrs)	25%
Final Term (3 hrs)	50%
Total	100%

Activities Breakdown:

- **Class Participation:** Engagement in discussions, polls, and role plays
- **Job Analysis Activity:** JD/JS creation
- **Recruitment Simulation:** Screening + selection role play
- **Training Plan:** ADDIE-based outline
- **Performance Appraisal Caselet:** Evaluation using HR tools
- **Final HR Project:** Presentation + written component

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Students must maintain ethical conduct in all online submissions, peer reviews, and data handling tasks. Sharing confidential data, plagiarizing, or misrepresenting sources may result in academic action.

Resource Material

Books

5. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson.
6. DeCenzo & Robbins. (2004). *Human Resource Management* (8th ed.). Wiley.

Reference Videos (Non-Copyrighted / Open Access)

- SHRM HR Basics Series (YouTube)
- CIPD HR Explained
- HR360 Inc — HR training videos
- HRM Job Analysis Tutorials (YouTube Open Content)
- MIT Open Course Ware — HR topics

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Laptop/desktop with webcam
- Stable internet (minimum 4 Mbps)
- LMS access
- Ability to upload Word/PDF files
- Zoom access for live sessions
- MS Office tools

Accessibility & Inclusivity
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Instructor Communication Policy
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Digital Literacy Support
- Tutorials on LMS navigation
- Guides for downloading readings
- Support for MS Word/Excel use
- Orientation on using Zoom for presentations

Course Title: Critical Thinking and Logic
Course Code: VMSC3801
Credit Hours: 3
Semester: 1

Mode of Teaching: Asynchronous

Course Description

This course introduces students to the foundational concepts of critical thinking and logic as essential tools for effective reasoning, informed decision-making, and analytical evaluation in business contexts. Rooted in Critical Thinking and Logic Skills for College Students, the course equips learners with practical techniques for identifying arguments, evaluating evidence, recognizing biases, and avoiding logical fallacies. Students engage with real-world cases, film-based analysis, structured reasoning exercises, and applied discussions that strengthen problem-solving skills and enhance professional judgment.

Critical thinking is a core managerial competency. The course prepares senior BBA students to navigate complex information, assess competing viewpoints, communicate persuasively, and make sound, ethical decisions in professional settings..

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

34. Understand critical thinking and logic as foundational skills in business administration, based on structured lessons.
35. Develop skills to identify, evaluate, and construct arguments while recognizing biases and fallacies.
36. Apply critical thinking to real-world business scenarios, including ethical dilemmas and decision-making challenges.

Course Learning Outcomes

After successful completion, students will be able to:

37. Define critical thinking and explain its role in logical reasoning and business decision-making.
38. Identify arguments, assumptions, biases, and fallacies in texts and discussions.
39. Evaluate evidence and construct sound logical arguments.
40. Apply critical thinking skills to case studies and media, distinguishing facts from myths.

Course Execution

LMS Access: Lectures, slides, readings, activities, quizzes, and submission portals will be hosted on LMS.

Lectures: Weekly recorded videos supplemented with required synchronous sessions via Zoom.

Assignments: Uploaded digitally in Word/PDF.

Quizzes: Conducted online through LMS.

Activities: Include Padlet-based diagrams, article reviews, dataset exercises, and peer feedback videos.

Exams: Midterm conducted online; Final consists of project report + virtual presentation.

Lab Component: Demonstrations for library databases, literature search tools, and basic data handling tools (Excel/SPSS).

For disable students (for deaf, blind etc.?)

- Captioned videos and screen-reader compatible documents
- Clear fonts and accessible formatting
- Flexibility in assessment formats (oral/video/written)
- Recorded sessions for repeated access
- LMS tools for text-to-speech and audio submission
- Technical support for software and navigation.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Course Introduction; Foundations	• Understanding Critical Thinking • Defining critical thinking • Logic as structured reasoning • Why thinking errors occur	1	CLO1	Live course briefing; diagnostic discussion	Short introductory video; LMS post: “What is thinking?”
2	Reasoning Skills	• Developing Reasoning Skills • Elements of reasoning • Clarity, accuracy, precision • Evaluating thought habits	1 &2	CLO1	Guided reasoning exercises	Mini-lecture; self-assessment worksheet
3	Assessing Thinking	• Evaluating Your Reasoning • Thinking habits • Intellectual standards • Reflective thinking	1 &2	CLO1, CLO2	Interactive discussion	Reflection post
4	Identifying Arguments	• Identifying Arguments • Argument components • Claims and premises • Recognizing argument patterns	1 & 2	CLO2	Identification practice	Short reading + quiz
5	Argument Types	• Arguments vs. Non-Arguments • Explanations vs. arguments • Types of arguments • Everyday examples	1 & 2	CLO2	Argument classification activity	Video: “Everyday arguments”

6	Assumptions	• Reading Between the Lines • Assumptions • Hidden premises • Detecting flaws	1 & 2	CLO2, CLO3	Live flaw-finding exercise	Short assignment
7	Film Analysis	• Group Reasoning & Biases (Twelve Angry Men) • Groupthink • Bias and persuasion • Reasoning under pressure	1, 2, & 3	CLO2, CLO3	Film-based discussion	Written film reflection
8	—	Midterm Examination	__	—	—	—
9	Biases	• Cognitive & Implicit Biases • Bias types • Real-world impact • Case Study 1: Marketing ethics	1 &2	CLO2	Case-based dialogue	Bias identification quiz
10	Fallacies	• Module 9: Introduction to Logical Fallacies• Why fallacies mislead • Misuse of logic in communication	1 &2	CLO2	Fallacy spotting activity	Video lesson
11	Persuasive Fallacies	• Fallacies in Persuasion • Ad hominem • Emotional appeals • Circular reasoning	1 &2	CLO2	Live fallacy game	Short quiz
12	Advanced Fallacies	• Causal & Slippery Slope Fallacies • Misuse of causal logic • Case Study 2: Negotiation breakdown	1 &2	CLO2, CLO3	Group case analysis	Assignment submission
13	Evidence	• Evaluating Evidence	1 &2	CLO3, CLO4	Evidence workshop	LMS reading + reflection

		• Fact vs. inference • Evidence credibility • Source evaluation				
14	Case Studies	• Critical Thinking in Real-World Scenarios • Applied decision-making • Ethical analysis	1 &2	CLO3, CLO4	Case-based discussion	Short written review
15	Presentations	• Student Presentations • Application of reasoning • Framework-based analysis	1 &2	CLO3, CLO4	Student presentations	Peer review
16	Review	• Comprehensive Review Module • Integrating biases, fallacies, logic	1, 2, & 3	CLO1–CLO4	Live review session	Final review quiz
17	—	Final Examination		—	—	—

Marks Distribution

Activity	Weightage
Quiz, Assignments	7.5%
Class Participation, Presentations	7.5%
roject	10%
Mid Term (1.5 hrs)	25%
Final Term (3 hrs)	50%
Total	100%

Activities Breakdown:

- **Participation:** Engagement in synchronous sessions
- **Weekly Mini Tasks:** quizzes, assignments, case reflections, video tasks
- **Proposal Draft:** Mid-course project
- **Final Project:** Written report + virtual presentation.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
Students must maintain ethical conduct in all online submissions, peer reviews, and data handling tasks. Sharing confidential data, plagiarizing, or misrepresenting sources may result in academic action.

Resource Material

Books

7. Chesla Book Archive: https://archive.org/details/criticalthinking0000ches

Reference Links (only mention if no copy right issue)

5. Critical Thinking Web: https://philosophy.hku.hk/think/
6. Fallacy Files: https://www.fallacyfiles.org/

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support

Course Title: Auditing & Assurance
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous

Course Description

This course provides a comprehensive introduction to the principles and practice of auditing and assurance. It covers International Standards on Auditing (ISAs), ethical requirements, legal frameworks, planning and conducting audits, evaluating internal controls, gathering audit evidence, documentation, and reporting. Students learn the complete audit cycle from engagement acceptance to forming an audit opinion and gain insight into governance, internal audit, and other assurance services.

Course Objectives

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

1. Understand the role, purpose, and scope of auditing and assurance.
2. Explain legal, regulatory, and ethical frameworks relevant to auditing.
3. Apply audit planning, risk assessment, and internal control evaluation procedures.
4. Perform audit testing and develop appropriate audit documentation.
5. Communicate audit findings and prepare audit reports aligned with ISA standards.

Course Learning Outcomes

After completing this course, students will be able to:

- Demonstrate understanding of auditing concepts, standards, and procedures.
- Apply audit techniques to assess risks and test controls in business environments.
- Analyze internal control weaknesses and propose recommendations.
- Prepare proper audit documentation and draft audit reports.
- Present audit results and defend audit judgments professionally.

Course Execution

- LMS Access: Lectures, assignments, quizzes, and materials will be uploaded.
- Assignments: Individual written submissions based on lectures and cases.
- Quizzes: Conducted periodically; no make-up quizzes allowed.
- Midterm & Final Exam: Scheduled by Examination Department.
- Disabled Students Support:
    - Screen readers, captions, alternative formats, flexible assessments, accessible materials.
    - Inclusive teaching methods and recorded lectures.
      (Aligned with sample outline structure)

Weekly Course Breakdown

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Auditing & Assurance	Definitions, purpose, scope, types of assurance, audit expectations			Live welcome + audit overview Q&A	Recorded lecture, forum discussion, introductory quiz
2	Legal & Regulatory Environment	Companies Act, auditors' responsibilities, government auditing			Live legal framework walkthrough + case analysis	Reading task, legislation summary sheet
3	Corporate Governance & Internal Audit	Audit committees, internal vs external audit, governance roles			Live governance panel discussion	Governance worksheet, comparison activity
4	Ethics & Independence	ICAP Code of Ethics, engagement acceptance & continuance			Live ethics case debate	Ethical dilemma case study, reflective journal
5	Planning & Risk Assessment	Understanding the entity, inherent risk, control risk, detection risk			Live risk assessment simulation	Risk matrix creation, scenario-based quiz
6	Internal Control Framework	Control environment, control activities, testing internal controls			Live internal control demo + mapping activity	Control checklist, narrated video
7	Documentation & Reporting Weaknesses	Working papers, deficiencies, management letter			Live documentation workshop	Working paper practice, template download
8	Midterm Revision & Midterm Exam	Revision of Weeks 1–7			Live revision session + Q&A	Mock test, revision notes
9	Tests of Controls	Sampling, evaluation of control tests			Live sampling demonstration	Sampling worksheet, peer review
10	Audit Evidence & Analytical Procedures	Types of evidence, reliability, audit			Live evidence evaluation + analytical	Verification task, forum discussion

		sampling, verification of balances			procedures demo	
11	Using the Work of Others	Internal auditors, experts, component auditors			Live collaborative audit scenario	Case analysis, short assignment
12	Review & Finalization	Subsequent events, going concern, completion checklists			Live review meeting simulation	Going-concern worksheet, completion checklist practice
13	Audit Reporting	Types of audit opinions, modifications, emphasis of matter			Live audit opinion writing workshop	Opinion drafting task
14	Reporting Continued & Overall Revision	Consolidation of reporting concepts			Live comprehensive reporting revision	Sample report evaluation
15	Project Viva (Part 1)	Analysis of a PSX-100 company's annual report			Live viva preparation & practice	Report analysis worksheet
16	Project Viva (Part 2)	Presentation, discussion, final evaluation			Live presentations + peer feedback + closing session	Final assessment submission

Marks Distribution

Assessment	Weightage
Midterm	25%
Final Exam	50%
Assignments/Quizzes	15%
Class Participation	10%
Total	100%

Recommended Books

- *Hayes, R., et al. (2005). Principles of Auditing: An Introduction to International Standards on Auditing.*
- *BPP Learning Media (2011). Auditing and Assurance (Global Edition).*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS

Course Title: Financial Management

Course Code: VMSC3404

Credit Hours: 3

Semester: 3

Mode of Teaching: Blended

Course Description

A good working knowledge of finance is to know the financial consequences of the management's decisions. essential for success in business, regardless of one's specific job, because everything from marketing to human services is related to financial issues. The subject aims at building competence in corporate finance further by extending the coverage in Business Finance module to include three more of the finance functions – financial planning and control, working capital management and financing sources. It continues to emphasize on strategic decision making techniques that best serve the interests of shareholders, which is to maximize the value of the company.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

37. To achieve a high level of academic understanding and application of financial literature.

38. To learn various techniques of financial management.

39. To know the financial consequences of the management's decisions.

40. To concentrate on allocation and utilization of financial resources.

41. To think critically about issues in financial management.

Course Learning Outcomes

After successful completion, students will be able to:

41. Understand functions of finance manager, Understand the basics of finance theory as it applies to corporate financial decisions.
42. Be able to understand and analyze financial statements and to apply tools and techniques of time value of money for investing decisions.
43. Understand and apply the concepts of risk and return for portfolio management and know about the capital structure.
44. Understand and apply the concepts of corporate dividend policy and Weighted Average Cost of capital.
45. Understand the concepts and techniques of risk management.

Course Execution

16. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
17. **For disable students (for deaf, blind etc.?) Example**
    - Provide screen readers and text-to-speech tools for visually impaired students.
    - Use closed captions and sign language support in online lectures.
    - Offer voice recognition software for students with physical disabilities.
    - Design accessible course materials with readable fonts and alt text for images.
    - Allow flexible assessments like oral, written, or video submissions.
    - Record all lectures so students can learn at their own pace.
    - Provide online counseling and technical support for disabled students.
    - Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
    - Use inclusive teaching methods with clear speech and simple language.
    - Encourage peer support or buddy systems in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Concepts and Scope of (FM)	Finance and FM Goals of the firm Agency Problem	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum
2	Time value of money	Present Value Future Value Simple interest rate Compound interest Annuity	2	1,2	Live practice +Q&A	Excel worksheet, Assignment
3	Time value of money	Perpetuity EAR, Amortization Rule of 72	1	1	Live Lecture + Q&A	Lecture/practice questions/
4	Bonds Valuation	Introduction of Bond Market Bond and its Types Bond Pricing	2	1,2	Live Lecture/practice +Q&A	Quiz

5	Bonds Valuation	Bond Yield Current Yield YTM YTC	1	1	Live Lecture/practice +Q&A	Practice Question
6	Shares and Their Valuation	Introduction of Stock Market Overview of Shares Types of Ordinary Stock Preferred Shares	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Shares and Their Valuation	Stock Valuation Common Stock Preferred Stock Valuation	1	1		Quiz
8	Shares and Their Valuation	Dividend Discount Model Constant Growth Multiple Holding/Growth Period	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Risk & Return	Calculate the holding-period yield; Calculate both the arithmetic mean return and the geometric mean return;	1	2,3	Live Lecture + guided practice	Worksheet, Practice Question
10	Risk & Return	Calculate both the arithmetic mean return and the geometric mean return; Calculate Variance Standard deviation & Coefficient of Variance for single stock and portfolio.	2	2,3	Live Lecture + Practice Question	Practice Question Assignment
11	Risk & Return	CAPM Markowitz Mean Variance Theory	1	1,2	Live Lecture	Supporting Notes for Reading
12	Cost of Capital	The MM Propositions Optimal capital structure Costs of financial distress and bankruptcy	1	1,2	Live Lecture	Quiz
13	Cost of Capital	The static trade-off theory The pecking order theory Weighted average costs of capital	1	3,4	Live Lecture + Practice Question	Worksheet, Practice Question

		Costs of capital and valuation				
14	Capital Budgeting	Types of investment projects Investment process Non-discounted appraisal techniques •Discounted Cash flow techniques	2	1,5	Live Lecture + Practice Question	Worksheet, Practice Question
15	Capital Budgeting	Explain the "multiple IRR problem" and the condition that can cause the problem; Explain why NPV, IRR, and MIRR methods can produce conflicting rankings for capital projects.	1	1,5	Live Lecture	Supporting Notes for Reading
16	Project Presentation Discussion and Revision	Project Presentation All topics Revision and discussion	1,2	3,5	Live presentations + peer feedback+ Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

24. Financial Management Theory and Practice International student Edition by Brigham and Ehrhardt, latest Edition
25. Ross, Westerfield, Jordan: Corporate Finance Essentials.
26. Jemes C. Vanhorne: Fundamentals of Financial Management

Reference Website

35. www.brecorder.com
36. www.psx.com.pk
37. http://www.swlearning.com/finance
38. https://www.accountingcoach.com/
39.

Technical Requirements

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Digital Literacy Support

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Course Title: Quantitative Reasoning II

Mode of Teaching: Asynchronous

Course Description

This course builds upon Quantitative Reasoning I and focuses on strengthening students' analytical, logical, and quantitative problem-solving skills. It provides tools necessary for understanding mathematical relationships, interpreting data, applying quantitative models, and making informed decisions in academic, business, and real-life situations.
Students will learn concepts of algebra, functions, matrices, sequences, probability, basic statistics, and quantitative decision-making. The course emphasizes understanding, application, and analytical skills through problem-solving exercises.

Course Objectives

Course Objective No.	Precise, Realistic & Achievable Course Objective
1	To develop deeper understanding of algebraic expressions, functions, and equations
2	To enhance analytical ability through quantitative models, matrices, sequences, and series
3	To apply concepts of probability and basic statistics for quantitative decision-making

---

Course **Learning Outcomes**

Learning Outcome	Precise & Achievable Learning Outcome
1	Students will understand and interpret advanced mathematical concepts used in quantitative analysis
2	Students will solve applied problems involving algebra, functions, matrices, sequences, and decision tools
3	Students will apply probability and statistical reasoning to interpret data and make informed decisions

---

Weekly Course Breakdown

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1	Review of Quantitative Reasoning I Concepts	1	1	Live discussion	Recorded lecture
2–3	Algebraic Expressions, Linear & Quadratic Equations	1	1, 2	Live discussion	Recorded lecture
4	Functions: Types, Graphs, Domain & Range	1	1, 2	Live discussion	Recorded lecture
5–6	Systems of Linear Equations & Inequalities	1, 2	1, 2	Live discussion	Recorded lecture

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
7	Matrices: Types, Operations, Determinants	2	2	Live discussion	Recorded lecture
8	Inverse of Matrix & Applications in Solving Equations	2	2	Live discussion	Recorded lecture
9	Sequences & Series (AP, GP)	2	1, 2	Live discussion	Recorded lecture
10	**Midterm Exams**	—	—	—	—
11	Introduction to Probability: Basic Rules	3	3	Live discussion	Recorded lecture
12	Conditional Probability & Probability Distributions	3	3	Live discussion	Recorded lecture
13	Introduction to Statistics: Data Types, Data Representation	3	3	Live discussion	Recorded lecture
14	Measures of Central Tendency & Variability	3	3	Live discussion	Recorded lecture
15	Quantitative Decision-Making Tools	1, 2, 3	1, 2, 3	Live discussion	Recorded lecture
16	Revision & Presentations	1, 2, 3	1, 2, 3	Live Presentations	Presentations
17	**Final Exams**	—	—	—	—

Grade Distribution

Internal Assessment – 25 Marks

- Quizzes – 5
- Assignment – 5
- Class Participation / Behavior – 7
- Final Project / Presentation – 8

Mid Term – 25 Marks

Final Exam – 50 Marks

Total – 100 Marks

Project Instructions

A mathematical/analytical project will be assigned. Guidelines will be provided later.

Textbooks

- *Contemporary Business Mathematics* – Latest Edition
- *Fundamentals of Applied Mathematics* – Latest Edition
- *Basic Statistics for Business & Economics* – Latest Edition

Recommended Online Resources

Google Group

(To be added)

Checklist

Requirement	YES/NO
Text list emailed to Librarian	YES/NO
Manager Curricula reviewed & cleared	YES/NO
Cluster Head assigned	YES/NO
Cluster Head approved	YES/NO
HOD approved	YES/NO
DEAN approved	YES/NO

Course Title: Business Taxation

Mode of Teaching Asynchronous

Course Description

This course provides an in-depth understanding of taxation principles and their application in the business environment of Pakistan. It covers major tax laws, including Income Tax, Sales Tax, and Federal Excise Duty. Students will learn how taxes are calculated, filed, and practically applied in organizations.
The course equips students with the ability to interpret tax rules, compute tax liabilities, prepare tax returns, and understand compliance requirements imposed by the Federal Board of Revenue (FBR). Emphasis is placed on real-life taxation scenarios, practical problem solving, and legal understanding of tax procedures.

Course Objectives

Course Objective No.	Realistic and Achievable Course Objective
1	To introduce the fundamental concepts of taxation and tax systems in Pakistan
2	To develop understanding of Income Tax, Sales Tax, and Federal Excise Duty
3	To enable students to compute taxable income and tax liability for individuals and businesses
4	To explain tax filing requirements, FBR procedures, record keeping, and compliance responsibilities

Course Learning Outcomes

Learning Outcome	Precise and Achievable Outcome
1	Students will understand the structure and role of taxation in the economy
2	Students will interpret and apply provisions of tax laws relevant to businesses
3	Students will calculate taxable income, deductions, and tax liabilities
4	Students will prepare tax returns and understand compliance with FBR rules

Weekly Distribution

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1	Introduction to Taxation & FBR	1	1	Lecture, Discussion	Recorded lecture
2–3	Types of Taxes, Direct & Indirect Tax System in Pakistan	1	1	Live Discussion	Recorded lecture
4	Residential Status & Scope of Tax	2	2	Live Lecture, Article Reading	Recorded lecture
5–6	Income from Salary – Computation & Tax Liability	2, 3	2, 3	Lecture, Practice Exercises	Recorded lecture
7	Income from Property – Rules & Computations	2, 3	2, 3	Lecture	Recorded lecture
8	Income from Business – Taxation of Sole Proprietorship & AOP	2, 3	2, 3	Lecture, Problem Solving	Recorded lecture
9	Income from Capital Gains, Interest, and Dividends	2, 3	2, 3	Lecture	Recorded lecture
10	**Mid Term Exams**	—	—	—	—
11	Sales Tax Act: Registration, Returns, and Computation	2	2, 4	Lecture, Discussion	Recorded lecture
12	Federal Excise Duty: Concepts & Applications	2	2	Lecture	Recorded lecture
13	Filing of Tax Returns (IRIS System) & Practical Demonstration	4	4	Lecture, Software Demo	Recorded lecture
14	Tax Credits, Penalties, Withholding Tax Mechanisms	3, 4	3, 4	Lecture	Recorded lecture
15	Record Keeping, Audit, Compliance & FBR Procedures	4	4	Lecture	Recorded lecture
16	Revision & Student Presentations	1–4	1–4	Live Presentations	Presentation
17	**Final Exams**	—	—	—	—

Grade Distribution

Internal Assessment – 25 Marks

- Quizzes – 5
- Assignment – 5
- Class Participation / Behavior – 7
- Final Project – 8

Mid Term – 25 Marks

Final Exam – 50 Marks

Total – 100 Marks

Textbooks

- *Income Tax Ordinance, 2001 (Updated)*
- *Sales Tax Act, 1990*
- *Business Taxation in Pakistan* – Latest Edition
- *FBR Official Notes & Circulars* (Latest)

Recommended Websites / Resources

- Federal Board of Revenue (FBR)
- SECP
- Tax-related journals and portals

Course Title: Advanced Management Accounting
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous

Course Description
This course introduces managerial accounting concepts required for effective planning, decision-making, and control within organizations. Students learn cost classifications, product costing methods, cost-volume-profit (CVP) analysis, budgeting, and the use of management accounting information for strategic decisions. Emphasis is placed on application and interpretation rather than bookkeeping.
Course Objectives

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

- Understand key concepts and terminology in managerial accounting.
- Apply costing methods including job order and process costing.
- Perform CVP analysis to support managerial decisions.
- Prepare and analyze different components of the master budget.
- Use management accounting information for planning and control.

Course Learning Outcomes (CLOs)

After completing the course, students will be able to:

- CLO1: Explain fundamental management accounting concepts.
- CLO2: Apply cost behavior and costing techniques for managerial use.
- CLO3: Prepare and interpret components of the master budget.
- CLO4: Analyze decision-making scenarios using cost information.

Weekly Teaching Plan

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Managerial Accounting	Differences between financial & managerial accounting; role of management accountants; JIT, TQM, TOC; ethics		CLO1	Live introduction + industry examples	Recorded lecture, discussion forum
2	Cost Terms & Concepts – Part I	Manufacturing costs; product vs period costs; variable vs fixed; direct vs indirect		CLO1	Cost classification workshop	Worksheet, practice problems
3	Cost Terms & Concepts – Part II	Differential, opportunity & sunk costs		CLO1	Live examples & case discussion	Short quiz
4	COGS & Income Statement – Part I	Income statement structure; COGM schedule		CLO2	COGM preparation walkthrough	Practice sheet
5	COGS & Income Statement – Part II	Application cases, situational problems		CLO2	Case study session	Case analysis submission

6	Job Order Costing – Part I	Job costing vs process costing; documents used		CLO2	Job cost sheet demonstration	Job costing worksheet
7	Job Order Costing – Part II	Predetermined OH rate; applying OH; over/under-applied OH		CLO2	OH allocation simulation	Quiz
8	Cost Behavior & Analysis – Part I	Fixed vs variable; predicting costs; scatter plot		CLO2	Live cost behavior mapping	Worksheet
9	Cost Behavior & Analysis – Part II	High-low method; contribution format income statement		CLO2	Problem-solving session	Case activity
10	Cost-Volume-Profit Analysis	CM ratio; break-even; target profit; margin of safety; DOL		CLO2–4	CVP graphing workshop	Assignment
11	Variable vs Absorption Costing	Unit cost calculations; income statements; reconciliation		CLO2–4	Scenario-based lecture & Q&A	Quiz + participation
12	Profit Planning – Part I	Purpose of budgets; sales budget; schedule of cash collections		CLO3	Live budgeting demonstration	Budget worksheet
13	Profit Planning – Part II	Production, materials, OH, S&A budgets; cash budget; budgeted IS & BS		CLO3	Budget integration workshop	Case study
14	Final Project Presentations I	Student master budget presentations		CLO3–4	Live presentations	Upload presentation
15	Final Project Presentations II	Final viva + feedback		CLO3–4	Live viva session	Final submission
16	Final Exam					

Marks Distribution

- Midterm Exam — 25%
- Final Exam — 50%
- Attendance — 5%
- Assignment & Presentation — 10%
- Quizzes — 10%

Total: 100%

Recommended Textbooks

- Garrison, Noreen & Brewer — *Managerial Accounting* (14th Ed.)
- Matz & Usry — *Cost and Management Accounting* (10th Ed.)
- Hilton — *Managerial Accounting*
- Horngren — *Management Accounting*

Software & Tools

- MS Excel
- MS Word
- MS PowerPoint

Technical Requirements

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- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
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Digital Literacy Support

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Course Title: Financial Reporting

Credit Hours: 3

Semester: 2

Mode of Teaching: Asynchronous

Course Description

This course introduces students to the principles, frameworks, and practices of financial reporting under International Accounting Standards (IASs) and International Financial Reporting Standards (IFRS). Students learn how to prepare, interpret, and analyze financial statements, evaluate financial information in various business contexts, and apply relevant IAS/IFRS guidelines. The course emphasizes conceptual understanding, practical application, and real-world reporting issues faced by companies.

Course Objectives

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

- Understand the conceptual foundation of financial reporting under IAS/IFRS.
- Apply relevant standards to prepare accurate and compliant financial statements.
- Evaluate financial information for decision-making and performance assessments.
- Interpret accounting treatments in different business scenarios.
- Develop structured approaches for analyzing and reporting financial information.

Course Learning Outcomes

After completing this course, students will be able to:

- Explain the purpose and framework of financial reporting and its global standards.
- Apply IAS/IFRS requirements to handle inventory, events after reporting period, provisions, revenue, PPE, borrowing costs, leases, impairment, and accounting changes.
- Critically analyze and interpret financial statements under varied conditions.
- Prepare and evaluate financial reports aligned with international standards.
- Demonstrate practical problem-solving through case studies and assignments.

Course Execution

- LMS Access: Lectures, assignments, quizzes, and materials will be uploaded.
- Assignments: Individual written submissions based on lectures and cases.
- Quizzes: Conducted periodically; no make-up quizzes allowed.
- Midterm & Final Exam: Scheduled by Examination Department.
- Disabled Students Support:
    - Screen readers, captions, alternative formats, flexible assessments, accessible materials.
    - Inclusive teaching methods and recorded lectures.
      (Aligned with sample outline structure)

Weekly Course Breakdown

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Financial Reporting	Role, scope, purpose of financial statements; users;			Live introduction + IFRS framework walkthrough	Recorded lecture, FS user-identification task

		qualitative characteristics				
2	Inventory (IAS 2) – Part I	Valuation, cost components, FIFO, weighted average, standard cost			Live inventory valuation workshop	IAS 2 worksheet, valuation problems
3	Inventory (IAS 2) – Part II	NRV adjustments, write-downs, reversals, disclosure requirements			Live NRV case analysis	NRV case study, quiz
4	Government Grants (IAS 20) – Part I	Recognition criteria, measurement principles			Live grant recognition walkthrough	IAS 20 worksheet
5	Government Grants (IAS 20) – Part II	Income approach vs capital approach, presentation & disclosure			Live comparison session + examples	Grant accounting exercise
6	Events After the Reporting Period (IAS 10)	Adjusting vs non-adjusting events, financial statement effects			Live IAS 10 event classification activity	Event scenarios worksheet
7	Provisions, Contingent Liabilities & Assets (IAS 37)	Recognition, present obligations, probability thresholds, measurement			Live IAS 37 scenario modelling	Provision & contingent liability tasks
8	Revenue from Contracts with Customers (IFRS 15) – Part I	Five-step model, contract identification, performance obligations			Live IFRS 15 introduction + contract walkthrough	IFRS 15 worksheet, forum
9	Revenue from Contracts with Customers (IFRS 15) – Part II	Over-time vs point-in-time recognition, variable consideration, disclosures			Live revenue recognition exercises	Case problems, quiz
10	Midterm Exam	Revision + midterm assessment			Live revision session	Revision notes

11	Borrowing Costs (IAS 23)	Capitalization, qualifying assets, disclosure			Live capitalization demo	IAS 23 worksheet
12	Property, Plant & Equipment (IAS 16)	Recognition, measurement, depreciation, revaluation model			Live PPE valuation workshop	Depreciation problems, revaluation task
13	Leases (IFRS 16) – Part I	Lessee accounting, right-of-use asset, lease liability calculation			Live ROU & lease liability modelling	IFRS 16 practice template
14	Leases (IFRS 16) – Part II	Lessor accounting, subleases, sale & leaseback			Live sale-leaseback examples	Worksheet, case analysis
15	Impairment of Assets (IAS 36)	CGUs, recoverable amount, VIU vs FVLCD, impairment testing			Live IAS 36 impairment test simulation	Impairment calculation tasks
16	Accounting Policies, Estimates & Errors (IAS 8) + EPS (IAS 33)	Changes in policies, error correction, retrospective adjustments; basic vs diluted EPS			Live IAS 8 + EPS workshop	IAS 8 scenarios, EPS problems
—	Final Exam	Comprehensive final assessment			Live review + mock questions	Final preparation tasks

Marks Distribution

Assessment	**Weightage**
Midterm	25%
Final Exam	50%
Assignments/Quizzes	15%
Class Participation	10%
Total	100%

Recommended Books

Primary Textbooks

- *Course material, practice questions, and notes (provided by instructor).*
- *IFRS Standards — Published by ICAP.*
- *Additional IAS/IFRS resources shared via LMS.*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
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Digital Literacy Support

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Course Title:

Financial Institutions and Markets

Credit Hours: 3

Semester: 3

Mode of Teaching: Asynchronous

Course Description

This course examines the structure, role, and functioning of financial markets and institutions within an economy. Students explore the creation of money, the determination of interest rates, monetary policy processes, financial market interactions, banking systems, stock and bond markets, financial crises, and regulatory frameworks. Emphasis is placed on linking theoretical concepts to real-world financial environments and understanding the economic significance of well-functioning financial systems.

Course Objectives

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

- Understand the role and functions of money in business and the economy.
- Explain how interest rates are determined and analyze their behavior.
- Recognize the importance of financial markets and institutions in economic development.
- Analyze financial structures, monetary policy tools, and banking operations.
- Evaluate causes of financial crises and understand regulatory interventions.

Course Learning Outcomes

After completing this course, students will be able to:
 LOA: Understand the economic analysis of money markets, monetary policy, and the financial system.
 LOB: Analyze theories of interest rates, risk measures, and term structures.
 LOC: Explain financial market structures, banking functions, and solutions to financial crises.

Course Execution

- LMS Access: Lectures, assignments, quizzes, and materials will be uploaded.
- Assignments: Individual written submissions based on lectures and cases.
- Quizzes: Conducted periodically; no make-up quizzes allowed.
- Midterm & Final Exam: Scheduled by Examination Department.
- Disabled Students Support:
    - Screen readers, captions, alternative formats, flexible assessments, accessible materials.
    - Inclusive teaching methods and recorded lectures.
      (Aligned with sample outline structure)

Weekly Course Breakdown

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Financial Markets	Macroeconomic review, supply/demand, fiscal vs monetary policy, definition of money			Live introduction + macroeconomy breakdown	Recorded lecture, basic macro worksheet, forum
2	Money & Its Functions	Keynesian approach, CPI, monetary indicators			Live CPI calculation demo + indicators discussion	CPI calculator activity, quiz
3	Money Supply & the Financial System	Quantity Theory of Money (QTM), bank balance sheets, money creation process			Live QTM walkthrough + money creation simulation	Balance sheet exercise, video explainer
4	Introduction to Interest Rates	Present value, discounting, compounding, bond valuation basics			Live PV/compounding workshop	Bond valuation problems, worksheet
5	Return, Real vs Nominal Rates	Rate of return, inflation adjustment,			Live real–nominal comparison activity	Problem set + forum discussion

		Fisher equation practice				
6	Behavior of Interest Rates	Bond market, Fisher Effect, business cycles, determinants of rate movements			Live interest rate movement mapping	Business cycle worksheet, video demo
7	Risk & Term Structure of Interest Rates	Default risk, liquidity, risk premium, yield curve basics			Live yield curve interpretation lab	Yield curve plotting activity
8	Liquidity Premium & Forward Rate Theory	Expectation theory, liquidity premium, forward rates			Live forward-rate derivation + yield curve analysis	Forward rate problems, virtual quiz
9	Midterm Exam	Exam + brief review			Live revision + midterm exam	Revision notes
10	Stock Market & Rational Expectations	Market efficiency, pricing, expectations formation			Live stock valuation simulation	Price-determination worksheet
11	Efficient Market Hypothesis (EMH)	Weak/semi-strong/strong forms, behavioral factors			Live EMH debate + case examples	EMH case videos, reflective journal
12	Economic Analysis of Financial Structure	Transaction costs, asymmetric information, adverse selection			Live asymmetric info game	Case study, quiz
13	Financial Crises & Subprime Meltdown	Causes, contagion, regulatory responses, case studies			Live 2008 crisis analysis session	Crisis documentary review, reflection
14	Commercial Banking System	Depository institutions, operations, balance sheet management			Live banking operations walkthrough	Balance sheet management exercise
15	Central Bank & Monetary Policy	Policy tools, monetary control, impact on economy			Live monetary policy simulation	Policy tool worksheet, discussion forum

16	Final Exam	Comprehensive exam			Live review + final exam	Final notes & submission

Marks Distribution

Assessment	Weightage
Midterm	25%
Final Exam	50%
Assignments/Quizzes	15%
Class Participation	10%
Total	100%

Recommended Books

- *Course handouts and instructor-provided materials.*
- *Supplementary readings on financial markets and monetary policy.*

Web Resources

- *Investopedia*
- *Economic data sources (FRED, World Bank DataBank)*
- *Reuters, Business Recorder*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

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Research Methodology

Course Title: Business Research Methods

Mode of Teaching Asynchronous

Course Description

The main aim of this course is to provide a comprehensive introduction to Business Research Methods. The course familiarizes students with universally applied concepts, tools, and techniques used in research. Students will learn to apply theoretical research knowledge to real-life managerial problems. Through scientific methods and analytical tools, students will acquire the ability to set correct priorities, solve business issues, analyze risks, and manage organizational resources effectively.

Course Objectives

Course Objective No.	Precise, Realistic & Achievable Course Objective
1	To understand the basics of research
2	To develop comprehensive understanding of initial stages of research such as Research Idea, Introduction, Literature Review, and Hypothesis Development
3	To understand research ethics, techniques, and research designs

Learning Outcomes

Learning Outcome	Precise, Realistic & Achievable Learning Outcome
1	Students will gain academic understanding of research and methodological issues
2	Students may design theory-based empirical research and write a research paper

Detailed Weekly Distribution

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
1–2	Research Basics	1	1	Live Lecture, Discussion	Recorded lecture
3	Introduction to Research Paper & Overview of Research Steps	2, 3	1	Live Lecture, Internet Surfing	Recorded lecture
4	Research Topic, Idea Generation, Refining Research Ideas, Approval	2, 3	1, 2	Live Lecture, Article Reading	Recorded lecture
5–6	Writing Introduction	1, 2, 3	1, 2	Live Lecture	Recorded lecture
7	Literature Review	2, 3	1, 2	Live Lecture, Discussion, Article Reading	Recorded lecture
8	Referencing & Citation Techniques	2, 3	1, 2	Live Lecture, Database Search Activities	Recorded lecture
9	Theoretical Framework & Hypothesis Development	2, 3	1, 2	Live Lecture, Discussion	Recorded lecture
10	**Midterm Exams**	—	—	—	—

Week	Topics / Concepts	Course Objective	Learning Outcome	Synchronous Session	Virtual Activities
11–12	Research Design: Population, Sampling, Sampling Techniques	2, 3	1, 2	Live Lecture, Discussion	Recorded lecture
13	Data Collection Methods, Writing Analysis & Discussion	2, 3	1, 2	Live Lecture, Discussion	Recorded lecture
14	Findings, Interpretation, Conclusion, References	2, 3	1, 2	Live Lecture, Discussion	Recorded lecture
15–16	Revision & Presentations	1, 2, 3	1, 2	Live Presentations	Presentations
17	**Final Exams**	—	—	—	—

Grade Distribution

Internal Assessment – 25 Marks

- Quizzes – 5
- Assignment – 5
- Class Participation/Behavior – 7
- Final Project – 8

Mid Term – 25 Marks

Final Exam – 50 Marks

Total – 100 Marks

Textbooks

- *Research Methods for Business* – Uma Sekaran (Latest Edition)
- *Research Methods: The Basics* – Nicholas Williman
- *The Essential Guide to Doing Research* – Leary (Latest Edition)
- *A Gentle Guide to Research Methodology* – Rugg & Petre (Latest Edition)

Recommended Websites / Online Resources

(Provide as per institutional access — can be added later)

Course Title: Financial Econometrics
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous

Course Description

This course introduces quantitative and statistical techniques used to analyze financial data. Topics include time series modeling, stationarity, regression analysis, volatility models, ARCH/GARCH, forecasting, and empirical testing of financial theories. Students will learn practical applications using real financial datasets.

Course Objectives

- Understand fundamental concepts of financial data and time series.
- Conduct regression and diagnostic testing in financial contexts.
- Model volatility using ARCH/GARCH frameworks.
- Apply econometric models to forecast financial variables.
- Empirically test financial hypotheses using real-world data.

Course Learning Outcomes (CLOs)

- CLO1: Explain properties of financial time series.
- CLO2: Perform econometric modeling and diagnostic tests.
- CLO3: Apply volatility models including ARCH/GARCH.
- CLO4: Use econometric software (Excel/EViews/R) for analysis.
- CLO5: Interpret empirical results and evaluate financial theories.

Weekly Teaching Plan

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Financial Econometrics	Nature of financial data; return calculations		CLO1	Live intro session	Recorded lecture
2	Statistical Foundations	Probability, distributions, moments		CLO1	Workshop	Worksheet
3	Time Series Basics	Stationarity, random walks		CLO1–2	Time series demo	Practice sheet
4	Autocorrelation & AR Models	ACF/PACF, AR models		CLO2	Model building demo	ACF tasks
5	MA & ARMA Models	MA(q), ARMA(p,q)		CLO2	ARMA simulation	Exercises
6	Forecasting	Forecast evaluation, model selection		CLO2	Forecasting workshop	Forecast tasks
7	Volatility & ARCH Models	ARCH basics, conditional variance		CLO3	Live ARCH modeling	Data worksheet

8	Midterm Exam	Revision + exam		CLO1–3	Revision	Exam
9	GARCH Models	GARCH, EGARCH, TGARCH		CLO3	Volatility lab	Excel/EViews task
10	Multivariate Models	VAR, VECM basics		CLO4	VAR demo	Dataset work
11	High-Frequency Data	Market microstructure, volatility clustering		CLO5	Case discussion	Reading summary
12	Event Studies	Abnormal returns, event windows		CLO5	Event-study workshop	Event dataset
13	Panel Data Econometrics	Fixed/random effects		CLO4–5	Panel model demo	Panel exercises
14	Testing Financial Theories	CAPM tests, EMH tests		CLO5	Empirical testing lab	Hypothesis tasks
15	Project Presentations	Empirical project		CLO1–5	Live presentations	Final submission
16	Final Exam	Comprehensive exam		CLO1–5	Review session	Exam

Marks Distribution

- Sessional (Assignments, Quizzes, Presentations): **30%**
- Midterm Exam: **20%**
- Final Exam: **50%**
- **Total: 100%**

Key Assessments

- Case analyses
- Spreadsheet modeling tasks
- Hedging simulations
- E-Views, SPSS
- Midterm & Final exams

Required Textbooks

 Financial Econometrics: Models and Methods — Oliver Linton

- *Financial Econometrics: Mathematics and Statistics* — C. F. Lee
- *Financial Econometric Modeling* — Stan Hurn
- *Introductory Econometrics for Finance* — Chris Brooks
- *Applied Econometric Time Series, 2nd Edition* — Walter Enders

Software & Tools

- MS Excel
- EViews
- LMS (for quizzes, submissions, materials)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Advanced Financial Accounting

Credit Hours: 3

Semester: 5

Mode of Teaching: Blended

Course Description

This course is built upon the Principles of Accounting Course in the sense that it provides advanced treatment of basic techniques learned in the first course of Accounting. It mainly focuses upon the company accounts and their understanding in the context of the International Financial Reporting Standards and Companies Act 2017.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

42. To build student understanding pertinent to firm financial operations and critical examination of firm financial statements.
43. To know the accounting activities and how to record them properly in the books of account and then financial statements.

Course Learning Outcomes

After successful completion, students will be able to:

46. Help students to have on hands practice of financial reporting and analysis through case studies.
47. Help students to build advance concepts of financial accounting.

Course Execution

18. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
19. **For disable students (for deaf, blind etc.?) Example**
    - Provide screen readers and text-to-speech tools for visually impaired students.
    - Use closed captions and sign language support in online lectures.
    - Offer voice recognition software for students with physical disabilities.
    - Design accessible course materials with readable fonts and alt text for images.
    - Allow flexible assessments like oral, written, or video submissions.
    - Record all lectures so students can learn at their own pace.
    - Provide online counseling and technical support for disabled students.
    - Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
    - Use inclusive teaching methods with clear speech and simple language.
    - Encourage peer support or buddy systems in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Merchandising Companies Periodic inventory system Sales & Purchases Transactions	Perpetual inventory system Sales & Purchases Transaction	1	1	Live welcome + icebreaker + Q&A	Recorded lecture, forum, Practice Question
2	Income Statement Case Study: Star Track Merchandising company	Income Statement for Merchandising Business and Comprehensive	2	1,2	Live practice +Q&A	Excel worksheet, Assignment
3	Bank Reconciliation Statement	Introduction of Bank Reconciliation Statement	1	1	Live Lecture + Q&A	Recorded lecture

4	Bank Reconciliation Statement	Preparation of Bank Reconciliation Statement	2	1,2	Live Lecture/practice +Q&A	Case study Quiz
5	Inventory And Cost of Good Sold	Overview of Topic Cost flow Assumptions Specific Identification Method	1	1	Live Lecture/practice +Q&A	Practice Question
6	Inventory And Cost of Good Sold	FIFO LIFO	2	1,2	Live demo + guided practice	Lecture/practice questions/
7	Plants And Intangible Assets	Overview of Topic Methods of Depreciation	1	1		Quiz
8	Plants And Intangible Assets	Straight Line Method Double Declining Method 150% Declining Balance Method	1	2	Live Lecture/practice +Q&A	Worksheet, Practice Question Assignment
9	Shareholder Equity Section Of Balance Sheet	Paid in Capital Additional Paid in Capital	1	1	Live Lecture + guided practice	Worksheet, Practice Question
10	Shareholder Equity Section Of Balance Sheet	Common stock Preferred stock Statement of Owner's Equity		1,2	Live Lecture + Practice Question	Practice Question Assignment
11	Cash Flow Statement	Overview of the Topic Direct and Indirect Method of Cash Flow	1	1,2	Live Lecture + Guided Practice	Worksheet, Practice Question
12	Cash Flow Statement	Cash flow from Operating activities Cash flow from Financial activities Cash flow from Investing activities	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question Quiz
13	Financial Ratio	Overview of the Topic Ratios Interpretation and analysis of the ratios	1	1,2	Live Lecture + Practice Question	Worksheet, Practice Question
14	Financial Ratio	Trend analysis Horizontal And Vertical Analysis	2	1,2	Live Lecture + Practice Question	Worksheet, Practice Question

15	Project Financial Analysis of Public limited companies	Presentation of the projects	1	1,2	Live presentations + peer feedback	
16	Discussion and Revision	All topics Revision and discussion	1	1	Practice + closing ritual	Final exam

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

Zero Plagiarism Policy will be follow and breaches may result in academic penalties.

Resource Material

Books

27. By Williams, Haka, Bettner: Financial & Managerial Accounting, 17th Edition. Publisher Prentice Hall Frank wood, Business Accounting –II, (13th Edition)
28. Miegs and Meigs, Accounting for Business Decision, 11th Edition

Reference Website

40. www.brecorder.com

41. www.psx.com.pk
42. http://www.swlearning.com/finance
43. https://www.accountingcoach.com/
44.

Technical Requirements

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Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available

Course Title: Financial Risk Management

Credit Hours: 3

Semester: 6

Mode of Teaching: Asynchronous

Course Description

This course introduces students to modern financial risk management concepts and methodologies. Emphasis is placed on identifying, measuring, modeling, and mitigating financial risks through quantitative tools and derivative instruments. Students will learn through a combination of synchronous sessions, modeling demonstrations, applied case studies, and virtual activities.

Course Objectives

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

- Understand fundamental concepts related to financial risk.
- Apply quantitative tools to measure and analyze financial risks.
- Use derivatives (forwards, futures, options, swaps) for hedging.
- Estimate volatility using ARCH/GARCH models.
- Evaluate market, credit, and operational risks.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

- CLO1: Explain sources and types of financial risks.

- CLO2: Apply quantitative models such as VaR, volatility estimations, and hedging techniques.
- CLO3: Construct hedging strategies using derivatives.
- CLO4: Analyze risk events and propose mitigation strategies.
- CLO5: Use Excel/EViews to estimate and model financial risks.

Weekly Teaching Plan

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Financial Risk	Definition of risk, historic/expected risk, MV theory, CAPM		CLO 1	Live introduction + risk concepts Q&A	Recorded lecture, worksheet
2	Risk Estimation Models	Standard finance models, Markowitz framework		CLO 1–2	Live modeling demonstration	Practice problems
3	Risk Management Concepts	Risk management process, perfect vs imperfect markets		CLO 1–3	Case discussion: Why manage risk?	Case worksheet
4	Value Added by Risk Management	Firm value under different market conditions		CLO 1–3	Interactive Q&A	Summary task
5	FX Risk Management I	FX factors, forwards, futures, options		CLO 3	Hedging workshop	Lufthansa case study
6	FX Risk Management II	Money market hedges for exporters/importers		CLO 3	MM hedge simulation	Spreadsheet task
7	Volatility Modeling	ARCH, GARCH, EGARCH, TGARCH (EViews)		CLO 2, CLO5	Live EViews lab	Data exercise
8	Midterm Exam	Revision + exam		CLO 1–3	Live revision	Midterm

9	Forward Contracts I	Types, pricing, valuation		CLO 3	Live valuation demo	Pricing worksheet
10	Forward Contracts II	Commodity, equity, bond & currency forwards		CLO 3	Application exercises	Assignment
11	Futures	Types, mark-to-market		CLO 3	MTM simulation lab	Futures worksheet
12	Swaps I	Swap characteristics, global markets, types		CLO 3–4	Swap structure walkthrough	Summary task
13	Swaps II	Pricing interest rate & equity swaps, hedging strategies		CLO 3–4	Strategy lab	Risk strategy worksheet
14	Credit Risk	Credit scoring, neural networks, Basel II		CLO 4	Lecture + case discussion	Credit exercise
15	Market Risk	VaR methods, stress testing, backtesting		CLO 2–5	VaR simulation	Spreadsheet modeling
16	Operational Risk	Basel guidelines, SBP framework		CLO 4	Operational risk walkthrough	Final assignment

Marks Distribution

- Sessional (Assignments, Quizzes, Presentations): **30%**
- Midterm Exam: **20%**
- Final Exam: **50%**
- **Total: 100%**

Key Assessments

- Case analyses
- Spreadsheet modeling tasks
- Hedging simulations
- Volatility modeling (EViews)

- Midterm & Final exams

Required Textbooks

- Hull, J. *Risk Management & Financial Institutions*.
- Hull, J. *Options, Futures & Other Derivatives*.
- Stulz, R. *Risk Management & Derivatives*.
- Skoglund & Chen. *Financial Risk Management*.

Software & Tools

- MS Excel
- EViews
- LMS (for quizzes, submissions, materials)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
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Instructor Communication Policy

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Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Financial Modeling
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous

Course Description

This course is a core component of the finance curriculum and focuses on building practical financial models using Microsoft Excel. Students learn how to apply financial theories to real-world scenarios through spreadsheet-based modeling. The course emphasizes hands-on learning

developing models for valuation, time value of money, capital budgeting, forecasting, risk analysis, CAPM, portfolio construction, and event studies. By the end, students will be able to independently construct and interpret financial models used in industry.

Course Objectives

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

 Build, understand, and use financial modeling tools commonly utilized in corporate finance and investment analysis.

 Apply financial theories to real-world business situations through spreadsheet modeling.

 Develop strong analytical and quantitative skills using MS Excel.

 Construct models for valuation, capital budgeting, cost of capital, bank valuation, leasing, and risk measurement.

 Interpret outputs of financial models for decision-making.

Course Learning Outcomes

After completing this course, students will be able to:

 Apply Excel functions to build and analyze financial models.

 Use modeling techniques for investment appraisal, cost of capital, valuation, and portfolio analysis.

 Develop complete financial statement models for corporations.

 Perform scenario analysis, sensitivity analysis, and goal-seeking for decision-making.

 Interpret financial model outputs and present results professionally.

Course Execution

- LMS Access: Lectures, assignments, quizzes, and materials will be uploaded.
- Assignments: Individual written submissions based on lectures and cases.
- Quizzes: Conducted periodically; no make-up quizzes allowed.
- Midterm & Final Exam: Scheduled by Examination Department.
- Disabled Students Support:
    - Screen readers, captions, alternative formats, flexible assessments, accessible materials.
    - Inclusive teaching methods and recorded lectures.
      (Aligned with sample outline structure)

Weekly Course Breakdown

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities

1	Introduction to Financial Modeling	Importance of modeling, spreadsheet rules, modeling standards, best practices			Live introduction + spreadsheet rules workshop	Recorded lecture, spreadsheet formatting task
2	Time Value of Money	Present value, discounting, NPV, annuities, business applications			Live TVM problem-solving session	TVM worksheet, practice exercises
3	Goal Seek & IRR	One-way & two-way goal seek, IRR modeling, project evaluation			Live Goal Seek demo + IRR case discussion	IRR calculator task, short quiz
4	Loan & Amortization Tables	Amortization schedule setup, interest vs principal, model automation			Live amortization model building	Amortization template creation
5	Future Values & Applications	Compounding, FV models, long-term projection techniques			Live compounding workshop	FV scenarios worksheet
6	Calculating Cost of Capital	WACC, cost of debt, cost of equity, market value weighting			Live WACC modeling lab	WACC template assignment
7	Using CAPM in Cost of Equity	Beta estimation, market risk premium, CAPM applications			Live beta estimation demo	CAPM worksheet, forum discussion
8	Midterm Exam	Exam + brief review			Live revision + midterm	Revision materials
9	Financial Statement Modeling	Linking IS, BS, and CFS; balancing models; circularity			Live financial model linking workshop	Model linking template
10	Case: PPG Corporation Model	Forecasting, assumptions, model outputs, dashboards			Live forecasting walkthrough + dashboard design	Case dataset analysis
11	Bank Valuation Modeling	Bank ratios, dividend models,			Live bank valuation modeling	Bank valuation practice sheet

		FCFE/FCFF for banks				
12	Leasing Analysis Model	Capital vs operating leases, PV calculations, decision modeling			Live leasing comparison session	Lease valuation worksheet
13	Efficient Portfolio Construction	Risk, return, covariance, efficient frontier modeling			Live portfolio optimization demo	Portfolio model assignment
14	Event Studies	Abnormal returns, market model, event window analysis			Live event study modeling lab	Event study dataset work
15	Value at Risk (VaR)	Historical, parametric, Monte Carlo approaches			Live VaR simulation session	VaR modeling assignment
16	Final Project Presentations	Student project models + discussion			Live presentations + feedback	Final project submission

Marks Distribution

Assessment	Weightage
Midterm	25%
Final Exam	50%
Assignments/Quizzes	15%
Class Participation	10%
Total	100%

Recommended Books

Primary Textbooks

- *Benninga, Simon. Financial Modeling (3rd or 4th Edition).*
- *Additional worksheets and case files shared by instructor.*

Online Resources

- *Yahoo Finance*
- *World Bank DataBank*
- *Trading Economics*
- *Google Scholar*
- *FRED Economic Data*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)

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- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
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Instructor Communication Policy
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Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: International Finance
Course Code: VMSC4416
Credit Hours: 3
Semester: 7&8(Elective)

Mode of Teaching: Blended

Course Description

The primary objective of this course is to introduce students to the global financial system and to enhance their ability to make informed decisions in the global economic environment. The course covers the basic tools and concepts of International Finance. It focuses on the major characteristics, institutions, and players of the forex markets. This course also covers the most widely used financial securities and/or derivatives in financial markets, such as those listed on the CBOE, PME, and PSX, as well as opportunities in corporate financial policies, risk management, and portfolio management.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. To familiarize students with the basic concepts of International Financial Management
2. To acquaint the student with the use of derivatives in financial markets, such as Forex, PSX, PME equities, bonds, swaps
3. To familiarize students with international capital budgeting and international portfolio diversification

Course Learning Outcomes

After successful completion, students will be able to:

1. Understand and comprehend the basic concepts of international financial management
2. Be able to understand the basic use of derivatives in various financial markets, such Forex, PME, and PSX, for hedging
3. Be able to apply renowned valuation techniques to analyze the projects and diversify the portfolio across borders.

Course Execution

20. LMS URL, Login method, How to reach lecture, How to do assignment, How to do quiz, How to do activity, How to access helping material, How to conduct Exam, How to conduct Lab part
21. **For disable students (for deaf, blind etc.?) Example**
    - Provide screen readers and text-to-speech tools for visually impaired students.
    - Use closed captions and sign language support in online lectures.
    - Offer voice recognition software for students with physical disabilities.
    - Design accessible course materials with readable fonts and alt text for images.
    - Allow flexible assessments like oral, written, or video submissions.
    - Record all lectures so students can learn at their own pace.
    - Provide online counseling and technical support for disabled students.
    - Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
    - Use inclusive teaching methods with clear speech and simple language.
    - Encourage peer support or buddy systems in virtual classes.

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Multinational Financial Management	Goal of MNC Theories of International Trade International Business Methods Exposure to International Risk Overview of an MNC's Cash Flows Valuation Model for an MNC	1	1 & 2	Live welcome + icebreaker + Q&A	Recorded lecture
2	International Flow of Funds	Balance of Payments International Trade Flows Factors Affecting International Trade Flows Correcting a Balance of Trade Deficit International Capital Flows	1&2	1&2	Case discussion Questions and Problem discussions	Recorded lecture, Assignment

		Agencies that facilitate international flows How international trade affects MNCs				
3	International Financial Markets	Motives for using international financial markets Foreign exchange market	1&2	1&2	NA	Recorded Lecture, Assignment
4	International Financial Markets	International stock markets Comparison of international financial markets International stock diversification	1&2	1&2	NA	Recorded Lecture, Assignment
5	Exchange rate determination	Measuring exchange rate movement Exchange rate equilibrium Factors that influence exchange rates Speculating on the exchange rate	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
6	International Arbitrage and Interest Rate Parity	International Arbitrage Interest Rate Parity Correlation Between Spot and Forward Rates	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
7	International Arbitrage and Interest Rate Parity	Interest rate parity and determination of FX rates Reasons for Deviation from IRP	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
8	Relationships between inflation, interest rates and exchange rates	Purchasing Power Parity International Fisher Effect Comparison of IRP, PPP and IFE theories Measuring exposure to exchange rate fluctuations Is exchange rate risk relevant? Types of exposure • Transaction Exposure	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment

		• Economic Exposure • Translational Exposure				
9	Managing Transaction Exposure:	Assessing transaction exposure based On value at risk	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
10	Managing Transaction Exposure:	Hedging Transaction Exposure Payable and Receivables Through Currency Derivatives: 1. Forward 2. Future 3. Options and option Combinations	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
11	Managing Transaction Exposure:	Hedging Transaction Exposure Payable and Receivables Through Currency Derivatives: 1. Forward 2. Future 3. Options and Option Combinations	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
12	Managing Economic Exposure and Translation Exposure	How exchange rate fluctuations affect a firm's value, cash flows, and consolidated financial statements.	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
13	Managing Economic Exposure and Translation Exposure	Using operational adjustments, financial instruments, and natural hedging to mitigate exposure. Applying translation methods and complying with relevant accounting standards	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment
14	International Portfolio Diversification	International Portfolio Diversification Risk and Return of International Investment	1&2	1&2	Questions and Problems discussion	Recorded Lecture, Assignment

		Benefits of International Diversification Optimal Portfolio Allocation The international capital asset pricing model				
15	International Capital Budgeting	Difficulties in Evaluating Foreign Projects Parent vs subsidiary cash flows	02,03	02,03	Questions and Problems discussion	Recorded Lecture, Assignment
16	International Capital Budgeting	Input for Multinational Capital Budgeting Factors to consider in multinational Capital Budgeting	02,03	02,03	Questions and Problems discussion	Recorded Lecture, Assignment

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.

Grading Rubrics

Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of concepts	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

8. Madura, Jeff. *International Financial Management* (9th or 10th Edition). — Publisher: Cengage Learning.
9. Hull, John C., & Basu, Sankarshan. *Options, Futures, and Other Derivatives* (typically 10th Edition, Pearson Education).
10. Bekaert, Geert, & Hodrick, Robert J. *International Financial Management* (2nd Edition). — Publisher: Pearson Education.

Reference Videos:

 International Financial Management by Jeff Madura

- Playlist: Madura's International Financial Management – 7th Edition YouTube
- Lecture: International Financial Management | M.Com Sem3 – Joint Ventures, Branches YouTube

 Options, Futures, and Other Derivatives by John C. Hull & Sankarshan Basu

- Introduction to "Options, Futures, and Other Derivatives" – Hull YouTube
- Chapter 1: Introduction Part 1 (Hull, 9th Edition) YouTube
- Chapter 2: Futures Markets (Hull, 10th Edition) YouTube

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Financial Technology

Credit Hours: 3

Semester: 6

Mode of Teaching: Asynchronous

Course Description

This course explores the technological innovations transforming modern financial systems. Topics include digital payments, blockchain, cryptocurrencies, robo-advising, RegTech, InsurTech, AI/ML applications in finance, cybersecurity, and the future of financial services. Students will analyze case studies and build foundational skills in evaluating FinTech solutions.

Course Objectives

- Understand major technological innovations disrupting financial systems.
- Analyze the structure and functioning of digital payment systems.
- Explain blockchain architecture and cryptocurrency mechanisms.
- Evaluate emerging FinTech applications such as robo-advising and InsurTech.
- Assess risks, regulations, and cybersecurity requirements in modern finance.

Course Learning Outcomes (CLOs)

- CLO1: Describe key FinTech innovations and their financial impact.
- CLO2: Demonstrate understanding of blockchain, cryptocurrencies, and smart contracts.
- CLO3: Evaluate digital payment systems and cybersecurity frameworks.
- CLO4: Analyze financial decision systems using AI and data analytics.
- CLO5: Assess regulatory and ethical considerations of FinTech solutions.

Weekly Teaching Plan

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to FinTech	FinTech ecosystem; global trends; disruption drivers		CLO 1	Live intro session	Recorded lecture
2	Digital Payments	Mobile payments; wallets; payment gateways; card networks		CLO 1–3	Payments demo	Industry case

3	**Open Banking**	**APIs; data sharing; PSD2 framework**		**CLO 1**	**API walkthrough**	**Reading summary**
4	**Blockchain Fundamentals**	**Distributed ledgers; consensus mechanism**		**CLO 2**	**Blockchain demo**	**Blockchain worksheet**
5	**Cryptocurrencies**	**Bitcoin, Ethereum, tokens, mining models**		**CLO 2**	**Crypto case session**	**Price analysis task**
6	**Smart Contracts**	**Ethereum smart contracts; use cases**		**CLO 2**	**Smart contract simulation**	**Code examples**
7	**Cybersecurity in Finance**	**Threats, encryption, authentication protocols**		**CLO 3**	**Security workshop**	**Cyber-risk quiz**
8	**Midterm Exam**	**Revision + exam**		**CLO 1–3**	**Live revision**	**Exam**
9	**AI & Machine Learning in FinTech**	**Predictive analytics; fraud detection; credit scoring**		**CLO 4**	**AI model walkthrough**	**Dataset practice**
10	**Robo-Advisors**	**Automated portfolio management; algorithms**		**CLO 4**	**Robo-advisor demo**	**Investment simulation**
11	**InsurTech**	**Digital insurance models; risk pricing innovations**		**CLO 1–4**	**Case discussion**	**Worksheet**
12	**RegTech**	**Compliance automation**		**CLO 5**	**Regulatory demo**	**Compliance task**

		; AML/KYC				
13	**FinTech Regulation**	**Global regulatory frameworks ; consumer protection**		**CLO 5**	**Policy debate**	**Reading analysis**
14	**Crowdfunding & P2P Lending**	**Platforms, credit models, risks**		**CLO 4**	**Market study**	**Case research**
15	**Future of FinTech**	**DeFi, CBDCs, quantum tech**		**CLO 1–5**	**Future trends seminar**	**Reflection journal**
16	**Final Project Presentations**	**FinTech solution pitches**		**CLO 1–5**	**Live presentations**	**Final submission**

Marks Distribution

- Sessional (Assignments, Quizzes, Presentations): **30%**
- Midterm Exam: **20%**
- Final Exam: **50%**
- **Total: 100%**

Key Assessments

- Case analyses
- Spreadsheet modeling tasks
- Hedging simulations
- Volatility modeling (EViews)
- Midterm & Final exams

Required Textbooks

- The FINTECH Book — *Susanne Chishti & Thomas Puschmann*
- Bank 4.0 — *Brett King*
- Blockchain Revolution — *Don Tapscott & Alex Tapscott*
- Fintech Innovation — *Paolo Sironi*
- The RegTech Book — *Janos Barberis, Douglas Arner & Ross Buckley*

Software & Tools

- MS Excel
- EViews
- LMS (for quizzes, submissions, materials)

Technical Requirements

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Faculty of Arts and Social Sciences
Department of Arts & Media
Version V1.1

Annex A: Approval of Program Bachelor of Studies in Media & Communication Studies (Virtual)

I. PROGRAM TITLE: Bachelor of Studies in Media & Communication Studies (Virtual)

II. PROGRAM OBJECTIVES

The Bachelor of Studies in Media & Communication Studies (Virtual) program aims at:

1. **Providing Foundational Knowledge**
   To equip students virtually with fundamental knowledge of media and communication, including key concepts, roles, and functions within the industry, through engaging online learning materials

2. **Developing Theoretical and Analytical Competence**
   To develop students' critical understanding of media theories, communication models, research methodologies, and the socio-cultural dynamics that shape media practices.

3. **Enhancing Professional and Technical Proficiency**
   To enhance students' practical skills in journalism, media production, digital media marketing, public relations, advertising, media management, and related fields using virtual tools and platforms.
4. **Promoting Ethical and Cultural Responsibility**
   To foster ethical awareness, moral reasoning, and cultural sensitivity in virtual content creation and interaction, enabling students to practice socially responsible professional behavior in communication practices.

III. PROGRAM LEARNING OUTCOMES

By completion of the Bachelor of Studies in Media & Communication Studies (Virtual), the graduates will be able to:

1. Demonstrate a comprehensive understanding of fundamental and advanced concepts in Media and Communication Studies, and their relevance to contemporary media landscapes and global communication trends.

2. Apply theoretical frameworks and practical knowledge of Media and Communication Studies to real-world scenarios, addressing challenges in areas around journalism, public relations, digital media, and content creation effectively.
3. Communicate insights and solutions in Media and Communication Studies with clarity, showcasing the ability to contribute to the fields of journalism, media production, public communication, and social impact initiatives.
4. Demonstrate an understanding of ethical standards, moral reasoning, and cultural sensitivity in media content creation and dissemination.

IV. PROGRAM STRUCTURE:

The Bachelor of Studies in Media & Communication Studies (Virtual) is structured by the provisions of the HEC Undergraduate Education Policy V 1.1, and the HEC curriculum of Media and Communication 2025. A summary of the program, including the model scheme of study, is given below.

V. ADMISSION CRITERIA

The eligibility criteria are given below:

- FA/FSc or Equivalent Qualification
- Minimum 45% marks
- Other requirements as per FUI policy

Sr No	Categories	Number of Courses	Credit Hours
1.	**General Education Courses**	15	34
2.	**Major Courses** *(Majors +Electives within Majors)*	28 *(21+7)*	84 *(63+21)*
3.	**Interdisciplinary / Allied Courses**	4	12
4.	**Field Experience / Internship**	1	03
5.	**Capstone Project**	1	03
	Total	**49**	**136**

VI. LIST OF GENERAL COURSES

Sr No	Course Title	Credit Hours
	Course Codes	**I. Gen.Edu.: English Courses (6)**
1.	VGER1200	Functional English 3

2.	VGER1201	Expository Writing	3
3.	VGER1202	English Composition	3
4.	VGER1203	Technical Report Writing	3
	Course Codes	**II. Gen. Edu.: Quantitative Reasoning (6)**	
1.	VGER1300	Quantitative Reasoning – I	3
2.	VGER1301	Quantitative Reasoning – II	3
3.	VGER1302	Linear Algebra	3
4.	VGER1303	Discrete Structures	3
5.	VGER1304	Calculus & Analytical Geometry	3
6.	VGER1305	Probability & Statistics	3
	Course Codes	**III. Islamic & Pakistan Studies**	
1.	VGER2400	Islamic Studies	2
2.	VGER2401	Ideology and Constitution of Pakistan	2
3.	VGER2402	Civics and Community Engagement	2
4.	VGER4401	Pakistan Studies	2
5.	VGER4402	Understanding of the Holy Quran-I	1
6.	VGER4403	Understanding of the Holy Quran-II	1
	Course Codes	**IV. Information Technology**	
1	VGER1100	Application of Information and Communication Technology	2+1
	Course Codes	**V. Management Science**	
1	VGER2800	Entrepreneurship	2
	Course Codes	**VI. Gen.Edu.: Arts and Humanities (01 Course)** Courses will also be added from the university list	
1.	VGER2700	Professional Practices	2
2.	VGER2701	Fundamentals of Fine Arts	2
3.	VGER2702	Anthropology	2
4.	VGER2703	History	2
5.	VGER2704	Archeology	2
6.	VGER2705	Heritage Conservation	2
7.	VGER2706	Philosophy	2
8.	VGER2707	Performing Arts	2
9.	VGER2708	Digital Photography	2
10.	VGER2709	History of Art and Design	2
11.	VGER2710	Culture Studies	2
12.	VGER2711	Language and Literature	2
13.	VGER2712	Curatorial Studies	2
14.	VGER2713	Professional Ethics	2
	Course Codes	**VII. Gen.Edu: Natural Science (01 Courses)** Courses will also be added from the university list	
1.	VGER2600	Applied Physics	2+1
2.	VGER2601	Biology	2+1
3.	VGER2602	Fundamentals of Geography	2+1
4.	VGER2603	Environmental Sciences	2+1

5.	VGER2604	Differential Equations	2+1
6.	VGER2605	Multivariable Calculus	2+1
	Course Codes	**VIII. Gen. Edu.: Social Sciences (02 Courses)** Courses will also be added from the university list	
1.	VGER1500	Fundamentals of Management	2
2.	VGER1502	Fundamentals of Philosophy	2
3.	VGER1503	Fundamentals of Psychology	2
4.	VGER1504	Fundamentals of Sociology	2
		Total Credit Hours	**30 Credit Hours**

VII. LIST OF INTERDISCIPLINARY COURSES

Sr No	Course Codes	Course Name(s)	Credit Hours
1.	VIND4203	Intro to International Relations	3
2.	VIND4204	National & International Affairs	3
3.	VIND4205	Introduction to Sociology	3
4.	VIND4202	Gender Studies	3
5.	VGER2702	Anthropology	3
6.	VIND2304	AI & Data Analytics in Media *	3 (3-0)
	Total Credit Hours (To be chosen from the above list)		**12 Credit Hours**

VIII. MAJOR COURSES

Sr No	Course Codes	Course Title	Credit Hours
1.	VMEC1101	Introduction to Mass Communication	3
2.	VMEC1401	Photography	3
3.	VMEC1102	Mass Media in Pakistan	3
4.	VMEC1302	Print Media	3
5.	VMEC2402	Computer Graphics & AI	3 (2-1)
6.	VMEC2601	Media Ethics & Laws	3
7.	VMEC2205	Conflict, Crisis and Communication	3
8.	VMEC2505	Online Journalism &AI	3 (2-1)
9.	VMEC2303	Reporting and News Writing	3
10.	VMEC2701	Video Production	3
11.	VMEC3602	Research Methods in Communication –I	3
12.	VMEC3603	Theories of Communication-I	3
13.	VMEC3502	Advertising & Public Relation	3
14.	VMEC3403	Sub Editing & Page Designing (Theory & Practical)	3
15.	VMEC3604	Theories of Communication-II	3
16.	VMEC3605	Research Methods in Communication-II	3
17.	VMEC4709	Advance Editing Techniques	3
18.	VMEC4608	Media Management & Marketing	3
19.	VMEC4901	Script Writing and Storyboarding	3

20.	VMEC1507	Development Support Communication	3 (3-0)
21.	VMEC3305	Data Journalism	3 (2-1)
		Total Credit Hours (21 Courses)	**63 Credit Hours**

IX. ELECTIVES WITHIN MAJORS

Sr No	Course Codes	Course Name(s)	Credit Hours
1.	VMEC3406	Branding: Principles and Practices	3 (3-0)
2.	VMEC3407	Digital Campaign Strategies	3 (3-0)
3.	VMEC3306	AI & Automated Journalism	3 (3-0)
4.	VMEC4307	Fundamentals of Data Visualization	3 (3-0)
5.	VMEC4308	Statistical Analysis for Media Professionals	3 (3-0)
6.	VMEC4309	Digital Media for Development	3 (3-0)
7.	VMEC3508	Sustainable Development Goals and Media	3 (3-0)
8.	VMEC4408	Animation & Motion Graphics	3 (1-2)
9.	VMEC4409	Digital Photography and Post-processing	3(2-1)
10.	VMEC3701	Multimedia Production for Mobile Devices	3(2-1)
11.	VMEC4711	Advanced Editing Techniques	3(1-2)
12.	VMEC4808	Scripting for Radio and Television	3 (3-0)
13.	VMEC4410	Ethical Issues in Digital Media	3 (3-0)
14.	VMEC4411	Managing Creative Teams	3 (3-0)
15.	VMEC4712	Short Form Video Content Production	3(2-1)
16.	VMEC4412	Digital Activism and Advocacy	3 (3-0)
17.	VMEC4413	Storytelling Techniques for Social Media	3 (3-0)
18.	VMEC4809	Advanced Acting Techniques	3(1-2)
19.	VMEC4810	Genre Studies in Film and Theatre	3 (3-0)
		Total Credit Hours (7 courses to be chosen from the above list)	**21 Credit Hours**

		Internship/Field Experience (3 Cr. Hr.)	
Sr No	**Course Code**	**Course Name**	**Credit Hours**
1.	VCPJ5101	Internship/Field Experience	3
		Total Credit Hours	**3 Credit Hours**
		Capstone Project (3 Cr. Hr.)	
Sr No		**Course Name**	**Credit Hours**
1.	VINT3101	Capstone Project	3

		Bridging Semester (18 Cr. Hr.)	
Sr No		**Course Name**	**Credit Hours**
1.	VMEC1101	Introduction to Mass Communication	3
2.	VMEC1401	Photography	3
3.	VMEC1102	Mass Media in Pakistan	3
4.	VMEC2303	Reporting & News Writing	3
5.	VMEC1302	Print Media	3

6.	VMEC2404	Computer Graphics &AI	3
7.	VMEC2601	Media Ethics & Laws	3
8.	VMEC2701	Video Production	3
9.	VMEC2504	Broadcast Journalism	3
10.	VMEC2405	Online Journalism and AI	3
		18 Credit Hours will be offered in bridging Semester and courses will be chosen from above list	

X. Entry Rule After 14 Years Qualification/Associate Degree

1) As per FUI admission criteria and rules
   a) Admission may be allowed into the 5th semester of the BS Media & Communication Studies (Virtual) program after comparing courses already studied (may vary from case-to-case basis). They will also cover deficiency courses (if any)
2) Students coming from the other streams.
   a) Eligibility for admission will be determined on a case-to-case basis.
   b) Successful completion of the bridging semester will be mandatory before admission into 5th semester of the BS Media & Communication Studies (Virtual) program

XI. Exit Rule After 14 Years Qualification

1) After successful completion of 4th Semester, student may be awarded Associate Degree but only under FUI policy.

Semester-Wise Course Offering

		Semester 1			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC1101	Introduction to Mass Communication	3 (3-0)	Major	AS
2.	VMEC1401	Photography	3 (2-1)	Major	AS+S
3.	VGER1200 **1**	Functional English	3 (3-0)	General Education	AS
4.	VGER1300	Quantitative Reasoning, I	3 (3-0)	General Education	AS
5.	VGER1100	Application of Information and Communication Technology	3 (2-1)	General Education	AS
6.	VGER2603	Environmental Sciences	3 (2-1)	Natural Science-General Education	AS
		Total Credit Hours	18		
		Semester 2			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC1103	Mass Media in Pakistan	3 (3-0)	Major	AS
2.	VMEC1302	Print Media	3 (2-1)	Major	AS
3.	VMEC1507	Development Support Communication	3 (-0)	Major	AS
4.	VGER1201	Expository Writing	3 (3-0)	General Education	AS
5.	VGER4401	Pakistan Studies	2 (2-0)	General Education	AS
6.	VGER1300	Quantitative Reasoning II	3(3-0)	General Education	AS
7.	VGER4402	Understanding of the Holy Quran-I	1	General Education	AS

		Total Credit Hours	**18**		
		Semester 3			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC2404	Computer Graphics & AI	3 (1-2)	Major	AS
2.	VMEC2205	Conflict, Crisis and Communication	3 (3-0)	Major	AS
3.	VMEC2601	Media Ethics & Laws	3 (3-0)	Major	AS
4.	VIND4203	Intro to International Relations	3	Interdisciplinary Course 1-Interdisciplinary	AS
5.	VGER4403	Understanding of the Holy Quran-II	1	General Education	AS
6.	VGER2709	History of Arts and Design	2 (2-0)	Arts & Humanities-General Education	AS
7.	VGER2401	Ideology and Constitution of Pakistan	2 (2-0)	General Education	AS
		Total Credit Hours	17		
		Semester 4			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC2405	Online Journalism and AI	3 (2-1)	Major	AS
2.	VMEC2303	Reporting and News Writing	3 (2-1)	Major	AS
3.	VMEC2701	Video Production	3 (2-1)	Major	AS+S
4.	VGER2402	Civics & Community Engagement	2(2-0)	General Education	AS
5.	VGER2800	Entrepreneurship	2 (2-0)	General Education	AS
6.	VGER2400	Islamic Studies* (VGER2403 Ethics: in Special Case)	2(2-0)	General Education	AS
7.	VGER1500	Fundamentals of Management	2(2-0)	Social Science I-General Education	AS
		Total Credit Hours	**17**		
		Semester 5			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC3602	Research Methods in Communication –I	3 (3-0)	Major	AS+S
2.	VMEC3603	Theories of Communication-I	3 (3-0)	Major	AS
3.	VMEC3305	Data Journalism	3 (2-1)	Major	AS
4.	VIND4202	Gender studies	3	Interdisciplinary Course II-Interdisciplinary	AS
5.	VIND4204	National & International Affairs	3	Interdisciplinary Course III-Interdisciplinary	AS
6.	VCPJ5101	Internship[1]	3	Internship	AS+(Viva OC)
		Total Credit Hours	**18**		
		1. An internship of 6 to 8 weeks is required, and it will be a graded activity. This requirement cannot be substituted with additional coursework, capstone, or any project work. Internship can be registered in 5,6,7,8 semester depending on the opportunities /time available to students for completion.	**s**		

		For further details, the departmental internship policy is available in the department.			
		Semester 6			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC3604	Theories of Communication-II	3 (3-0)	Major	AS
2.	VMEC3605	Research Methods in Communication-II	3 (3-0)	Major	AS+S
3.	VMEC3502	Advertising & Public Relations	3 (3-0)	Major	AS
4.	VMEC3403	Sub Editing & Page Designing (Theory & Practical)	3 (2-1)	Major	AS
5.	VIND2304	AI & Data Analytics in Media	3	Interdisciplinary Course IV-Interdisciplinary	AS+S
6.	VMEC3406	Branding: Principles and Practices	3	Elective I-Major	AS+S
		Total Credit Hours	**18**		
		Semester 7			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC4709	Advanced Editing Techniques	3 (1-2)	Major	AS
2.	VMEC4901	Script Writing and Storyboarding	3 (2-1)	Major	AS
3.	VMEC4808	Scripting for Radio and Television	3	Elective II-Major	AS+S
4.	VMEC4413	Storytelling Techniques for Social Media	3	Elective III-Major	AS+S
5.	VMEC3508	Sustainable Development Goals and Media	3	Elective IV-Major	AS+S
		Total Credit Hours	15		
		Semester 8			
Sr.	**Course Codes**	**Course Title**	**Credit Hrs.**	**Category**	**Mode**
1.	VMEC4608	Media Management & Marketing	3 (3-0)	Major	AS
2.	VMEC4810	Genre studies in film and theatre	3	Elective V-Major	AS+S
3.	VMEC4309	Digital media for development	3	Elective VI-Major	AS+S
4.	VMEC3407	Digital campaign strategies	3	Elective VII-Major	AS+S
5.	VINT3101	Capstone Project [2]	3	Capstone	AS+ (Viva OC)
		Total Credit Hours	15		
		2. **Capstone Project** It is a mandatory degree award requirement of 3 credit hours for the Bachelor of Studies in Media & Communication Studies. The capstone project can be related to any field of media (including but not limited to research, video, audio, digital campaigns, advertising campaigns etc.). It must be supervised and graded. This requirement cannot be substituted with additional course work or internship.			

Note: S = Synchronous, AS = Asynchronous, OC = On-campus

Summary: Credit Hour /Semester

Semester	General Education	Inter disciplinary	Major		Internship/ Capstone	Total
			Major	Elective		
1	12		6			**18**
2	9		9			**18**
3	5	3	9			**17**
4	8		9			**17**
5		6	9		3	**18**
6		3	12	3		**18**
7			3	12		**15**
8			6	6	3	**15**
Total	**34**	**12**	**63**	**21**	**6**	**136**

Curriculum Version Details

Sr.	Version	Revision Date	Detail
1.	Version V1.1	November 2025	Complete new curriculum of Bachelor of Studies in Media & Communication Studies (Virtual) as per HEC revised undergraduate policy 1.1, 2023

Courses Profiles:

GENERAL EDUCATION COURSES: ARTS & HUMANITIES

Course Title: History of Art and Design
Course Code: VGER2709
Credit Hours:3
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course provides a thorough overview of art and design history from prehistory to the present, emphasizing the social, cultural, and technological influences on visual expression. Students will examine major movements, influential artists and designers, and critical theories while developing skills to analyze visual culture. The curriculum includes a mix of synchronous and asynchronous learning, virtual museum tours, multimedia resources, and reflective activities to enhance engagement with both historical and contemporary works.

Course Objectives

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

1. Identify and describe major periods, styles, and movements in art and design history.

2. Analyze the influence of cultural, political, and technological factors on art and design.
3. Develop visual literacy skills and critically evaluate artworks and design artifacts.
4. Demonstrate knowledge of key artists, designers, and their contributions.
5. Apply historical context and theoretical frameworks in written and visual analyses.

Course Learning Outcomes

After successful completion, students will be able to:

1. Explain the evolution of art and design across different historical periods.
2. Critically analyze artworks and design objects using appropriate terminology.
3. Integrate historical knowledge into contemporary design practice and visual media projects.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities

	Introduction to Art & Design History	Definitions, Goals, Timeline, Key Terms	1	1	Live welcome + icebreaker + timeline overview	Recorded lecture, forum discussion, interactive timeline
2.	Prehistoric & Ancient Art	Cave paintings, Mesopotamia, Egypt, Greece, Rome	1	1,2	Live lecture + Q&A	Virtual museum tour, reflective journal
3	Medieval Art & Design	Byzantine, Romanesque, Gothic	1	1,2	Live case analysis of cathedrals	Forum debate, image analysis
4	Renaissance Art & Design	Italian Renaissance, Northern Renaissance, Humanism	1	1,2	Live lecture + artwork critique	Digital exhibit creation, reflective essay
5	Baroque & Rococo	Dramatic art, ornamentation, theatricality	1	1,3	Live style comparison session	Quiz, forum discussion, image analysis
6	Neoclassicism & Romanticism	Classical revival, emotional expression	1, 2	1,3	Live discussion + breakout debate	Artwork comparison worksheet
7	Realism & Impressionism	Social themes, light, and color	1,2	1,3	Live painting critique + group analysis	Video tutorial, forum discussion
8	Modern Art Movements I	Cubism, Fauvism, Expressionism	1,2	2,3	Live visual analysis + style mapping	Interactive timeline, peer review
9	Modern Art Movements II	Surrealism, Dada, Abstract Expressionism	1,2	2,3	Live case discussion	Virtual museum tour, reflective journal
10	Design History I	Industrial Revolution, Art Nouveau, Bauhaus	1,2	2,4	Live lecture + design critique	Design sketch assignment, forum discussion
11	Design History II	Modernism, Postmodernism, Contemporary Design	1,2	2,4	Live discussion on design principles	Digital portfolio creation, peer feedback
12	Non-Western Art & Design	Asian, African, Indigenous art, and craft	1,2	2,3	Live gallery tour + breakout discussion	Image analysis, reflective essay
13	Media & Technology in Art & Design	Photography, Film, Digital Media	1,2	3,4	Live case study	Video analysis, forum discussion
14	Contemporary Art & Design Trends	Globalization, sustainability, and digital art	1,2	3,4	Live debate on current trends	Online research project, peer review

15	Global Contemporary Design Trends	Sustainability, social design, cultural influences	1,2,	3–5	Live lecture	Recorded Lecture reflective journal
16	Project Presentation	Review, assessment, reflections		1–5	Live exam + discussion	Final exam, course reflection submission

Activities Breakdown

- Live Participation: Presence, engagement, professionalism, peer support.
- Reflective Journal: Weekly reflections tied to art/design analysis.
- Virtual Museum Tours: Online visits with observation reports.
- Comparative Artwork Analysis: Compare two artworks across time periods.
- Digital Portfolio: Showcase student's historical research and design insights.
- Design Critique Report: Analyze design artifacts and evaluate historical context.
- Research Essay: Investigate an art or design movement and its cultural impact.

Grading Rubrics

- Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties

References:

1. Online Design Teacher. (2015, November 25). A quick history of art & design. Retrieved November 25, 2025, from https://www.onlinedesignteacher.com/2015/11/a-quickish-history-of-art-design_27.html

2. University of Texas at Arlington. (n.d.). Art & art history (ART) course descriptions. Retrieved November 25, 2025, from https://catalog.uta.edu/coursedescriptions/art/art.pdf
3. Study.com. (2024, January 4). History of design | Overview & timeline. Retrieved November 25, 2025, from https://study.com/academy/lesson/history-of-design-overview-timeline.html
4. University of Maryland Department of Art History and Archaeology. (2025, September 30). Course descriptions. Retrieved November 25, 2025, from https://arthistory.umd.edu/academics/courses
5. Britannica, T. Editors of Encyclopaedia. (2025, October 27). Art history. Encyclopedia Britannica. Retrieved November 25, 2025, from https://www.britannica.com/art/art-history.

Videos

- Art History 101. (2021, May 3). *Introducing Art History* [Video]. YouTube. https://www.youtube.com/watch?v=Hw6aPvpiuR4 (Retrieved on 11/19/2025)
- Key Figures in Art and Design History" by Online College of Art and Design (2025) explores influential artists and designers, their movements, and impacts. https://youtu.be/wLSFN020scU

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes

INTERDISCIPLINARY COURSES:

Course Title: Intro to International Relations
Course Code: VIND4203
Credit Hours: 3
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course introduces students to the fundamental concepts, theories, and approaches in International Relations (IR). Through recorded lectures, case studies, and online collaborative activities, students will explore the evolution of the international system, state behavior, diplomacy, foreign policy, and global governance. The course emphasizes practical analytical skills to critically evaluate contemporary global challenges such as conflict, security, globalization, and cooperation.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. Introduce students to the basic concepts, theories, and approaches in International Relations (IR).
2. Familiarize students with the evolution of the international system and key events in world politics.
3. Develop understanding of state behavior, diplomacy, foreign policy, and global governance.
4. Enable students to critically analyze major issues such as war, peace, security, globalization, and cooperation.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Explain and apply basic concepts and theories of IR in analyzing global events.
2. Assess the role of states, international organizations, and non-state actors in world politics.
3. Compare different theoretical perspectives (realism, liberalism, constructivism, etc.) in explaining global issues.
4. Critically evaluate key contemporary challenges such as terrorism, climate change, and globalization.

Course Execution

- Lecture Access: Asynchronous recorded tutorials + downloadable case studies; optional weekly 10–20 min live Q&A (recorded).
- Assignments: Upload essays, presentations, and case study analyses via LMS; rubrics provided; grading ~7–10 working days.
- Discussions & Peer Review: Weekly forums for Q&A, collaborative discussion, and peer critiques; structured peer assessments count toward sessional marks.

- Evaluations: Weekly quizzes, midterm project/paper, and summative final project/term exam; AI tool use must be declared.
- Support & Communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated reminders.

Accessibility & Inclusivity

For disable students (for deaf, blind etc.?)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Introduction to IR: Nature, Scope, Importance	Concepts of IR, Relevance to Global Politics	1,2	1	Guided demo (optional)	Recorded lecture, forum discussion, concept mapping
2	History & Evolution of International System	Westphalia, World Wars, Cold War	1,2	1,2	Guided demo (optional)	Recorded lecture, timeline chart activity, quiz 1
3	Major Theories of IR	Realism, Liberalism, Constructivism	1,2	1,3	–	Recorded lecture, short essay, group discussion
4	Sovereignty, Power, and National Interest	State behavior, Realpolitik	1,2	1,2	Quizz	Recorded lecture, case study analysis, presentations
5	Diplomacy and International Cooperation	Negotiation, Multilateralism	1,2	2	–	Recorded lecture, quiz 2, scenario exercise
6	Reciprocity and Identity of States	National interest, Alliances	1,2	2	–	Recorded lecture, nuclear powers case

						study, group presentation
7	International Law and Human Rights	UN, ICC, Geneva Conventions	1,2	2,4	–	Recorded lecture, class discussion, case analysis
8	Security Studies: War, Terrorism, and Peace	Conflict analysis, Global security	1,2	3,4	–	Recorded lecture, essay on terrorism, class debate
9	Globalization and Interdependence	Economic, Cultural, Political	1,2	3	Guided demo (optional)	Recorded lecture, research paper outline, quiz 3
10	Non-State Actors	NGOs, MNCs, Terrorist Groups	1,2	2,3	–	Recorded lecture, presentation on MNCs, group discussion
11	Regionalism and Integration	EU, SAARC, ASEAN	1,2	2,4	–	Recorded lecture, comparative analysis, presentations
12	Contemporary Issues	Climate Change, Migration, Cyber Security	1,2	4	–	Recorded lecture, research assignment, quiz 4
13	Pakistan's Role in International Politics	Pakistan-US/China Relations	1,2	2,4	–	Recorded lecture, case study presentation
15	Foreign policy and objectives	Pakistan centered	3	2,3		
14	Revision & Review	–	1–4	–	–	Submission of term paper, peer review, forum recap
15	Final Term Examination	–	–	–	–	–

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

1.Foreign Policy Simulation Exercise (Recommended for Week 5 or Week 10)

Students are assigned roles as representatives of different states (e.g., USA, China, Pakistan, EU, Russia).
In a simulated negotiation session, they must:

- Present their country's national interest
- Negotiate alliances or cooperation
- Respond to a crisis scenario (border conflict, trade dispute, or humanitarian emergency)
- Conclude with a short joint communiqué or strategic position

2. Case Study Analysis on Global Conflict (Recommended for Week 8 or Week 12)

Students select a recent global conflict or security issue (Ukraine war, Middle East crisis, cybersecurity threat, climate migration).

- Identify stakeholders
- Apply an IR theory (Realism, Liberalism, Constructivism)
- Examine causes, power dynamics, and foreign policy positions
- Present a short policy recommendation

Grading Rubrics
Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.

● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Technical Requirements

- Stable internet connection (minimum 2–4 Mbps for video streaming)
- Device with audio/video playback and recording capability
- LMS access and basic digital literacy
- Word processing software
- Familiarity with Zoom or other video conferencing platforms

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Materials

1. Devetak, R., McCarthy, D. R., & Devetak, R. (Eds.). (2024). *An Introduction to International Relations* (4th ed.). Cambridge University Press. AbeBooks+3Amazon+3yorsearch.york.ac.uk+3
2. Thies, C. G. (Ed.). (2025). *Handbook of International Relations*. Edward Elgar Publishing. Elgar Online+2Elgar Online+2
3. Leeds, B. A. (2025). The future of global governance and world order. *International Organization*, special issue. Cambridge University Press & Assessment
4. Holesch, A. (2025). Inside global governance: Perspectives of international organizations. *Global Policy*, X(X), xx-xx. https://doi.org/… SpringerLink
5. Maqsood, A. (2024). China's evolving response to the US-led international order and implications for global governance. *IPRI Journal*, XXIV(II). IPRI Journal - IPRI Journal+1

Core Textbooks

1. Charountaki, M., Kourtelis, C., & Irrera, D. (Eds.). (2024). Non-state actors and foreign policy agency: Insights from area studies. Springer.
2. Karabulut, B. (2024). International relations: Concepts, theories, and organizations. Lexington Books.
3. Khurshid, N., Butt, N. A., Fiaz, A., Qazi, W., & Munir, M. (2024). Do climate change matter for agricultural production in an era of globalization? Empirical insights from Pakistan. International Journal of Energy Economics and Policy, 14(1), 147–155.
4. Marton, P., Thomasen, G., Békés, C., & Rácz, A. (Eds.). (2024). The Palgrave handbook of non-state actors in East-West relations. Palgrave Macmillan.
5. Zohar, E. (2023). Understanding non-state actors: How rebels acquire their weapons. De Gruyter.

Technical Requirements

- To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:
- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: National &International Affairs
Course Code: IND4204
Credit Hours: 3
Semester: 5

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course offers students a comprehensive survey of Pakistan's national affairs and its international relations. It covers the historical and constitutional development of Pakistan, its foreign policy framework, regional and global engagements, and contemporary domestic and international challenges. The objective is to equip students with an analytical understanding of how Pakistan interacts with other states and how international affairs impact Pakistan's domestic landscape.

Course Objectives

This course is designed to meet the below objectives.

1. To give an understanding of how to become a productive part of the global community: Globalization is a reality! There is no choice but to be part of the world rather than stand alone. It's more important now to "connect the dots in what's becoming a very small world."
2. To enhance students' cognitive ability to build informed opinions: Gaining knowledge in world affairs / events allows students to decide where they fall on key issues impacting your city, region and country. It also provides students the ability to influence public policy in a meaningful and thoughtful way.
3. To spark engaging discussion: It would help mass communication students to engage in healthy debates or discussions with friends, colleagues and community groups to increase their knowledge (and yours) about issues like poverty, hunger, war and conflict, foreign policy and the world economy etc. Growing awareness is often built on these types of conversations
4. To enhance Mass Communication students' employment opportunities: Competition from professionals in the media market place is growing. It's increasingly vital to set yourself apart from your peers by displaying a broad understanding of national & International events.

Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understand and develop the vision of the perspective of Pakistan
2. Understand policy formulation process, process of governance, national development, issues arising in the modern age and posing challenges to contemporary Pakistan.
3. Familiarize with the important national, transnational and international issues and can be able to critically analyze the policy options available to Pakistan in domestic and international environment keeping in mind the internal and external security dimensions.
4. To develop of literacy and essential study skills which will enable them to select, organize and analyze information and construct a logical argument about National and International affairs.

Course Execution

1. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
2. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
3. On University portal recorded lecture available.
4. To access Class Link student should check their email or LMS announcement for lecture link
5. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
6. Assignments: Upload source files, exported assignment document on university portal.
7. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
8. Support & discussion: Weekly announcements office hours for A&Q.
9. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

22. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
23. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
24. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
25. Instructors will be trained to describe visual materials clearly during presentations.
26. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to Course An overview of National and International Affairs	1. Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings 4.Understanding of national and international affairs	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture, Students' live discussion Student-Centered / Constructivist Approach	Recorded Lecture, Assigned reading
2	Understanding of social problems and policymaking process	1Introduction to national and international policies (MDGS and SDGS) 2.What is policy and policymaking process	1	1	Discussion on the challenges in policymaking process	Recorded Lecture, Writing Reflection Essay

		3. What are the steps involving in policy making-process? 4.An overview of per & post-independence history of Pakistan				
3	Active policy and passive policy	Media and Agenda setting (Zainab Act)	2	1,2	Live Lecture, Critical Debate on media policy	Recorded Lecture Reading material,
4	Understanding of Asia Region with Map	All six regions in Asia South Asia, Central Asia, East Asia, Southeast Asia, Western Asia and Northern Asia	1	2	Live Lecture + Discussion on Strategic alliance, technology	Recorded Lecture + Reading Material + Assignment1 Case studies and analysis
5	Understanding foreign policy of Developing	1.What is foreign policy 2.Definition of Foreign policy 3.Different author understanding	2	2	Live Lecture, Discussion Foreign policy of Developing	Reading Material, + assignment topic Evaluate the importance foreign policy
6	Foreign policy of Developing and Developed Countries	1.Challenges of foreign policy 2.Implementation of foreign policy	2	3	Live Lecture, Discussion + Debate Foreign policy	Recorded Lecture + Reading Material + Quiz
7	Objectives of Foreign Policy of Pakistan	1.Safeguard National Security and Sovereignty 2.Promote Regional and Global Peace 3.Strengthen Relations with Major Powers 4.Enhance Pakistan's International Image	2	2	Live Lecture+Quiz	Provided Reading Material
8	What is government? Different forms of government	1. Definition of Government 2.Main function of Government 3.Forms of Government	2	2	Live Lecture, Discussion on How Government works	Recorded Lecture + Reading material

9	1.Different tiers of government 2.Parliamentary form of Government	The Three Tiers of Government in Pakistan Federal Government Provincial Government Local Government	3	2	live discussion on Government and its policy	Recorded Lecture + Reading Material Generate a 60-second video
10	Organs of the Government National Action plan	1.The Legislature, The Executive and The Judiciary, 2.National Action Plan, Background, main objectives and key point of NAP	3	2	Live Lecture, Assignment Briefly discuss: Legislative, Executive, Judiciary. Highlight their primary functions:	Recorded Lecture + Reading Material
11	Terrorism in Pakistan	Definition ,History, Origin and Background	3	3	Live Lecture, + discussion What comes to mind when you hear 'terrorism in Pakistan' Briefly discuss: Historical background Common types of terrorism (e.g., sectarian, political, ideological)	Recorded Lecture + Reading Material
12	Terrorism as Strategy Some strategic objectives of terrorism	Definition, Strategic objectives of terrorism, method use and counter strategy	2	3	Live Lecture, Discussion on terrorism as Strategy and how to defeat it	Recorded Lecture + Reading Material,
13	One Belt One Road And CPEC	One Belt One Road and CPEC: Regional Connectivity and Development China-Pakistan Economic Corridor and the OBOR Initiative	3	3	Debate on CPEC	Recorded Lecture + Reading Material + Activity how Media coverage faces challenges in society
14	Pakistan's relations with	Background, Examples case	3	2	Live Lecture,	

	China, Iran and the South Asian Association for Regional Cooperation (SAARC).	study, Strengths, and Weaknesses			Case Study Discussion	Recorded Lecture + Reading Material,
15	Pakistan's role in the Muslim world and global south.	Emerging global order, Pakistan's strategic options.	3	3	Live Lecture, Discussion on Role of Pakistan	Recorded Lecture + Reading Material,
16	Eight-points diplomatic philosophy of China	History, Origin and Background, and highlight eight key point diplomatic philosophy of chine	3,4	3,4	Students will present their research-based task on diplomatic philosophy of china	Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing

Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

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- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.

- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. fzal, Z. (2025). An insight into the political context and legislative reforms in Pakistan. *Pakistan Social Sciences Review*, 9(2), 45–63. https://doi.org/10.1000/pssr.2025.9.2.45 PSSR Journal
2. Atif, N. U. H. (2025, August 16). Resetting the arc: The strategic reawakening of U.S.–Pakistan relations in 2025. *Modern Diplomacy*. https://moderndiplomacy.eu/2025/08/16/resetting-the-arc-the-strategic-reawakening-of-u-s-pakistan-relations-in-2025/ Modern Diplomacy
3. Hussain, T. (2025, September). Pakistan's foreign policy: A strategic overview. *The Diplomat*. https://thediplomat.com/2025/09/pakistans-foreign-policy-a-strategic-overview/ The Diplomat
4. "Pakistan's foreign policy renaissance? Not quite." (2025, October 26). *Al Jazeera*. https://www.aljazeera.com/opinions/2025/10/26/a-pakistan-foreign-policy-renaissance-not-quite Al Jazeera
5. Judicial and legal reforms in Pakistan 1947–2024: A brief review. (2025, August). *Pakistan Institute of Development Economics Research Reports*, WP-25-06. PIDE. https://file.pide.org.pk/pdfpideresearch/wp-25-06-judicial-and-legal-reforms-in-pakistan-1947-2024-a-brief-review.pdf PIDE
6. Khan, H. (2024). *The Case for an Industrial Policy Approach to AI Sector of Pakistan for Growth and Autonomy* (Working paper). arXiv. https://arxiv.org/abs/2411.01337 arXiv

Books

1. Mintz, Alex, and Karl DeRouen Jr. *Understanding foreign policy decision making*. Cambridge University Press, 2010.

2. Choi, Jong Kun, and Chung-in Moon. "Understanding Northeast Asian regional dynamics: inventory checking and new discourses on power, interest, and identity." *International Relations of the Asia-Pacific* 10, no. 2 (2010): 343-372.
3. Mill, John Stuart. "Representative government." In *Democracy: A Reader*, pp. 58-66. Columbia University Press, 2016
4. Zia, Munir Ahmad, Rana Zamin Abbas, and Noman Arshed. "Money laundering and terror financing: issues and challenges in Pakistan." *Journal of Money Laundering Control* 25, no. 1 (2022): 181-194
5. Afzal, Madiha. "At all costs': How pakistan and china control the narrative on the china-pakistan economic corridor." *The Brookings Institution report* 4, no. 2 (2020): 1-10.
6. Mitchell, J. M. (2015). *International cultural relations*. Routledge.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Gender Studies
Course Code: VIND4202
Credit Hrs: 3
Semester: 5

Mode of Teaching: Asynchronous Primary with Synchronous Support
Course Description:

This course provides an interdisciplinary overview of Gender Studies, tracing its historical development in Pakistan, South Asia, and the Western context. Students will engage with classical and contemporary theories, feminist perspectives, and key debates surrounding gender, sexuality, and identity. The course also explores intersections with other disciplines, including masculinity studies, technology, environment, and postcolonial thought. Through critical discussions, students will develop a nuanced understanding of gender dynamics and their global and local implications.

Course Objectives:

This course is designed to meet the following objectives.

1. To familiarize students with an in-depth history of gender studies as an academic discipline in Pakistan, South Asia, and in the West.
2. To familiarize students with the classical and contemporary debates within gender studies.
3. To identify the main contours of gender studies, its branches, and emerging debates within the discipline.

Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet the following outcomes

1. Students will demonstrate an understanding of the historical development of gender studies as a discipline in Pakistan, South Asia, and Western contexts.
2. Students will demonstrate an understanding of the historical development of gender studies as a discipline in Pakistan, South Asia, and Western contexts.
3. Upon completing the course, students will proficiently identify and explain the key dimensions of gender studies and its emerging discussions, contextualizing their societal implications.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.

- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous	Virtual Activities
1	Introduction to Gender Studies	Course Introduction Gender Studies as an emerging discipline, Multi-disciplinary nature of Gender Studies, Difference between Women‘s Studies & Gender Studies Gender Studies in Pakistan	1	1	Live Teacher student Interaction, Course Outline Discussion And Q&A	Reading + Course outline and core text; Introductory discussion board post
2	Historical Development in Pakistan and South Asia	Tracing shifts in Male and Female roles Colonial Legacies and Gender Hierarchies Connecting Past to Present	1, 2, 3	2,3	Live lecture + Ice Breaker on Contemporary Gender Roles, case discussion	Timeline creation of key events; short reflection post
3	Historical Development in the Western Context	Waves of Feminism, Cross-cultural comparison	1,2 2	1,3	Live Lecture Reflection on Waves of Feminism	Recorded Lecture and Reading Material,

		Global Gender Discourse				Short Visual exhibit on global voices of Feminism
4	Classical Theories in Gender Studies	Theories of Sigmund Freud, Durkheim, Simone de Beauvoir Social Constructionism, Marxist Perspectives Liberal and Existentialist feminist perceptions Structural Functionalism, Symbolic Interactionism,	2	1	Synchronous lecture with breakout discussions, Gender definition of roles,	Recorded Lecture Assigned Reading Material Reading quiz; forum debate on Marxist vs. Liberal feminism
5	Contemporary Gender Debates	Global and Local Discourse, Gender and Media Representations, Gender Policy and Law, Gender Fluidity	2, 3	2	Live Lecture, Group presentation on UN gender equality frameworks with local Analyzing Ads and Social media content for gender representations in Breakout rooms.	Recorded Lecture, Annotated reading of contemporary articles
6	Gender Studies in Different Disciplines	Gender in Sociology and Anthropology Politics and Law Economic Development Media Interdisciplinary connections and applications	1,2 ,3	2	Live Lecture + Discussion	Recorded Lecture + Reading Material Short written analysis linking gender to a chosen discipline
7	Branches of Gender Studies: Feminism and Beyond	Women Studies Masculinity Studies Sexuality Intersectionality	2	2,3	Live Lecture + Ice breaker debate session Case study discussion	Comparative analysis of the core idea of each branch + Reading Quiz
8	Gender Sensitive Indicators	Gender Empowerment measure Gender Development Index Gender Parity Index	2,3	2,4	Live Lecture+ Discussion session on analyzing GDI data for any two countries, Debate on which indicator is more significant	Recorded Lecture + Reading Material+ Assignment Generate a short report on using the studied

						indicators in your country.
9	Exploration of various feminist perspectives	Liberal Radical Marxists Intersectionality, Post-Colonial and Ecofeminism	2	1,2	Interactive live lecture, Class Discussion on Labor Movements	Recorded Lecture + Reading Collaborative Padlet mapping global feminist movements
10	Masculinity Studies and Male Gaze	Types of Masculinity Male Gaze concept and its effects	2	2,3	Live Lecture + Discussion on real-life scenarios and interpretations.	Media analysis blog post
11	Gender and Sexuality	Gender Identity and Expressionism, Sexual Orientation The Relation between Gender and Sexuality	2,	2,3	Live Lecture, Brainstorming session on stereotypes, Q/A session on gender expression Project allocation	Recorded Lecture and Reading Material Infographic illustration
12	Global Perspectives on Gender Studies	Globalization and Migration Development and Activism Power and Resistance	2	3	Live lecture + Discussion on the themes prevalent in Economics, environment, culture, and society.	Recorded lectures + Reading Material Assignment on Global activists and their impact on gender digital portfolio
13	Emerging Debates: Technology and Gender	The Digital Divide Gender Bias in AI Online safety and GBV	**2**	3	Live Lecture+ Debate session Icebreaker on Digital Divide?	Recorded Lecture + Reading Material Case study: Social media and gender bias
14	Emerging Debates: Environment and Ecofeminism	Challenging Hierarchies Ethics and Activism Essentialism Inclusivity	2	1,2	Live Lecture + Q&A Analyzing Ecofeminist movements	Recorded Lecture, Assigned Reading, Documentary summary, and insights on Ecofeminism
15	Emerging Debates: Postcolonial and Decolonial Feminism	Origin of movements Theoretical focus Theory vs Practice Institutionalization	2	2, 3	Live Lecture + Brainstorming and mapping theorists	Recorded Lecture and Reading Material Reading reflection on

						decolonial feminism
16	Synthesis of Course Themes and Discussions	Presentation on Reflection Journal	1,2 ,3	2, 3	Final review session	Submission of final reflection journal

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Case Analysis Report
- Writing Reflection Articles,
- Watching a Documentary and writing an analysis presentation of Ecofeminism

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Topic	Comprehensive understanding of gender concepts	Most concepts covered	Basic coverage	Limited coverage
Critical Analysis	Demonstrates nuanced, insightful analysis	Moderate analysis	Some analysis	Lacks insight
Organization & Clarity	Clear, logical, well-structured	Mostly clear	Some disorganization	Disorganized
Use of Sources	Strong evidence, diverse sources	Mostly credible sources	Limited sources	Weak or no evidence
Originality	Creative perspective, thoughtful reflection	Some originality	Minor originality	Copied or unclea

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Reference Materials:

1. Haider, R., Charan, F., & Katohar, I. A. (2025). From margins to mainstream: A study of women empowerment initiatives in Pakistan. *ASSA Journal*, 9 (1), 45-67. (*Note: Actual page numbers may differ; adjust when you access full article.*) assajournal.com
2. Iqbal, M. (2025). Breaking barriers: Empowering women's professional careers in Pakistan. *The CRSSS Journal*, 4 (2), 112-130. thecrsss.com
3. Kazmi, S. (2025). Gender diversity and the law in Pakistan: A critical review of Khawaja Sira and Hijra communities. *Sociology Compass.* Advance online publication. https://doi.org/10.1111/soc4.70103 Wiley Online Library
4. Pari, G. (2025). Breaking barriers and embracing change in Pakistan: The transformative potential of higher education for women. *Women's Studies International Forum.* Advance online publication. ScienceDirect
5. Rani, S. (2025). Socio-cultural constraints to women's empowerment: Patriarchal norms and gender roles in Pakistan. *Social Justice & Political Studies*, 12 (1), 39-56. journals.iub.edu.pk
6. Rizvi, S. A. A., Qureshi, M. A., & Ansari, J. (2025). Promoting women entrepreneurship for gender equality, social inclusion and sustainability in Pakistan. *Journal of Entrepreneurship and Business Venturing*, 5 (1). https://doi.org/10.56536/jebv.v5i1.128 jebv.pk
7. Srivastava, A. (2024). Mobility for what? Space, time, labour, and gender in South Asia. *Gender, Place & Culture*, 31 (5), 645-664. https://doi.org/10.1177/08912432241284047 SAGE Journals
8. Fernandes, L. (Ed.). (2022). *Routledge Handbook of Gender in South Asia* (2nd ed.). Routledge.

Books

1. Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. *The handbook of language and gender*, 43-68.
2. Carter, C., & Steiner, L. (2003). *Critical readings: Media and gender*. McGraw-Hill Education (UK).
3. Gill, R. (2007). *Gender and the Media*. Polity.
4. Lutz, H., Vivar, M. T. H., & Supik, L. (Eds.). (2016). *framing intersectionality: Debates on a multi-faceted concept in gender studies*. Routledge.
5. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Sage.
6. Suvarna, Sen. (2012). Gender and development. India: Icfai Books.

Web URL's

1. Aslam, R., & Khan, S. A. (2023). Student Perceptions of Gender Studies as an Academic Discipline in Pakistan. *Journal of International Women's Studies*, *25*(4), 6.
2. Mendes, K., & Carter, C. (2008). Feminist and gender media studies: a critical overview. *Sociology Compass*, *2*(6), 1701-1718.
3. Smith, J. A., & Johnson, L. B. (2019). The impact of social media on interpersonal relationships. Journal of Social Psychology, 45(2), 123-137. doi:10.1080/12345678.2019.12345

Videos

1. Explainer, C. [Youtube]. (2024). *Every Wave of Feminism Explained in 3 Minutes.* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=3LQALAWTSys
2. Explains, H. P. [Youtube]. (2025). *What is Ecofeminism? (Easiest Explanation)* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=_3hiWlU7D9Y
3. World, C. [Youtube]. (2021). *Theories of gender construction | Gender Studies Part 07|* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=63GUXzecVU0

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: AI & Data Analytics in Media

Course Code: VIND2304
Credit Hrs: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

A cross-disciplinary course examining foundations and applications of artificial intelligence and data analytics across media production, distribution, and consumption. Students learn tools and methods for data collection, analysis, AI-driven content creation, and critically evaluate ethical, legal, and social implications. Emphasis on practical projects, case studies, and stakeholder perspectives drawn from media, computing, ethics, and policy.

Course Objectives

- To Understand foundational concepts of AI and data analytics in the media industry.
- To Explore current and future AI technologies and data analytics trends relevant to media.
- To Develop practical skills in data collection, analysis, and interpretation for media applications.
- To Evaluate ethical, legal, and social impacts of AI in media production and consumption.

Course Learning Outcomes (CLOs):

1. Critically analyze the role of AI and data analytics in shaping modern media landscapes.
2. Apply data analytics tools to real-world media datasets for insight generation.
3. Discuss emerging AI technologies and their implications for media practices.
4. Assess ethical issues related to data privacy, surveillance, and AI bias in media contexts.

For Disabled Students (For deaf, Blind etc.?) Example :

- Orientation: review syllabus, CLOs, assessment breakdown, communication channels, and expectations.
- Check the weekly module posted every Monday (objectives, readings, videos, notebooks, datasets, rubrics).
- Attend one weekly live session (recorded) for demos, labs, guest talks, or project clinics; watch recordings if you miss a session.
- Complete asynchronous tutorials for tools (Excel, Tableau, Python/R) and use starter code/notebooks provided.
- Follow the project milestones: submit proposal (Week 6), mid-project check (Week 14), and final project + presentation (Week 16).
- Do low-stakes quizzes and reflections regularly to build knowledge and earn sessional marks.
- Prepare reproducible, commented notebooks for lab submissions; include a brief README and integrity statement.
- Participate in group work with a team contract, clear roles, and peer evaluations.

- Engage in weekly ethics/policy activities (cases, role-plays, mock policy) and include ethical reflection in projects.
- Use TA office hours and forums for help; seek support early if you struggle.
- Monitor deadlines in the LMS, respond to feedback, and incorporate midterm feedback into your project.
- Follow academic integrity and data-privacy rules; anonymize any real data you use.
- Submit final presentation, reflective statement, and complete course evaluation at the end of the term.

Weekly Distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous session (optional)	Virtual activities	Problem set / Assignments
1	Introduction to AI & Data Analytics in Media	Definitions, significance, historical context; industry case examples	1, 2	1, 2	Live kick-off + Q&A (45–60 min)	Readings, intro video, discussion board	Reading summary of key concepts (submit)
2	Overview of Data Analytics Tools	Excel basics; Tableau dashboards; Python/R intro; tool selection for media tasks	2	2	Tool demo / guided lab (60–90 min)	Tutorial videos, guided notebook	Hands-on tool assignment (basic analysis)
3	Data Collection Methods in Media	Survey design; web analytics; APIs; ethical sourcing	2	2	Workshop on survey/API design (60 min)	API demo notebook; forum discussion	Case study analysis on data sourcing
4	Descriptive Analytics for Media	Summary stats; visualization; audience segmentation	2	2	Lab: descriptive analysis (60–90 min)	Guided notebook; visualization tutorial	Quiz: Mini analysis report (descriptive)
5	Predictive Analytics for Media	Regression, classification, clustering basics; trend prediction	2	2	Lab: predictive models walkthrough (90 min)	Notebook exercises; video demo	Predictive model mini-project

6	AI Technologies in Media Production	Automated content creation; recommendation systems; pipelines	3	3	Guest lecture / panel + discussion (optional)	Recorded demos; readings	Research paper on an AI application
7	Current Trends: ML, NLP, Generative AI	Language models; content generation; practical examples	3	3	Group brainstorming & team formation (45–60 min)	Curated readings; idea board	Group project proposal (submit)
8	Future Trends & Innovations	AR/VR; deepfake ethics; immersive storytelling; AI-driven narratives	3	3	Debate: "AI as creator vs. tool" (60 min)	Futures research resources	Future trend analysis write-up
9	Ethics in AI & Media	Bias, transparency, accountability, consent, surveillance	4	4	Role-play: AI ethics committee (60–90 min)	Ethics case discussions; reflection prompts	Presentation: Reflection paper on ethical implications
10	Midterm Examination & Feedback	Cumulative topics Weeks 1–9; exam review	1,3	1,3	Proctored midterm + feedback session	Timed online exam alternative; review materials	Midterm exam (25 marks)
11	Case Studies of AI in Media	Netflix recommendations; AI journalism; personalization implementations	1, 3	1, 3	Group presentations + Q&A (60–90 min)	Case reading pack; presentation templates	Group case study presentation
12	Evaluating AI Algorithms for Media	Performance metrics: precision, recall, ROC; bias detection; fairness metrics	2, 4	2, 4	Hands-on evaluation lab (90 min)	Metric calculation notebooks; tutorial	Algorithm evaluation assignment

13	Policy Implications of AI in Media	GDPR; copyright; content moderation; governance frameworks	4	4	Mock policy drafting / stakeholder discussion (60–90 min)	Policy readings; comparative analysis	Policy analysis report
14	Project Development & Mid-Project Review	Team check-ins; technical troubleshooting; ethical review	1,4	1,4	Project clinic + peer review (60–90 min)	Milestone submission portal; TA support	Mid-project milestone deliverable
15	Final Preparations & Rehearsals	Final project rehearsals; rubric walkthrough; peer feedback	1,4	1,4	Rehearsal sessions; Q&A (60–90 min)	Peer review; checklist	Final project draft & rehearsal
16	Final Submission & Presentations	Final project showcase; reflection; course wrap-up	1,4	1,4	Final presentations; course closing (90–150 min)	Upload final deliverable; recorded presentations	Final project submission & reflective statement (Final term 50 marks)

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	100%

Activities Breakdown

- Intro video + readings; live kickoff Q&A; post intro; submit short summary
- Tool demo/lab (Excel/Tableau/Python/R); tutorial notebook; submit basic analysis
- Survey/API workshop; run API demo; submit data-sourcing case study
- Quiz:Descriptive analytics lab; produce visualizations; submit mini analysis report
- Predictive models lab; run regression/classification/clustering exercises; submit mini project
- Guest lecture on AI production; review demos; submit short research paper
- Team formation & project proposal; brainstorm and submit proposal
- Futures debate; research trends; submit future-trend write-up
- Presentation:AI ethics role-play; case discussions; submit reflection paper
- Midterm review + proctored exam; submit midterm exam
- Group case presentations; submit presentation materials

- Algorithm evaluation lab; compute metrics and bias checks; submit evaluation assignment
- Mock policy drafting; stakeholder discussion; submit policy analysis report
- Project clinic & peer review; submit mid-project milestone (data + methods)
- Rehearsals and rubric walkthrough; peer review; submit final draft rehearsal
- Final presentations and showcase; submit final project, multimedia, and reflective statement

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs improvement (1–2)**
Understanding & relevance	Demonstrates deep understanding; work is highly relevant to course topics and media-AI contexts	Shows clear understanding; relevance to topic is good	Basic understanding; relevance is partial or generic	Limited or incorrect understanding; off-topic or irrelevant
Content accuracy & depth	Accurate, thorough, and insightful analysis with strong evidence and examples	Mostly accurate with good detail; minor gaps in depth or evidence	Some inaccuracies or superficial treatment; limited evidence	Major inaccuracies, shallow content, or unsupported claims
Methodology & technical correctness	Methods/techniques are appropriate, correctly applied, and well-justified; results are valid	Methods generally appropriate with minor errors; interpretations mostly valid	Methods partially appropriate; errors affect some conclusions	Inappropriate or incorrect methods; conclusions unreliable
Organization & clarity	Structure is logical and coherent; ideas flow clearly; excellent writing or presentation style	Clear organization with minor clarity issues; good communication	Organization is uneven; clarity problems; some awkward phrasing	Disorganized, hard to follow; poor writing or delivery

Evidence & sourcing / Documentation	Uses strong, credible sources; citations correct; documentation and reproducibility complete	Sources appropriate; minor citation or documentation gaps	Limited or weak sources; citation/documentation issues	Poor or missing sources; citations absent or incorrect; undocumented
Ethics & policy consideration (if applicable)	Thoroughly addresses ethical/policy implications with practical mitigation strategies	Addresses ethical/policy aspects with reasonable suggestions	Mentions ethics/policy superficially with limited solutions	Ethics/policy ignored or inadequately addressed
Creativity & impact	Work is original, insightful, and offers clear practical or theoretical impact for media	Some originality and useful implications	Limited creativity; modest impact	No originality; little or no impact
Technical presentation & reproducibility	Well-documented, reproducible code/notebooks, clear visuals, and organized deliverables	Mostly reproducible; visuals and docs adequate	Partial reproducibility; documentation sparse	Not reproducible; poor or missing documentation/visuals
Collaboration & professionalism (group work)	Team roles clear; equitable contribution; professional conduct and communication	Good teamwork with minor role imbalance	Uneven contribution; some coordination issues	Poor collaboration; unclear or unequal contributions

Confidentiality & ethics in coursework

- Anonymize media datasets used in labs and projects (remove names, IDs, IPs) before sharing or submission; document anonymization steps in your README.
- Use only licensed or institution-approved datasets and APIs for assignments; cite source and permission status in reports.
- Comply with GDPR, copyright, and local regulations when collecting, storing, or publishing media data and project outputs.
- Obtain informed consent for any primary data collection (surveys, interviews); follow institutional IRB/ethics procedures when required.
- Assess and document potential harms from analyses or AI outputs (e.g., profiling, discrimination, deepfakes) and propose mitigation strategies in assignments and final projects.

- Include an ethics section in the research paper, policy report, and final project describing bias risks, transparency limits, and accountability measures.
- Store sensitive files on approved LMS or institutional storage; do not use personal cloud accounts for restricted data. Use strong passwords and follow retention/ deletion policies.
- When presenting case studies or examples, avoid identifying private individuals or revealing PII; use aggregated or synthetic examples where possible.
- Credit all data sources, code, third-party models, and media assets in citations and project documentation.
- Include a signed academic integrity and data-use statement with every major submission (mid-project, final project, research paper).
- For group projects, define data access roles in the team contract and ensure all members understand confidentiality obligations.
- If your project uses generative AI or creates synthetic media, label outputs clearly and discuss ethical implications in the project deliverable.
- Promptly report any data breach, misuse, or ethical concern to the instructor and institutional data/privacy office.

Resource material

1. Cao, Y. (2025). *Using AI and big data analytics to support entrepreneurial decisions in the digital economy*. *Scientific Reports*, 15, Article 36933. https://doi.org/10.1038/s41598-025-20871-4 Nature
2. Taha, S. (2025). Leveraging artificial intelligence in social media analysis: Tools, ethical challenges and governance frameworks. *MDPI Technologies*, 6(3), 102. https://doi.org/10.3390/technologies6030102 MDPI
3. Naeem, M. F. (2025). AI in production, consumption and regulation of media industry. *Quarterly Journal of Social Sciences & Humanities*, [volume/issues TBD]. https://doi.org/… (see article) qjssh.com.pk
4. Imran, M. A. (2025). Comparative analysis of AI integration in media and communication education. *Journal of Media & Communication Education*, [volume/issues TBD]. https://doi.org/10.1177/10776958251315116 SAGE Journals
5. Gastmann, J. (2025). Strategising with generative AI: Productivity gains in social media marketing. *Journal of Marketing Practice*, [volume/issues TBD]. https://doi.org/10.1080/13527266.2025.2525913 tandfonline.com
6. Chaudhary, K., & Alam, S. (2024). *AI-Based Data Analytics: Applications for Business, Management and Media* (1st ed.). Routledge. Routledge
7. Arshad, M., et al. (2025). Big data analytics and AI as success factors for online media content and user analytics. *Frontiers in Data*, [volume/issues TBD], Article 1513027. https://doi.org/10.3389/fdata.2025.1513027 Frontiers
8. World Economic Forum. (2025). *Artificial Intelligence in Media, Entertainment and Sport*. World Economic Forum Reports. https://www.weforum.org/docs/WEF_Artificial_Intelligence_in_Media_Entertainment_and_Sport_2025.pdf World Economic Forum Reports
9. Shimray, S. R., & Subaveerapandiyan, A. (2025). AI and workforce dynamics: a bibliometric analysis of job creation, displacement and reskilling. Global Knowledge, Memory and Communication.

10. Rane, N., Paramesha, M., Choudhary, S., & Rane, J. (2024). Business intelligence and business analytics with artificial intelligence and machine learning: Trends, techniques, and opportunities. Techniques, and Opportunities (May 17, 2024).
11. Al-Sharafi, M. A., Al-Emran, M., Mahmoud, M. A., & Arpaci, I. (Eds.). (2025). Current and Future Trends on AI Applications. Springer.

Technical requirements

- Computer with modern OS (Windows 10+/macOS 10.14+/Linux) and at least 8 GB RAM (16 GB recommended).
- Stable internet connection (minimum 10 Mbps) for synchronous sessions, video streaming, and dataset downloads.
- Webcam and microphone (built-in acceptable) for presentations, group meetings, and role-plays.
- Latest browser (Chrome, Firefox, Edge, or Safari) with JavaScript enabled; keep browser updated.
- Institutional LMS account (Canvas/Moodle/Teams/Blackboard) with access to course modules and submission portals.
- Python 3.8+ environment with common packages (pandas, numpy, scikit-learn, matplotlib, seaborn, jupyterlab); use virtualenv or conda.
- Jupyter Notebook / JupyterLab or Google Colab access for labs and notebook submissions.
- Optional: R and RStudio with tidyverse for alternate analytics workflows.
- Tableau Public (or institutional Tableau) or Power BI for dashboard exercises (free student versions recommended).
- Git (basic) and GitHub/GitLab account for version control and project collaboration; or LMS group folders if Git not used.
- Code editor/IDE (VS Code, PyCharm, or RStudio) recommended for development.
- VPN or secure remote access if using institution-only datasets or resources.
- Sufficient storage (cloud or local) for datasets and project artifacts; recommend 10+ GB free space.
- Ability to install Python packages; administrative privileges or use of virtual environments/conda.
- Accessibility tools as needed (screen reader, captioning tools, dictation software); inform instructor of requirements early.
- Backup strategy: cloud sync (institutional drive, Dropbox, OneDrive) and local backups for project files.
- Follow institutional security policies: use strong passwords, enable MFA, and avoid storing PII on personal devices.

Accessibility & Inclusivity

- Foundation University Islamabad supports inclusive learning and will provide reasonable accommodations for students with learning, physical, or psychological needs; students should contact the instructor or disability services to arrange support.
- Course materials are created for accessibility; alternative formats (large-print, audio, transcripts, etc.) are available on request.

- The instructor will work confidentially with students to implement approved accommodations and ensure full participation.

Instructor Communication Policy

- Weekly virtual office hours are held for course questions and project support.
- Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging; expected response time is within 48 hours.
- For urgent issues (technical failures, assessment emergencies), mark the subject line clearly as “URGENT” to expedite attention.

Digital Literacy Support

- Step-by-step tutorials and guides for Zoom, Canva, the LMS, screen casting, and file preparation are provided in the LMS.
- Students new to course tools are encouraged to complete these tutorials and attend optional orientation sessions.
- One-to-one troubleshooting help is available by appointment for persistent technical difficulties.

MAJOR COURSES:

Course Title: Introduction to Mass Communication
Course Code: VMEC1101
Credit Hrs: 3
Semester: 1

Mode of Teaching: Asynchronous Primary with Synchronous Support
Course Description:

This course offers an introduction to mass communication, focusing on the models, processes, and effects of media in contemporary society. Students will analyze how various communication channels, including print, broadcast, digital, and social media, shape public perception and civic engagement. The course, delivered in a virtual format, features synchronous discussions, asynchronous multimedia activities, and self-directed projects, fostering critical media analysis and communication skills. Emphasis is placed on media literacy, ethical awareness, and the evolving role of communicators in a digital world.

Course Objectives:

This course is designed to meet the following objectives.

1. This course focuses on the role of Mass Communication in contemporary society and the relationships between the Social Sciences and the Mass Media.
2. This course is aimed at introducing the students to basic concepts of communication and mass communication.
3. This course further enables the students to understand the communication process and distinguish among various mass media.
4. To help students develop an understanding of the evolution of the printing press, Newspapers, Electronic, and social media. Highlighting various contents of each Medium.

Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. At the end of the course, students should be able to understand and explain the basic concepts of mass communication.
2. Students will be able to critically discuss issues related to media and mass communication.
3. Students will be able to understand the process and effects of mass communication upon society.
4. Students will be able to demonstrate knowledge of various career opportunities in mass media, and well as the norms and practices within those fields.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.

- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.
-

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous	Virtual Activities
1	Orientation Introduction to Mass Communication	Communication History, Definitions, and Pyramid	1	1	Live Welcome + Student Teacher Introduction + Discussion on Course Objectives and Outlines.	Recorded Lecture + Assigned Reading Material
2	Process of Communication, Barriers in Communication.	Elements of Communication Process, Properties of elements of Communication, Noise and Types of Noise Message Fidelity	1	1, 3	Live Lecture, Process mapping using white board¸	Recorded Lecture + Assigned Reading, Reflection Assignment on Identifying Noise in Different Communication Settings
3	Types of Communication	Verbal, Non-verbal, Written, and Oral Types of Communication on the basis of Context: Inter, Intra, group, Mass, and Public Communication	1	1, 2, 3	Live Lecture+ Group discussion on identifying elements of Communication for Different Types of Communication	Recorded Lecture + Assigned Reading Material + Discussion forum on which type matters the most and why.

4	Essentials of effective communication,	7 Cs of Communication,	1,3, 4	1, 2	Live Lecture, Real-time Communication Exercise: Students will generate a short message on SDGs by employing the 7Cs.	Recorded Lecture + Assigned Reading Material
5	Models of Communication (Linear Models)	Defining Model and Types of Model, Linear Model of Communication, Aristotle, Shannon and Weaver, SMCR, Lasswell Formula	1,2	1, 2. 3	Live Lecture, Visual Concept mapping on Whiteboard, Discussion on the Strengths and Weaknesses of each model	Recorded Lecture and Reading Material, Reflection Assignment, Infographic development on the comparison between models.
6	Models of Communication (Non-Linear Models)	Non-linear model, Osgood Model, Dance Helical Model, Westley and Maclean Model	1,2	1,2 ,3	Live Lecture, Visual Concept mapping on Whiteboard, Discussion on the Strengths and Weaknesses of each model	Recorded Lecture and Reading Material,
7	Uses and Functions of Mass Communication	Uses and Gratification in the context of Mass Communication, Surveillance, Correlation, Cultural Transmission, and Entertainment	3,4	1, 2, 3, 4	Live Recording, Case study on Media in Action, Discussion on Producer vs audience related functions and uses.	Recorded Lecture + Assigned Reading Material Media inventory on Consumption of media as per UGT
8	Management and Careers in Mass Media,	Working and Administration of the Mass Media, Careers in the Mass Communication field	3	1,2 ,3	Live Lecture, Career Mapping	Recorded Lecture and reading Material, Analysis of real-world media Organization, hierarchy, and departments
9	Mass Media Print Media: newspapers	History and Evolution of Print Media, Printing Press, Significance of Penny Press, Circulation and Readership, Features and Types of Newspapers	1,3	2,3 ,4	Live Lecture, Ice breaker Features analysis of a selected newspaper, Comparing features of different newspapers,	Recorded Lecture + Reading Material,

10	Magazines, books	History and Evolution, Types of Books, Types of Magazines, Muckrakers	1,3	2,3 ,4	Live Lecture, Discussion on Muckrakers of the present times	Recorded Lecture and Reading Material Magazine Feature Analysis
11	Communicatio n Technologies	Internet, Mobile phones, social media, web, smart devices, and Gadgets.	3	3,4	Live Lecture, Timeline of Technology Evolution	Recorded Lecture + Reading Material, Critical reflection on the Internet Quiz on Digital Literacy
12	Broadcast media: Radio	History and Evolution, Functions and Features of Radio, Types of Radio	3	3,4	Live Lecture, Live radio broadcast simulation performed by the class, Significance of Radio today.	Recorded Lecture, Reading Material. Activity on Radio Listening
13	Television	History of TV industry, Programming and Genre, Cable TV, Satellite TV, Digital Television, Convergence Television Distribution and Industry	3	1,2 ,3, 4	Live Lecture, Ice Breaker 'Which era should be considered Golden Era of TV' Decoding real TV genres, Discussion on the Convergence phenomenon and the effect of viewing behavior	Recorded Lecture and Reading Material, Presentation through slide /poster on "Create your own Channel"
14	Film	Motion Picture Industry, History and Evolution, Melles and Griffith Movie Moguls , Movie Industries around the world, Marketing and Distribution,	3	3, 4	Live Lecture, Group presentation on eras of motion picture industry, Discussion on Global Film industries	Recorded Lecture, Reading Material, A short response question on the forum/ platform on relevancy of theatres, Assignment of analyzing the narrative style of a film (selected by teacher)
15	New Media/ Social media/blogging /online journalism	Defining social media, Types of social media, Producers and Produsers and Prosumers, Convergence, Audience Fragmentation	3	4	Live Lecture, Ice Breaker 'What is Social Media To you?'	Recorded Lecture, Assigned Reading Material, Forum Discussion on social media Connecting or Dividing, Interactive Quiz

16	Project/Presentation	Class Project Critical review of media content and strengths of mediums	1,2,3,4	2,3,4	Live Welcome, Student presentation of prepared projects	Submission of Presentation Project

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- Writing short essays.

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Understanding of Concepts	Deep understanding of mass communication	Good understanding	Basic understanding	Misunderstood concepts
Application	Applies theory to examples effectively	Some application	Limited application	Rarely applies theory
Communication Skills	Clear, concise, professional	Mostly clear	Some clarity issues	Poor communication
Critical Thinking	Insightful, evaluates impact of media	Moderate insight	Basic evaluation	Lacks insight
Originality	Creative analysis and perspective	Some originality	Minor originality	Copied or unclear

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Reference Materials:

1. Baran, S. J. (2024). *Introduction to mass communication: Media literacy and culture* (2024 Release ISE). McGraw-Hill Education. ISBN 9781266873492. Google Books+3McGraw Hill+3waterstones.com+3
2. D'Haenens, L., & Joris, W. (Eds.). (2025). Media literacy in a digital age: Digital skills, ICT interventions and empowerment. *Media and Communication*, 13(1). https://doi.org/10.17645/mac.i466 Cogitatio Press
3. Abduljabbar, O. J., Snoussi, T., & Makki, A. (2025). Bridging digital media proficiency and media literacy: A study of communication students at the University of Sharjah. *Pakistan Journal of Life & Social Sciences*, 23(1), 768-778. https://doi.org/10.57239/PJLSS-2025-23.1.0060 PJLSS+1
4. Nasir, M. M. H. (2025). Information literacy in the digital age: Evaluating the role of new media vs mainstream media in fostering civic engagement of university students in Pakistan. *GPR Journal*, (special issue). gprjournal.com+1
5. Tatheer, I. (2025). Digital media literacy in higher education: A curriculum analysis of undergraduate media programmes in Pakistan. *[Journal Name]*. (Advance online) КиберЛенинка
6. Atif Ashraf, Minhas, S., & Amin, S. (2025). Fake news, ELM and information literacy: How social media users process false information in Vietnam. *Journal of Media & Mass Communication*, 5(1), Article 63. https://doi.org/10.56536/jmes.v5i1.63 jmes.pk
7. Chandio, M. M. (2025). Exploring the impact of mass media in Pakistan: Mixed-methods research on television, radio, print and digital platforms. *AHSS Journal*, [vol], [pp]. Annals of Human and Social Sciences
8. UNESCO. (2025, July 21). UNESCO engages policymakers to shape Pakistan's first national media and information literacy strategy. [Press release]. Retrieved from https://www.unesco.org/en/articles/unesco-engages-policymakers-shape-pakistans-first-national-media-and-information-literacy-strategy UNESCO

Books

- Gómez Rodríguez, L. F. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *Profile Issues in TeachersProfessional Development*, *17*(2), 167-187.
- Baran, S. J. (2020). *Loose Leaf Introduction to Mass Communication: Media Literacy and culture*. McGraw-Hill Education.
- Paxson, P. (2018). *Mass Communications and media studies: An Introduction*. Bloomsbury Publishing USA.
- Dominick, J. R. (2013). The dynamics of mass communication: media in transition. In McGraw-Hill eBooks. http://ci.nii.ac.jp/ncid/BB11180051.

Videos

- Knowledge, A. D. D. o. [Youtube]. (2021). *History of Print Media* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=iIY8x8Sn-Qs
- Things, H. o. S. [Youtube]. (2024). *History of Television | The Evolution and Craft of Television: From Inception to Modern Day | 1.1* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=ykKdnTKJ_zs
- Architecture, E. a. [Youtube]. (2022). *Exact moment when news station switches from black and white to color TV for the first time* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=N4qzfS_Y2q4

- College, I. L. [Youtube]. (2025). ***Shannon-Weaver Model of Communication explained*** Retrieved 11/13/2025 from https://www.youtube.com/watch?v=j6YIz1QrXtg
- Cagadas, R. V. [Youtube]. (2022). *Lasswell Communication Model* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=ioxbQyY7Swo
- Project, F. T. [Youtube]. (2020). *A Brief History of Film* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=utntGgcsZWI

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Photography
Course Code: VMEC1401
Credit Hours: 3
Semester: 1

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course provides a comprehensive introduction to the art and science of photography, focusing on both technical camera operation and aesthetic principles of composition. The virtual format utilizes pre-recorded lectures, demonstration videos, and digital project submissions to enable a flexible, self-paced learning experience. Emphasis is placed on developing practical skills in exposure control, lighting manipulation, and post-processing necessary to create technically proficient and visually compelling images.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

44. To teach the basics of photography, both from a technical and an artistic point of view.
45. Understanding of how a camera works, how to avoid the most common mistakes while handling the camera, how to create technically good images, and have an idea about the basics of composition.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

48. Describe and handle the camera/Digital camera process.
49. Understand, identify, and apply compositional principles to form a frame.
50. Identify problem-solving equipment and client objectives.
51. Develop visual aesthetics and styles.
52. Explore effective gadgets and image to support a visual concept.
53. Compare and apply key concepts and techniques from various evidence-based approaches through digital platforms.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

1. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
2. Assignments: Upload images via LMS; rubrics provided; grading ~7–10 business days.
3. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.

4. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
5. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	**Topic**	**Modules**	**PLOs**	**CLOs**	**Synchronous Session (optional)**	**Virtual Activities**
1	Intro to Photography	Digital visualization & basic roots of Photography.	1,2,3	1	Introduce yourself & post analysis of 3 reference photographers on Discussion Board.	View Lecture 1, Read module
2	History & Camera	Camera components, modernization, and *Camera Obscura*.	1	1	Live Q&A (Optional/Recorded): Review of Module 1 & 2 concepts.	View Lecture 2; Explore camera brands
3	ISO & Exposure	How to increase/decrease light using ISO. Combining three exposure factors.	1,2	2,3	Use Dedicated Q&A Forum for technical ISO questions.	View Demo 1; Practice setting ISO/exposure; Submit Assignment 1
4	Shutter Speed	Properties, requirements, and		2,3		View Lecture 3 & Demo 2; Practice

		use of flash/no flash.				freezing/blurring action
5	Aperture	Focus DOE and role in exposure settings.	1,2,4	2	Instructor feedback on Assignment 2 submissions.	View Lecture 4; Practice achieving shallow DOF; Submit Assignment 2
6	Depth of Field	Factors affecting DOF (Focal length, F-stop, Distance to point).	1,2	3	Self-Reflection Journal Entry	View Lecture 5
7	Composition	Principles to create good composition.	2,3,4	2,4	Discussion Board: Share your favorite composition technique.	View Lecture 6; Submit Assignment 3: Create pictures for each principle (10 submissions).
8	Product Photo	Creating a photography setup and well-composed image principles.	2,3	4,5		View Demo 3;
10	Spot Metering	Use of AF, focus points, and getting detail from spot metering.	2,3	4,5	Discussion Board: Discuss the impact of focus points on portraiture.	View Lecture 7; Practice changing focus points
11	Light Reflectors	Warm up sharp shadows, edge lights, and shadow impact on portraiture.	2,3	4,5	Live Q&A (Optional/Recorded): Focus on lighting equipment/techniques	View Demo 4; Experiment with simple reflectors
12	Color Temp	Handling color temperature in DSLR in different light situations.	2,3,4	3,4	Discussion Board: Post a real-world example of incorrect color correction.	View Lecture 8; Practice setting custom White Balance
13	Monochrome Photo	Set session monochrome settings in DSLR. Handling light situations.	2,3,4	4,5	Peer Review: Critique another student’s monochrome conversion quality.	View Demo 5; Complete conversion tutorial; Submit Assignment

						4: Monochrome picture (original color image and final B&W image).
14	File Formats	Impact of raw file, intro to camera raw, and color correction.	1,2	4,5	Weblink Share: Share an article/video on the benefits of RAW vs. JPEG.	View Lecture 9; Research RAW vs. JPEG
15	Camera Raw Editing	Frame, saturation, contrast, and exposure correction using Camera Raw software.	2,3	5	Virtual 'Studio Hours' (Instructor Available on Chat/Video Link)	View Demo 6; Dedicated time for Project 2 - Final Project Work (Self-paced time).
16	Advanced Editing & Workflow	Efficient workflow organization, batch processing, and introduction to watermarking/metadata.	1,2,3, 4	5	Virtual 'Studio Hours' (Instructor Available on Chat/Video Link).	Review advanced editing techniques; Refine images; Organize files for final submission.

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Introduce yourself & post analysis of 3 reference photographers on Discussion Board.
- Assignment 1: Wide angle/closeup shot, annotated with ISO settings.
- Shutter speed: Practice freezing/blurring action
- Assignment 2: DOF with blur backgrounds & critique peer work.
- Assignment 3: Create pictures for each principle (10 submissions).
- Assignment 4: Monochrome picture (original color image and final B&W image).
- Advanced Editing & Workflow: Review advanced editing techniques; Refine images; Organize files for final submission.

Grading Rubrics
Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Toluwani, T. D., & Onwuekwe, C. (2023, June 13). *The basics of basic photography*. ResearchGate. https://doi.org/10.13140/RG.2.2.37226.00963 ResearchGate
2. LibreTexts. (2024, March). *Fundamentals of Photography and Creative Practice* [PDF]. LibreTexts. https://human.libretexts.org/@go/page/233321 LibreTexts Batch
3. Hockley, A. (2025, January 8). What I read in 2024: Photography books, business, learning, and more. *Tech Photo Guy*. https://techphotoguy.com/photography-books-2024/ Tech Photo Guy Aaron Hockley
4. Hampton, N. (2025, October 13). Best books on photography for beginners and pros in 2025. *DigitalCameraWorld*. https://www.digitalcameraworld.com/features/best-photography-books Digital Camera World
5. "Photography Techniques: Mastering the Art of Capturing…" (2024). *Amazon listing*. https://www.amazon.com/Photography-Techniques-Mastering-Capturing-Stunning/dp/B0D2QB546X Amazon
6. Gao, S., Duan, H., Li, X., Fu, K., Peng, Y., Wang, J., … Min, X. (2024, June 22). Quality-guided skin tone enhancement for portrait photography. *arXiv*. https://arxiv.org/abs/2406.15848 arXiv

Books (Required Reading)

1. Ang, T. (2019). *Digital photography (5th ed.).* Dorling Kindersley.
2. Bendaixid-Val, L. (2008). *National Geographic: The photographs.* National Geographic Books.

3. Freeman, M. (2020). *The photographer's eye: Composition and design for better digital photos.* Focal Press.
4. Hedgecoe, J. (2003). *The complete guide to photography.* HarperCollins.
5. Kelby, S. (2020). *The digital photography book (Vol. 1). Rocky Nook, Inc.*
6. London, B., Stone, J., & Upton, J. (2019). *Photography (12th ed.).* Pearson.
7. Peterson, B. (2018). *Understanding exposure, fourth edition: How to shoot great photographs with any camera.* Amphoto Books.

Web Resources

1. Digital Photography School. (n.d.). *Digital Photography School.* Retrieved from https://digital-photography-school.com/
2. National Geographic. (n.d.). *Photography tips.* Retrieved from https://www.nationalgeographic.com/photography/photo-tips/digital-photography-tips/
3. Practical Photography Tips. (n.d.). *Photography basics.* Retrieved from https://practicalphotographytips.com/Photography-Basics/what-is-digital-photography.html

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended for streaming videos and uploading large image files). Must have a reliable laptop or desktop device capable of running professional photo editing software.
- A DSLR or Mirrorless Camera with full manual controls (Aperture, Shutter Speed, ISO) is mandatory for completing projects.
- Access to Adobe Photoshop or Adobe Lightroom Classic (or a professional-grade RAW editing and cataloging equivalent) is required for post-processing modules.
- Must have a working webcam, microphone, and speakers, and familiarity with the platform used for the synchronous session (e.g., Zoom, Google Meet).
- Ability to convert, view, and upload high-resolution JPEG, RAW, and PDF files.

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Mass Media In Pakistan
Course Code: VMEC1103
Credit Hours: 3
Semester: 2

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description
This course charts the evolution of mass media industries in Pakistan with a comprehensive look at important events, personalities, and institutions from pre-partition era to the present day. The course is designed to familiarize students with the role of mass media in Pakistan, the history of the press, the contemporary practices of local mass media professions, and future trends and challenges in the mass communication fields. The course uses a framework based on continuity and change to interpret and explain the current Pakistani mass media landscape. The course also prepares students to keep up with current affairs and developments in the areas of journalism,

Course Objectives
By the end of this course, students will be able to:
1. Understand the development, structure, and functions of mass media in Pakistan, including print, broadcast, and digital platforms.
2. Analyzing current media landscape in Pakistan
3. Introducing Pakistani media with its historical background
4. Explaining state-media relationship in Pakistan
5. To understand ethical issues, journalistic responsibilities, and professional practices within Pakistani media institutions.
6. Evaluate how mass media affect public opinion, national identity, social change, and democratic processes in Pakistan.

Course Learning Outcomes
Based on the above course objectives, the course will be designed to meet below outcomes
1. Articulate the role of the pre- partition Muslim press in the independence movement
2. Assess and critique professional practices and modern development of mass media industries
3. Understand the nature of the relationship between the Pakistani state and the news media
4. Understand the evolution of controls of information on mass media in the country and learn about news media regulation strategies
5. Evaluate the current mass media landscape in the country.
6. Analyze the role of mass media in shaping public opinion, political awareness, and national identity in Pakistan.

Course Execution
10. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
11. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
12. On University portal recorded lecture available.
13. To access Class Link student should check their email or LMS announcement for lecture link
14. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
15. Assignments: Upload source files, exported assignment document on university portal.

16. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
17. Support & discussion: Weekly announcements office hours for A&Q.
18. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

27. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
28. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
29. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
30. Instructors will be trained to describe visual materials clearly during presentations.
31. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to course Understanding basic concepts of Mass Media	1 Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings . Importance of Mass Media 2. Communication in Daily Life	1	1,2	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture,	Recorded Lecture, Assigned reading
2	Historical background of Mass Media	1.Evolution of Mass Media around the world 2.Evolution of mass media before Partition 3.Evolution of Mass Media in Pakistan	1	1	discussion on growth of Media in Pakistan	Recorded Lecture, Writing Reflection Essay
3	Development of Press in Pakistan	1.Evolution of Print media in Pakistan	2	2	Live Lecture, Debate on Press Practice in Pakistan	Recorded Lecture Reading material, Case study in newspaper

4	History of State- Media Relations	1.State Media relations in Ayub khan Era 2.State Media relations in Yahya khan & Bhutto's Era	1	3	Live Lecture +Assignment Briefly introduce the concept of state-media relations**:** censorship, regulation, propaganda, press freedom, and collaboration.	Recorded Lecture + Reading Material
5	History of State- Media Relations (contd.)	1.State Media relations in Zia ul Haq Era	1	2	Live Lecture, Discussion on relationship between state and media	Reading Material, Discussion Forum, where students can share brief responses,
6	Privatized and liberalization of Broadcast Media	1. History of Privatization and liberalization of Broadcast Media in Pakistan 2. PEMRA Ordinance of Cross-Media Ownership	2	2	Live Lecture, Case study of a successful privatized TV channel or media liberalization event. Groups discuss: What prompted privatization/liberalization?	Recorded Lecture + Reading Material
7	Regulatory regimes for mass media	1. PEMRA, 2. Press Organizations (CPNE, PFUJ, APNS, PPF, APNEC)	3	2	Live Lecture, Ice Breaker Press in Practice	Provided Reading Material
8	History of advertising and contemporary trends	History of advertising and contemporary trends in different eras in Pakistan	3	1,4	Live Lecture, Quiz	Recorded Lecture + Reading material Generate a 60-second video
9	History of Film and contemporary trends	History of Film and contemporary trends, Eras in Pakistan	3	1,4	live discussion on Golden era of Pakistan cinema	Recorded Lecture + Reading Material
10	Radio and FM Broadcasting	Evolution of radio development in Pakistan	3	3,4	Live Lecture, Discussion + Debate on role of radio	Provided Worksheet together response of student
11	Television broadcasting	Evolution of TV development in	3	1,2	Live Lecture, Discussion What makes a TV broadcast engaging	Recorded Lecture +

		Pakistan				Reading Material
12	Media in Pakistan	Role of media in Pakistan	1	3,4	Live Lecture, Case Study Discussion + Debate on role of media in Pakistan	Recorded Lecture + Reading Material,
13	Challenges to Mass Media in Pakistan	1.Ethical concerns 2. Media Conglomerates 3. Media Hegemony	2		Debate on 'Who influences you?', Live Lecture,	Recorded Lecture + Reading Material + Activity how Media faces challenges in Pakistan
14	Growth of regional press in Pakistan	1.Introduction to Regional press 2.Digital transformation and online Regional media 3.Future of Regional Press in Pakistan	2	3,5	Live Lecture +Quiz	Recorded Lecture + Reading Material, Reflection essay on User and Audience in regional press.
15	Influence of foreign media in Pakistan	Historical context foreign media in Pakistan	3	5,6	Critical analysis compare coverage of a major Pakistan event by foreign media	Recorded Lecture + Reading Material,
16	Emerging trends in journalism.	1.Introduction to journalism in transition 2.Social media &citizen journalism 3.Future of journalism	3	5,6	Write a short essay on "Will AI replace human journalists?"	Recorded Lecture + Reading Material

Marks Distribution

Criteria	Marks

Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Abbassi, A. N. (2024). Role of mass media in the economic development of Pakistan. *Pakistan Social Sciences Review, XIII*(1), 123-139. https://doi.org/10.57239/PSSR-2024-13.1.835 PSSR Journal
2. Ashraf, A. (2024). News management of Pakistan electronic media: A study of technology, editorial control and organizational practices. *UCP Journal of Mass Communication*, 8(2), 45-60. https://ojs.ucp.edu.pk/index.php/ucpjmc/article/view/439 UCP Journal System
   Khan, N. (2024). Comparative analysis & implications of mass media versus digital media in Pakistan. *Pakistan Journal of Law & Media, 3*(4), 185-200. https://pjlaw.com.pk/index.php/Journal/article/view/v3i4-185-200 pjlaw.com.pk
3. Hamza, A., Yonghong, D., & Ullah, I. (2025). Dynamic shifts in social media usage in Pakistan: A comparative analysis across pre-, during-, and post-COVID-19 periods. *Journalism and Media, 6*(2), 59. https://doi.org/10.3390/journalmedia6020059 MDPI
4. Yousaf, M. (2023). Mass media in Pakistan: Historical evolution, challenges and prospects. In *Handbook of Research on Deconstructing Culture and Communication in the Global South* (pp. 21-35). IGI Global. https://doi.org/10.4018/978-1-6684-8093-9.ch002 ResearchGate
5. Adnan, M. (2025). The role of mobile media in political journalism in Pakistan. *Journal of Contemporary Media Studies*, 12(1), 77-94. https://doi.org/10.1080/17512786.2025.2538126 tandfonline.com

Books

1. Majeed Nizami, (1958) Press in Pakistan, Department of Political Science, University of the Punjab, Lahore

2. Syed, M. H. (2006), Mass Media in new world order. Anmol Publication
3. Aziz Yousaf (2003), Prospect & Promotion of Electronic Media in Pakistan

4. Hassan, Jawad & Hadi, Syed Ali (2004), Media and Mass Communication laws of Pakistan. Haji Hanif Printers. Lahore. Hijazi, Miskeen Ali (2004), Mass Communication Theory and Practice. A-One Publishers. Lahore

5. Khurshid Abdus Salam (1964), Journalism in Pakistan, United Publishers, Lahore. Lent J. A., Newspapers in Asia.

6. Ahmad, Shehzad (2005), Art of Modern Journalism. Anmol Publication

7. Aziz Yousaf (2003), Cable Television – A vision for Future, Pakistan. Hassan, Mehdi (2001), Mass Media in Pakistan. Aziz Publisher. Lahore

8. Niazi, Z. (2010). The Press in Chains (2nd and revised ed.). Zubeida Mustafa (Ed.). Karachi: Oxford University Press Pakistan

9. BBC Media Action. (2013). Policy Briefing: The Media of Pakistan - Fostering Inclusion in a Fragile Democracy? London: Yusuf, H. & Schoemaker, E. Centre for Future Civic Media (2008)

10. Old and New Media Converging during the Pakistan Emergency (March 2007-February 2008). Yusuf, H. Eijaz, A., Rahman, B. H.,

11. Ahmad, R. E., & Butt, J. A. (2o14). Challenges and Options for Pakistani Media in the 21st Century. Journal of Political Studies. Vol 21, Issue 1, 243:257

Technical Requirements

- To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:
- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Print Media
Course Code: VMEC1302
Credit Hours: 3
Semester: 2

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course offers a comprehensive study of print media and its continuing relevance in the modern communication landscape. Through interactive online lectures, digital resources, and hands-on projects, students will explore the fundamentals of newspaper, magazine, and journal production from news gathering and writing to editing, layout and design. The course emphasizes both traditional print principles and their adaptation in the digital era. Students will learn to create professional-quality print content using online publishing tools and collaborative platforms. In addition, discussions and case studies will focus on the transformation of print media in response to emerging technologies, multimedia integration, and audience engagement in virtual spaces. By the end of the program, participants will have developed the skills to plan, design, and produce print materials while understanding how the print industry operates within today's digital-first environment.

Course Objectives

1. To develop a comprehensive understanding of the principles and practices of print media, including its role in society, historical context, and evolving technologies.
2. To develop practical skills in print media production, including layout and design, typography, image editing, and printing techniques.
3. To critically analyze and evaluate print media content, including news articles, advertisements, and editorial pieces, with an emphasis on understanding the impact of media on public opinion and societal values.

Course Learning Outcomes (CLOs)

1. Develop an understanding of the history and evolution of print media, including its impact on society and culture.
2. Acquire practical skills in designing and producing print media materials, such as newspapers, magazines, brochures, and flyers.
3. Gain knowledge of the principles of layout and typography, and how to effectively use them in print media design.
4. Develop critical thinking and analytical skills to evaluate and critique print media content, including its messaging, visual elements, and overall effectiveness.

Course Execution

19. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
20. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
21. On University portal recorded lecture available.
22. To access Class Link student should check their email or LMS announcement for lecture link

23. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
24. Assignments: Upload source files, exported assignment document on university portal.
25. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
26. Support & discussion: Weekly announcements office hours for A&Q.
27. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

32. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
33. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
34. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
35. Instructors will be trained to describe visual materials clearly during presentations.
36. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to course Introduction to Print Media	Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings 1.History and evolution of print media 2.Understanding the role and significance of print media in society	1	1	Welcome, Student Teacher Introduction, Course Outline discussion Lecture,	Recorded Lecture, Assigned reading
2	Print Journalism Basics	1.Introduction to the fundamentals of print journalism	1,2	1,2	Discussion on the challenges and trends in newspaper production	Recorded Lecture, Writing Reflection Essay
3	Newspaper Production Process	1.Understanding the roles and responsibilities of different personnel in a newspaper	2	2	Live Lecture, Ice Breaker Press Practice in Pakistan +Quiz	Recorded Lecture Reading material,

		organization 2.Exploring the editorial and business aspects of newspaper production				Case study in newspaper
4	Print Media Ethics and Law	1. Examination of ethical considerations in print media, including accuracy, fairness, and privacy. 2. Understanding the legal framework and regulations governing print media	1,2	3	Live Lecture + Discussion on defamation, libel, and copyright issues in print media	Recorded Lecture + Reading Material + Assignment Case studies and analysis of ethical dilemmas in print media
5	Print Media and Society	1. Examining the influence of print media on society and public opinion 2.Exploring the role of print media in shaping cultural, political, and social narratives	1	2	Live Lecture, Discussion on media literacy and Assignment : Critical analysis of print media content	Reading Material, Discussion on Exploring the future prospects and challenges for print media in society
6	Print Media and Audience Engagement	Understanding audience behavior and preferences in print media consumption - Exploring strategies for audience engagement and reader loyalty	2	2,	Live Lecture, Discussion + Debate role of social media and online communities in print media	Recorded Lecture + Reading Material + Quiz
7	Print Media and Digital Convergence	Exploring the impact of digital technologies on print media - Understanding the concept of digital convergence and its implications for print media	3	2	Live Lecture, Ice Breaker Press in Practice	Provided Reading Material
8	Print Advertising and Marketing	Print advertising and its role in print media - Understanding the principles of effective print advertising design and copywriting	2	2	Live Lecture, Discussion Exploring the process of ad placement and media buying	Recorded Lecture + Reading material Generate a 60-second video
9	Introduction to Print Media in Pakistan	Print media landscape in Pakistan - Historical development and evolution of print	2	2	live discussion + Assignment Roles and responsibilities	Recorded Lecture + Reading Material

		media in the country - Major newspapers and magazines in Pakistan			of print media in society	
10	Print Journalism in Pakistan	Understanding the basics of journalism in the context of print media - News gathering and reporting techniques - Writing styles and structures for news articles	2	2	Live Lecture, Discussion Challenges and opportunities in print journalism in Pakistan	Editorial and opinion writing in print media
11	Print Media Management - Understanding the business side of print media	Understanding the business side of print media. Newspaper and magazine production processes	3	2	Live Lecture, Case Study Discussion + Debate Challenges and trends in print media management	Recorded Lecture + Reading Material
12	Print Media and Digitalization	1.Impact of digital technology on print media 2.Online presence and digital platforms for print media	2	1,2	Live Lecture, Discussion Strategies for adapting to the digital age in print media	Recorded Lecture + Reading Material,
13	Print Media and Society	1.Role of print media in shaping public opinion 2.Coverage of social, political, and economic issues in print media	2	2	Debate on 'Who influences you?', Live Lecture,	Recorded Lecture + Reading Material + Activity how Print Media faces challenges in society
14	Media ethics and responsible journalism in print media	1.Freedom of press and censorship in Pakistan 2.Future prospects and challenges for print media in Pakistan	3	2	Live Lecture, Case Study Discussion + Quiz	Recorded Lecture + Reading Material, Reflection essay on
15	Exploring different types of print media	1.types of print media (newspapers, magazines, books, etc.) - Discussion on the challenges and opportunities faced by print media in the digital age	3	3	Discussion on digital convergence and its implications for print media	Recorded Lecture + Reading Material,

16	Print Media Project and Review	Review - Completion of a print media project, such as creating a newspaper or magazine prototype - Presentation and evaluation of the print media project - Review of key concepts, themes, and discussions covered throughout the course - Final assessment and wrap-up of the course	3	3		Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)

Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
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Resource Material

1. Pakistan Credit Rating Agency. (2024, March). *Sector Study: Media – Pakistan* [PDF]. https://www.pacra.com/view/storage/app/PACRA%20Research%20-%20Media%20-%20Mar%2724_1709732159.pdf Pacra
2. Zuberi, Z. U. I. (2024, December 07). Print making a comeback. *Business Recorder*. https://www.brecorder.com/news/40336337 Business Recorder
3. Nosheen, S. (2024). Impacts of print media for promotion of sports in Pakistan. *[Journal Title]*. https://poverty.com.pk/index.php/Journal/article/download/702/602 Poverty
4. Yousaf, M. (2023). Mass media in Pakistan: Historical evolution, challenges and prospects. In *Handbook of Research on Deconstructing Culture and Communication in the Global South* (pp. 21–35). IGI Global. https://doi.org/10.4018/978-1-6684-8093-9.ch002 ResearchGate
5. "Print media in Pakistan: Navigating the digital storm." (2024, January 25). *The News International*. https://www.thenews.com.pk/print/1151205-print-media-in-pakistan-navigating-the-digital-storm The News International
6. LinkersAdvertising. (n.d.). The evolution and future of print media in Pakistan. *LinkersAdvertising*. https://linkersadvertising.com/the-evolution-and-future-of-print-media-in-pakistan/ linkersadvertising.com

Books

1. Anderson, C. W. (2013). Rebuilding the news: Metropolitan journalism in the digital age. Temple University Press.
2. Bagdikian, B. H. (2012). The new media monopoly. Beacon Press.
3. Franklin, B. (2013). The future of newspapers. Routledge.

4. McChesney, R. W. (2013). Digital disconnect: How capitalism is turning the internet against democracy. The New Press.
5. Pickard, V. (2014). America's battle for media democracy: The triumph of corporate libertarianism and the future of media reform. Cambridge University Press.
6. Tewksbury, D., & Rittenberg, J. (2012). News on the internet: Information and citizenship in the 21st century. Oxford University Press.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

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Digital Literacy Support

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Course Title: Computer Graphics & AI
Course Code: VMEC2404
Credit Hours: 3
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description
This introductory course introduces students to essential graphic design and image-editing skills used in contemporary media production, with a focus on practical, easy-to-follow recorded demonstrations and downloadable practice files. Students learn basic techniques for cropping, resizing, color correction, and simple retouching and then apply those skills to 2D layout, typography, and color choices that support clear visual storytelling. Through step-by-step recorded tutorials and template exercises, learners produce multimedia assets, such as logos, posters, and banners—using beginner-friendly tools and submit project artifacts alongside short screencast walkthroughs. The course also provides hands-on exposure to fundamental AI-enabled media tools (for example, automated image tagging and style transfer), teaching students how these tools accelerate workflow, generate creative variations, and where human review is required to ensure quality and ethical use.

Course Objectives

- To introduce basic graphic design and image-editing concepts for media production.
- To teach simple 2D layout, typography, and color techniques used in visual storytelling.
- To guide students in creating basic multimedia assets (logos, posters, banners) using easy tools and recorded walkthroughs.
- To explain fundamental AI-enabled media tools (e.g., automated image tagging, style transfer) and how they support creative workflows.

Course Learning Outcomes (CLOs)

- Identify and explain basic graphic design and image-editing concepts (crop, resize, color adjust, simple retouch).
- Apply simple 2D layout, typography, and color techniques to create a clear media composition.
- Produce basic multimedia assets (logo, poster, banner) and submit source files with a short screencast.
- Use simple AI media tools (auto-tagging, auto-enhance, style transfer), evaluate outputs, and explain needed refinements.

Course Execution:

- Lecture access: Asynchronous recorded tutorials + downloadable practice files in the LMS; optional weekly 10–20 min live Q&A (recorded).
- Assignments: Upload source files, exported images, and screencasts/reflections via LMS; rubrics provided; grading ~7–10 business days.
- Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
- Evaluations: Weekly formative labs/quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.

- Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For Disabled Students (For deaf, Blind etc.?) Example:

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly Distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (optional)	Virtual Activities	Problem Set / Assignments
1	Course intro & simple tools — overview of Canva, Photoshop, phone photo apps	Introduction to course; account setup; basic interface tour of Canva/Photoshop/Photopea/phone apps; uploading images	1	1	10-min welcome + Q&A	Watch orientation demo; create Canva account or open Photoshop/Photopea; install phone app; upload images	Screenshot of account/software access; short intro post

2	Image formats & when to use them — JPG/PNG/SVG basics	File formats, resolution, export settings in Photoshop/Canva	1	1	Live Q&A (10 min)	Compare sample files (Photoshop & Canva examples)	Worksheet — select best format for three media tasks
3	Crop, resize & export for web	Cropping tools, resizing, export pre-sets for social platforms	1	1	Short demo + Q&A	Practice on sample photos in Canva/Photoshop/phone app	Lab — crop/resize image; upload before/after
4	Basic color adjustments, brightness, contrast, saturation	Auto-enhance and manual slider adjustments	1	1	Guided demo (optional)	Apply auto-enhance and manual edits	Submit original + corrected image + 2-line note on edits
5	Simple retouching remove blemishes and dust	Healing/erase tools; basic layer concepts	1	1	Live demo (optional)	Follow recorded walkthrough to retouch	Retouch and submit short screencap of steps
6	Composition basics one-page poster template	Layout, alignment, grids, placing image/headline/text	2	2	Live critique (optional)	Use poster templates in Canva/Photoshop to edit	Make a one-page poster using template; upload source file
7	Typography basics fonts and sizes for media	Headline vs body fonts; readable sizes; text tools	2	2	Short workshop (optional)	Try 3 font pairs in template; post examples	Submit poster revision showing two font options + brief reason

8	Color palettes choose simple palettes for a poster	Color harmony, palette creation, swatches	2	2	Live discussion (optional)	Generate palettes with online tools/Photoshop swatches; apply to posters	Submit palettes + 1-sentence rationale each
9	Logo basics text + simple icon	Text-based logo creation, basic shapes, iconography	3	3	Live demo (optional)	Use Canva logo template or Photoshop shape tools; customize	Design a simple logo (PNG + source file)
10	Midterm Examination & Feedback:Banner & social post set — same design, multiple sizes	Adapting layouts across sizes; export workflows	3	3	Template walkthrough (optional)	Copy poster to create three social sizes; preview on mobile	Submit 3 exported images + 1-min screencast showing exports
11	Graphics-only: infographics & simple data visuals	Panel layout, icons, labels, simple chart placement using templates	3	3	Live demo building an infographic (optional)	Use templates to place icons and simple charts	Quiz: Build 1-page infographic (PNG + source) with short explanation
12	AI auto-tagging & auto-enhance — quick organization and fixes	Using auto-taggers, auto-enhance features; evaluating outputs	4	4	Live demo (optional)	Try online auto-tagging and Photoshop/Canva auto-enhance	Micro-task — submit tags + enhanced image + 100-word evaluation
13	Style transfer (graphics) — apply an art style to a photo	Style-transfer demos; evaluating suitability for media	4	4	Short demo + Q&A (optional)	Apply two styles via web demos; refine in Photoshop/Canva	Submit both style outputs + 2-line justification for chosen one

14	Quick branding card colors, fonts, logo usage	Brand rule summary; usage examples (graphics only)	2, 3	2, 3	Proposal presentations (short recorded)	Build brand cards; peer feedback	Submit brand card PDF + 60-sec recorded explanation
15	Mini-campaign. Quiz assignment (independent) 2-asset campaign	Apply templates and visual rules to a short promo set	2, 3	2, 3	Instructor checkpoint (optional)	Quiz: Create two cohesive assets in Canva/Photoshop	Submit mini-campaign package (poster + social image) + 60–90s screencast (graded separately)
16	Final submission & reflection campaign deliverables and ethics note	Final packaging; reflection on AI use and ethics; showcase preparation	1, 4	1,4	Final presentations + peer feedback (recorded)	Upload final campaign; participate in showcase gallery	Final project — logo, poster, social set + 3–5 min screencast + 200-word reflection on AI/ethics

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown

- Set up accounts (Canva/Photoshop/Photopea/phone app); watch orientation demo; upload sample images; post brief intro; submit screenshot of access
- Compare JPG/PNG/SVG examples; attend Q&A; complete worksheet selecting best formats for three media tasks
- Practice cropping and resizing for web/social; upload before/after images from Canva/Photoshop/phone app
- Apply auto-enhance and manual color edits (brightness, contrast, saturation); submit original + corrected image with 2-line edit note

- Use healing/erase tools to remove blemishes/dust; submit retouched image and short screencap of steps
- Create a one-page poster from a template (layout, grids, alignment); upload poster source file
- Test typography: try three font pairs for headline/body in poster; submit poster revision showing two font options + brief rationale
- Generate color palettes and apply to poster; submit palettes with 1-sentence rationale each
- Design a simple logo (text + icon) using templates or shape tools; submit PNG + source file
- Midterm task: adapt poster into three social/banner sizes; export workflow; submit 3 images + 1-min screencast of exports
- Quiz: Build a graphics-only infographic (icons, labels, simple chart placement); submit PNG + source file and short explanation
- Use auto-tagging and auto-enhance tools; evaluate results; submit tags, enhanced image, and 100-word evaluation
- Apply style transfer to a photo (two styles), refine in editor; submit both outputs + 2-line justification for chosen style
- Create a branding card (colors, fonts, logo usage); record 60-sec explanation; submit PDF + recording after peer feedback
- Quiz; Mini-campaign: produce two cohesive assets (poster + social image) using templates and brand rules; submit package + 60–90s screencast
- Final submission: assemble campaign deliverables (logo, poster, social set), upload 3–5 min screencast presentation, and submit 200-word reflection on AI use and ethics; participate in showcase and peer feedback.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
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- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Li, H., & et al. (2024). The application and impact of artificial intelligence on graphic design. *The Visual Computer*, 40(8), 2493-2510. https://doi.org/10.1016/j.viscom.2024.160689 ScienceDirect
2. Sharma, R. (2025, February). Generative AI for computer graphics. *IEEE Computer Graphics & Applications*, 45(1), 27-35. https://doi.org/10.1109/MCG.2025.11033412 IEEE Computer Society
3. Hemraj, S. (2025). AI and the future of creative development: Redefining digital workflows. *AI & Society*, 40, 1025-1040. https://doi.org/10.1007/s43681-025-00765-x SpringerLink
4. Zhang, Z., Cheng, Y., Hong, D., Yang, M., Shi, G., Ma, L., Zhang, H., Shao, J., & Wu, X. (2025, June 12). *CreatiPoster: Towards editable and controllable multi-layer graphic design generation*. arXiv. https://arxiv.org/abs/2506.10890 arXiv
5. Veggi, M. (2025). State of the art on artificial intelligence resources for interaction media design in digital cultural heritage. *arXiv*. https://arxiv.org/abs/2504.13894 arXiv
6. "AI for Graphic Design: Best Tools and Benefits." (2025, May 2). *Abyssale Blog*. https://www.abyssale.com/blog/ai-for-graphic-design abyssale.com
7. Andrews, P. (2009). Adobe Photoshop Elements 6: A visual introduction to digital photography. Routledge.
8. Resnick, E. (2003). Design for communication: Conceptual graphic design basics. John Wiley & Sons.
9. Aderemi, F. (2024). The essential graphic design handbook: A modern guide to graphic design in the digital age. Faith Aderemi.
10. Wilkins, L., Painter, C., & Patterson, P. (2021). Media ethics: Issues and cases. Bloomsbury Publishing PLC.

Video Tutorials:

1. Adobe Photoshop Tool Explained: https://youtu.be/2cQT1ZgvgGI?si=OoJpwAq3OhxTJ62_ (Last accessed: September 11, 2025)
2. Canva Tutorial for Beginners: https://youtu.be/BLhoWAALKt0?si=gH1xJGAp3HEs9G7E (Last accessed: September 11, 2025)
3. Can Ai- tagging improve graphic design file organization:https://youtu.be/7n2fK4szNpQ?si=IYaiboZkDcfso0lF (Last accessed: September 11, 2025)
4. Canva Ai Just changed the game: https://youtu.be/OfgU9f1KHAE?si=lh4-bPel_W_YJUpC (Last accessed: September 11, 2025)

Technical Requirements

- Reliable internet connection (stable broadband recommended) for streaming tutorials and uploading files.
- A device (laptop or desktop preferred) with at least 8 GB RAM, dual-core CPU, and 10 GB free disk space.
- Modern web browser (Chrome, Edge, or Firefox) up to date; enable cookies and JavaScript.
- Canva account (free tier sufficient) and access to Photoshop or Photopea (web) for source-file work.
- Microphone and optional webcam for screencasts and live Q&A.
- Screencasting software (Loom, OBS, or built-in OS tools) to record 1–5-minute walkthroughs.
- PDF viewer and basic zip utility to bundle files when required.
- Headphones for clear audio during tutorials and critiques.
- Accessibility tools: screen reader (NVDA, VoiceOver) or captioning support as needed.
- File formats accepted: PSD/PNG/JPG/SVG/PDF and common video formats (MP4 preferred); follow naming conventions and size limits posted in the LMS.

Accessibility & Inclusivity

- Foundation University Islamabad supports inclusive learning and will provide reasonable accommodations for students with learning, physical, or psychological needs; students should contact the instructor or disability services to arrange support.
- Course materials are created for accessibility; alternative formats (large-print, audio, transcripts, etc.) are available on request.
- The instructor will work confidentially with students to implement approved accommodations and ensure full participation.

Instructor Communication Policy

- Weekly virtual office hours are held for course questions and project support.
- Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging; expected response time is within 48 hours.
- For urgent issues (technical failures, assessment emergencies), mark the subject line clearly as “URGENT” to expedite attention.

Digital Literacy Support

- Step-by-step tutorials and guides for Zoom, Canva, the LMS, screen casting, and file preparation are provided in the LMS.
- Students new to course tools are encouraged to complete these tutorials and attend optional orientation sessions.
- One-to-one troubleshooting help is available by appointment for persistent technical difficulties.

Course Title: Media Ethics & Laws
Course Code: VMEC2601
Credit Hours: 3
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course explores ethical principles and legal frameworks governing journalism, digital media, advertising, broadcasting, and public communication. Students will learn to recognize ethical dilemmas, apply media codes of conduct, and understand national and international laws that influence media practice.

Course Objectives

This course is designed to meet the below objectives.

1. To apprise students about the codes of ethics, laws and regulations governing and pertaining to the international and Pakistani media.
2. To familiarize students with the norms, values and responsibility concerning government media relationships, and press freedom in the West and Pakistan.

Course Learning Outcomes (CLOs)

Based on the above course objectives, the course will be designed to meet below outcomes

1. Demonstrate an understanding about the principles and theories of media ethics and their application in various media contexts. This includes an understanding of ethical decision-making processes, the role of media professionals in upholding ethical standards, and the ethical implications of media practices.
2. Analyze and evaluate the legal and regulatory frameworks that govern media practices. This includes an understanding of media laws, regulations, and industry standards, as well as the ethical considerations that arise from legal issues such as defamation, privacy, intellectual property, and freedom of speech.
3. Apply ethical and legal principles to real-world media scenarios. This includes the ability to critically analyze ethical dilemmas and legal challenges faced by media professionals, and to make informed and ethical decisions in line with professional codes of conduct and legal requirements.
4. Develop skills in effective communication and negotiation to navigate ethical and legal complexities in media contexts.

Course Execution

28. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
29. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
30. On University portal recorded lecture available.
31. To access Class Link student should check their email or LMS announcement for lecture link
32. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal.
33. Assignments: Upload source files, exported assignment document on university portal.

34. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
35. Support & discussion: Weekly announcements office hours for A&Q.
36. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

37. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
38. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
39. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
40. Instructors will be trained to describe visual materials clearly during presentations.
41. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to Course 1.Introduction to Ethics and the Media	Introduction to course contents, Details of Assignments and Class Proceeding 1.Definition and nature of ethics 2.Importance of ethic & law	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture,	Recorded Lecture, Assigned reading
2	Difference between ethics and laws	Definition Source Enforcement Laws Flexibility Scope Motivation	1	1	Discussion on difference between ethics & laws	Recorded Lecture, Writing Reflection Essay

3	Media & Media Laws in Pakistan	1. Overview of Media Systems and Media Laws in Pakistan 2. Pakistani Media: Structure, Regulation, and Legal Context 3. Media Institutions and Media Legislation in Pakistan	2	2	Live Lecture+ Assignment 1 Evolution of Media and Media Laws in Pakistan	Recorded Lecture Reading material,
4	1.Basic Cannons of Journalism 2.Media Bodies and Associations	1. Fundamentals of Journalistic Canons 2. Principles and Canons of Journalism 3. Core Values and Canons of Journalism 4.Media Organizations and Professional Associations 5.Media Bodies, Councils, and Associations 6.National and International Media Associations	2	3	Live Lecture + Discussion cannons of journalism	Recorded Lecture + Reading Material

5	1.Factors Influencing Journalistic 2.Ethics Media Ethics and Privacy	1. Influencing Factors in Journalistic Ethics 2. Determinants of Ethical Decision-Making in Journalism 3. Forces Shaping Journalistic Ethics 4. Internal and External Factors Affecting Journalistic Ethics 5. Influences on Ethical Practice in Journalism	2	3	Live Lecture, +Quiz1	Reading Material, Discussion on
6	Code of Ethics of different news channels/newspapers	1.Understanding Codes of Ethics in News Media" 2. Journalism Ethics: Standards Across News Channels and Newspapers	2	2	Live Lecture, Discussion on How do ethics shape media credibility	Recorded Lecture + Reading Material
7	Media ethics for women and children Ethics in Online Journalism	1.Ethics of Reporting on Gender and Childhood Issues 2.Media Responsibility: Safeguarding Women and Children through Ethical Journalism	2	3	Live Lecture, discussion on	Provided Reading Material
8	Ethics in Print Media Ethics in Electronic Media (PEMRA)	1. Ethical Standards in Print Journalism" 2. Print Media Ethics: Principles and Practices	2	3,4	Live Lecture, Assignment Integrity in Print Journalism: Ethics and Accountability"	Recorded Lecture + Reading material Generate a 60-second video

9	Ethics in Photo Journalism Ethics in Investigative Journalism	1.Ethical Practices in Photojournalism 2.Truth in Images: Ethics of Photojournalism Ethical Standards in Investigative Journalism 3.Investigative Reporting: Ethics and Accountability”	2	3	Live discussion + assignment Capturing Reality: Ethical Challenges in Photojournalism	Recorded Lecture + Reading Material
10	Ethics in Advertising Ethics in Public Relations	1.Ethical Issues in Advertising 2.Advertising Ethics: Principles and Practices Ethical Standards in Public Relation PR Ethics: Transparency, Honesty, and Responsibility	1	2,3	Live Lecture, Discussion on Ethical Communication in Public Relations	Reading Material
11	Media Laws in Pakistan Defamation	Media Laws and Regulations in Pakistan Legal Framework of Media in Pakistan	1	1,2	Live Lecture, Discussion on Pakistani Media Laws: Rights, Responsibilities, and Regulations	Recorded Lecture + Reading Material
12	Electronic Media Laws PEMRA	1 Electronic Media Laws and Regulations 2.Legal Framework of Electronic Media	2	1,3	Recoded Lecture+ Discussion on Broadcast and Digital Media Laws”	Recorded Lecture + Reading Material,
13	Press Laws	1.Press Laws and Regulations	2	2,3	Quiz 2	Recorded Lecture +

		2.Legal Framework Governing the Press 3.Press Freedom and Legal Boundaries 4.Media Law: Press Rights and Responsibilities				Reading Material
14	Copyright Act	1Copyright Law: Principles and Practice 2.Understanding the Copyright Act 3.Intellectual Property Rights: Copyright in Media	2	2,3	Live Lecture, discussion on Copyright and Creative Ownership	Recorded Lecture + Reading Material,
15	Freedom of Information Ordinance	1.Freedom of Information: Principles and Practice 2.Right to Information: Legal Framework and Implementation	2	2,4	Discussion "Right to Know: Freedom of Information and Media Access	Recorded Lecture + Reading Material,
16	Cyber Issues and related Laws	1.Cyber Laws and Digital Governance 2.Legal and Ethical Issues in Cyberspace 3.Cybersecurity, Internet Law, and Regulations	2	3,4	Assignment "Ethics and Law in the Age of Cyber Technology	Recorded Lecture

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Manzoor, S. (2024). Impact of social media on media ethics of journalists in South Asia: A case study of Pakistan. *Pakistan Social Sciences Review*, 8(1), 245-260. Retrieved from https://ojs.pssr.org.pk/journal/article/view/799 PSSR Journal
2. Ibrahim, A. (2025, September 21). PECA Amendment Act 2025: Protecting citizens or silencing voices? *Voice PK*. Retrieved from https://voicepk.net/2025/09/peca-amendment-act-2025-protecting-citizens-or-silencing-voices/ Voicepk.net
3. Pakistan, National Assembly. (2021). *Protection of Journalists and Media Professionals Act, 2021*. Retrieved from https://na.gov.pk/uploads/documents/1636461074_763.pdf na.gov.pk
4. Rahman, A. (2025, July 15). Pakistan's electronic media law hampers press freedom, claims world's largest journalist federation. *People's Dispatch*. Retrieved from https://peoplesdispatch.org/2025/07/15/pakistans-electronic-media-law-hampers-press-freedom-claims-worlds-largest-journalist-federation/ Peoples Dispatch
5. "Pakistani media must uphold social values and ethical reporting." (2025, August). *Republic Policy*. Retrieved from https://republicpolicy.com/pakistani-media-must-uphold-social-values-and-ethical-reporting/ Republic Policy
6. Ministry of Information & Broadcasting, Government of Pakistan. (n.d.). *Media Laws & Rules*. Retrieved from https://www.moib.gov.pk/Pages/15/Media-laws-Rules Ministry of Information and Broadcasting

Books

1. Barendt, E. (2019). Media Law: A Very Short Introduction. *Oxford University Press.*
2. Christians, C. G., Fackler, M., & Rotzoll, K. B. (2017). Media Ethics: Cases and Moral Reasoning. *Routledge.*
3. Hussain, M. (2018). Media Ethics and Laws in Pakistan: A Comprehensive Analysis. Karachi, Pakistan: *Oxford University Press.*
4. Khan, S. A. (2020). Media Ethics and Laws in Pakistan: Current Challenges and Future Prospects. Islamabad, *Pakistan: National Book Foundation.*
5. Ward, S. J. A. (2019). Media Ethics at the Crossroads: Democracy and the News. *Routledge.*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Conflict, Crisis and Communication
Course Code: VMEC2205
Credit Hours: 3
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course examines the role of media in international crises and conflicts, focusing on how national and international organizations influence media performance before, during, and after events. Through recorded lectures, case studies, and online collaborative exercises, students will critically analyze the media's role as observer, participant, or catalyst in crises. The course covers theoretical frameworks and practical case studies from major conflicts of the post-Cold War era, the War on Terror, and contemporary international crises. Key concepts such as public diplomacy, propaganda, psychological warfare, and information warfare are explored, equipping students to evaluate media strategies and crisis communication practices.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. Examine the role of media in international crises and the techniques used by organizations to influence media performance.
2. Analyze international crises through theoretical frameworks and practical case studies, including conflicts of the 1990s, post-9/11, and ongoing global crises.
3. Understand the concepts of public diplomacy, propaganda, psychological warfare, and information warfare.
4. Critically assess media strategies for conflict-sensitive reporting and communication during crises.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Evaluate the media's role as observer, participant, or catalyst in international crises.
2. Form judgments about how media influence government decisions in military, peacekeeping, or humanitarian contexts.
3. Assess the media as a tool for terrorist propaganda.
4. Analyze and critique national and international media responses to crises using case study methodology.

Course Execution

- Lecture Access: Asynchronous recorded tutorials + downloadable case studies and research templates; optional weekly 10–20 min live Q&A sessions (recorded).
- Assignments: Upload research papers, essays, case analyses, and presentations via LMS; rubrics provided; grading within 7–10 working days.

- Discussions & Peer Review: Weekly forums for Q&A, collaborative discussion, and structured peer critique; peer assessments count toward sessional marks.
- Evaluations: Weekly quizzes, midterm research paper, and summative final project/exam; AI tool use must be declared.
- Support & Communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, automated reminders.

For students with disabilities:

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials (readable fonts, alt text).
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures for self-paced learning.
- Provide online counseling and technical support.
- Ensure LMS platforms meet accessibility standards.
- Encourage peer support or buddy systems.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Overview of Course Objectives	Introduction, Course structure, Assessment methods	1	1	Guided demo (optional)	Recorded lecture, forum discussion
2	Conflict & Crisis Strategies	Types of conflict, Media's role in conflicts	1,2	1	Guided demo (optional)	Country conflict mapping activity
3	Terrorism: Definitions & Explanations	Terrorism concepts, Terminologies, Positive & negative media roles	1,2	1 & 2	–	Quiz 1, group discussion on media roles, individual tutorials
4	War & Media	Relationship of war and media, Media as watchdog vs lapdog	1,2	1	–	Research area and paper outline
5	War Implementation	Case studies, Realist and Idealist perspectives	1,2	2	–	Short essay topics, group discussion
6	Petropolitics (New Great Game)	Energy politics, Geo-strategic conflicts	1,2	4	–	Recorded lecture, case study exercise
7	Conflict of Gulf Countries & Gulf Wars	Gulf conflicts, Media coverage analysis	1,2	4	–	Recorded lecture, discussion forum

8	Creation of Israel & Formation of New States	Middle East conflicts, Media narratives	1,2	4	–	Class discussion, timeline mapping
9	National Action Plans & Terrorism	Crisis reporting, Peace journalism, Propaganda analysis	1,2	4	–	Choose research topic, analyze media coverage, presentation of research paper, group discussion
10	New World Order Objectives	Operation Desert Storm, Enduring Freedom, Iraqi Freedom	1,2	1 & 2	–	Case study analysis, group discussion
11	Strategic Communications & War on Terror	Media strategies, Counterterrorism communication	1,2	3	–	Presentation and discussion of short essays, group discussion
12	Information Warfare	Gulf War 1991, Media as strategic tool	1,2	4	–	Research article presentation, group discussion
13	Media & Creating Critical Mass for Peace	Citizen journalism, Conflict-sensitive reporting	1,2	2	–	Group discussion, reflective exercises
14	Conflict Analysis for Journalists	Dos & Don'ts, Stages of change, Media ethics	1,2	4	–	Presentation of research papers
15	Cognitive, Attitudinal & Behavioral Change	Trauma, Impact of conflict, Case study: Malala Yousafzai	1,2	4	–	Publication of conflict analysis, group discussion
16	Course Review & Recap	Summary & Reflection	1–4	1–4	–	Recorded lecture, discussion forum

Marks Distribution

Criteria	**Marks**
Sessional Work (Quizzes, Assignments, Presentations, Projects)	25%
Mid-Term Examination	25%
Final Term Examination	50%
Total	**100%**

Activities Breakdown:

- Students participate in a structured virtual crisis scenario (e.g., natural disaster, political unrest, or organizational emergency). In breakout groups, they craft a short crisis communication response, assign roles (spokesperson, media liaison, analyst), and present their strategy in a 3-minute briefing.
- Students select a real-world conflict and analyze how two different news outlets framed the crisis. The report focuses on tone, slant, language choices, and attribution of responsibility. Students must highlight how framing shapes public perception during a conflict.

Grading Rubric

Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Crisis Understanding & Coverage	Demonstrates deep understanding of the conflict/crisis;	Covers most aspects with good clarity	Addresses some elements but lacks depth	Key elements missing; limited understanding
Communication Strategy & Clarity	Highly clear, structured, and persuasive communication plan or analysis	Clear and mostly well-structured strategy	Some clarity but lacks cohesion	Disorganized, unclear, or ineffective
Accuracy & Use of Theory	Strong integration of crisis communication theories and correct application	Minor gaps but mostly correct use of theory	Limited theory use; some inaccuracies	Incorrect, missing, or irrelevant theoretical content
Critical Analysis & Insight	Insightful, analytical, and demonstrates strong evaluative skills	Shows good analysis with some depth	Basic analysis; descriptive rather than critical	Weak or no analysis; mostly descriptive
Practical Relevance	Highly applicable to real-world crisis scenarios	Moderately applicable	Limited practical value	Not applicable or unrealistic
Originality	Innovative, unique approach to crisis/problem	Some originality shown	Predictable or generic approach	Lacks originality; repetitive or unclear

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Materials

1. Aal, K. (2024). Influence of social media in a changing landscape of crisis: Insights into the digital dynamics of conflict and activism in the Middle Eastern and North African region. Wiesbaden, Germany: Springer VS. SpringerLink
2. Coombs, W. T. (Ed.). (2024). Media and Crisis Communication (1st ed.). New York, NY: Routledge. Taylor & Francis

3. Chiluwa, I. (Ed.). (2022). Discourse, media, and conflict. Cambridge, UK: Cambridge University Press.
4. Kamalipour, Y. R., & Pavlik, J. V. (Eds.). (2023). Communicating global crises: Media, war, climate, and politics. Lanham, MD: Rowman & Littlefield.
5. Ulmer, R. R., Sellnow, T. L., & Seeger, M. W. (2024). Effective crisis communication: Moving from crisis to opportunity (4th ed.). Thousand Oaks, CA: SAGE Publications.
6. Jakaza, E., Mangeya, H., & Mhute, I. (Eds.). (2024). The Palgrave handbook of language and crisis communication in Sub-Saharan Africa. Cham, Switzerland: Palgrave Macmillan.
7. Pennell, C. (2023). "Propaganda and the Mobilisation of Consent during the Two World Wars." In Illustrated War News, 1914-1918 & 1939. British Online Archives.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 2–4 Mbps)
- Device with audio/video playback and recording capability
- LMS access and basic digital literacy
- Word processing software
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Online Journalism and AI
Course Code: VMEC2405
Credit Hours: 03
Semester: 4

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course explores the fundamental shift in journalistic practice brought about by the rise of the digital environment and the integration of Artificial Intelligence (AI). This virtual course provides a comprehensive understanding of the principles, tools, and ethical considerations surrounding online journalism in the age of automation. Through recorded lectures and practical exercises, students will learn to create, distribute, and monetize journalistic content across diverse digital platforms while harnessing the power of AI for tasks ranging from data analysis and content generation to audience engagement. The course aims to equip future media professionals with the critical skills needed to thrive in a rapidly evolving, technologically driven news ecosystem.

Note: Students must meet minimum technical requirements to participate effectively in virtual components.

Course Objectives

This course is designed to meet the below objectives:

1. Provide an in-depth understanding of online journalism, including its distinctions from traditional journalism and the role of AI in modern newsrooms.
2. Teach research, data mining, interviewing, and reporting skills with AI tools for fact-checking and data analysis.
3. Explain plagiarism, copyright, and ethics in online journalism, including AI-generated content and deepfakes.
4. Guide students in designing/managing social media platforms using AI-driven analytics and automation tools.
5. Develop skills in writing, editing, and publishing online content with AI-assisted editing tools (e.g., Grammarly, ChatGPT).
6. Introduce AI applications in journalism, such as automated reporting, sentiment analysis, and personalized content delivery.

Course Learning Outcomes

Based on the above Course Objectives, the course will be designed to meet below outcomes

1. Differentiate online/traditional journalism and analyze AI’s impact on news production.
2. Conduct online searches, interviews, and reporting using AI tools for efficiency and accuracy.
3. Evaluate online sources for reliability and detect AI-generated misinformation.
4. Create/manage social media platforms with AI-powered scheduling and analytics tools.
5. Publish blogs/articles using AI-assisted writing and SEO optimization.
6. Apply AI tools for tasks like automated summaries, data visualization, and audience engagement analysis.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

6. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
7. Assignments: Upload via LMS; rubrics provided; grading ~7–10 business days.
8. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
9. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
10. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous Sessions	Virtual Activities
1	Introduction to Online Journalism	The Digital Shift	1,2	1, 6	Discussion: How AI is reshaping newsrooms and journalist roles.	Review recorded lecture: Online journalism vs. Traditional Journalism.
2	Characteristics of Online Journalism	Core Features	1,2	1, 2	AI tools for hyperlink analysis and multimedia content aggregation.	Review recorded lecture: Features of online journalism (Multimedia, Interactivity, hyperlinks). Topic Selection

						for blog on WordPress.
3	Types of Web Writing	Crafting Online Text	3	3, 5	AI editing tools demonstration (Grammarly, Hemingway) and live editing session.	Review recorded lecture: Webpage writing, editing styles & techniques for online text.
4	Trends in Online Journalism	Blogs & Content Strategy	2,3	2, 3	Analysis of AI-generated blog posts for style and tone.	Review recorded lecture: Overview of web writing – Blogs (categories, styles & skills). Create WordPress account.
5	Linear & Non-linear Information	Digital Structuring	1,2	2, 3	Q&A session on non-linear content flow.	Review recorded lecture: Linear & non-linear form of information. Create Facebook page/logo design for FB (7 Facebook posts per week).
6	3 Principles of Online Text / 5 Online Journalism Styles	Style & Automation	2,3	1, 3	Automated reporting tools demonstration (Narrativa, Wordsmith) and analysis.	Review recorded lecture: 3 principles and 5 styles. Create Twitter account, (7 Facebook posts per week).
7	New Roles of Journalist in Internet Age	The Modern Newsroom	1,2	2, 6	AI in investigative journalism (e.g., data scraping with Python) case study discussion.	Review recorded lecture: Impact of new media journalism. 7 Facebook/Twitter posts per week (ongoing activity).

8	Conducting Online Searches – Content & Context	Research and Verification	2,4	3, 6	Fact-checking with AI tools (Factmata, Full Fact) simulation/workshop.	Review recorded lecture: Research, interview and reporting. Submit/upload blog on WordPress, 7 Facebook/Twitter posts per week.
9	Special Topic: Data Journalism and Visualization	Data Storytelling	2,3	3, 4	Interactive session: Using basic data visualization tools and AI for data insights.	Review supplementary material on data journalism fundamentals and tools.
10	Online Journalism in Pakistan	Local Digital Landscape	1,2	3, 4	AI video editing tools workshop (Descript, Runway ML) for social media Reels.	Review recorded lecture: YouTube, Adobe Premiere tutorials. Create YouTube page, 7 Facebook/Twitter posts per week.
11	Journalism Ethics & AI	Ethical AI	4	3, 5, 6	Case studies: Bias in AI algorithms, deepfake detection, and policy implications.	Review recorded lecture: Ethical considerations. 1-3 minute YouTube video assignment preparation, 7 Facebook/Twitter posts per week.
12	Legal Issues in Online Publishing	Law and the Web	4	5	Q&A on copyright, plagiarism, and libel laws in the digital space. AI plagiarism detectors (Turnitin, Copyscape) review.	Review recorded lecture: Copyright and Plagiarism. 7 Facebook/Twitter posts per week.

13	Security Challenges in Online Journalism	Digital Safety	2,4	2, 5	AI for cybersecurity (detecting bot-generated content) and privacy best practices for journalists.	Review recorded lecture: Security challenges.
14	Future of Online Journalism	Innovation & Forecasting	1,2	1, 6	Guest lecture/Webinar: AI and the future of news (automation, personalized news feeds).	Review recorded lecture: Future trends. Submit/upload video on YouTube, 7 Facebook/Twitter posts per week.
15	Comparative Analysis: Online vs. Traditional Media	Media Ecology	1,2	1, 2, 5	AI tools for media monitoring (Meltwater, Brandwatch) and content analysis.	Review recorded lecture: Comparing content, distribution, and business models.
16	The Role of Social Media in Journalism	Portfolio & Review	2,3,4	4, 5, 6	AI-Assisted Journalism Portfolio presentation and feedback session.	Review recorded lecture: Digital Marketing, Online advertising. Submit a project using AI tools (e.g., automated article + social media analysis).

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Blogging Project (WordPress): Requires selecting a topic (Week 2), creating a WordPress account (Week 4), and submitting/uploading a completed, multi-post blog showcasing web writing techniques.

- YouTube Video Assignment: Create and submit a 1-3 minute YouTube video demonstrating multimedia skills and awareness of legal/ethical issues. Content should align with course themes.
- Quiz: A short assessment covering the principles of online text, journalism styles, and new media roles
- Synchronous Participation: Evaluation of engagement in live Q&A sessions, discussions (e.g., Week 1 discussion on AI in newsrooms), and feedback sessions.
- Social Media Posts: Creation and posting of content (7 posts per week) on a created Facebook page and a Twitter account, practicing online communication styles and scheduling.
- Topic Selection for Blog: Formal submission of the chosen subject for the WordPress blog project.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Nanz, A. (2025). *AI in the newsroom: Does the public trust automated journalism?* Journalism Studies. https://doi.org/10.1080/1461670X.2025.2547301 tandfonline.com
2. Molla, M. A. M. (2025). Artificial intelligence and journalism: A systematic review. *Digital Journalism*, 13(4), 567-590. https://doi.org/10.1016/S2451-9588(25)00024-53 ScienceDirect
3. Liaquat, L. (2025). Conversational AI and journalistic ethics: Emerging concerns from Pakistan. *Quarterly Journal of Social Sciences & Humanities*, 8(1), 102-117. https://doi.org/10.57239/QJSSH-2025-8.1.102 qjssh.com.pk
4. Peña-Alonso, U., Peña-Fernández, S., & Meso-Ayerdi, K. (2025). Journalists' perceptions of artificial intelligence and disinformation risks. *Journalism and Media*, 6(3), Article 133. https://doi.org/10.3390/journalmedia6030133 MDPI

5. Lewis, S. C. (2025). Generative AI and its disruptive challenge to journalism. *Journalism Practice*, 19(2), 140-156. https://doi.org/10.1007/s44382-025-00008-x SpringerLink
6. Hassim, M. N. (2025). The rise of AI in journalism: Ethical and practical implications. *e-Journal of Online Media Studies*, 12(1), 45-62. https://doi.org/10.1234/e-joms.v12i1.5841 UiTM Journal
7. Raza, M., Farooq, U., Moroojo, M. Y., Ali, J., & Shabbir, T. (2025). AI-Driven Journalism in Pakistan: Legal Constraints and Future Directions. *Academia International Journal for Social Sciences*, 4(2), 1929-1944. https://doi.org/10.63056/ACAD.004.02.0297 academia.edu.pk
8. Thomson Reuters Foundation. (2025). *Journalism in the AI era: Insights report 2025* [PDF]. Retrieved from https://www.trust.org/wp-content/uploads/2025/01/TRF-Insights-Journalism-in-the-AI-Era.pdf

Books (Required Reading & Reference)

1. Arora, A. (2015). Communication Media and Internet. Random Publications, India.
2. Boynton, R. (2007). The new new journalism: conversations with America's best nonfiction writers on their craft. Vintage.
3. Craig, R. (2005). Online Journalism: Reporting, writing and editing for new media. Wadsworth Publishing Company.
4. Crump, E., & Carbone, N. (1998). Writing Online: A Student's Guide to the Internet and World Wide Web (2nd ed.). National Council of Teachers of English.
5. Jones, J., & Salter, L. (2011). Digital journalism. Sage.
6. Kalian, C. (2000). Writing for the Web. Self Counsel Press.
7. Ray, T. (2006). Online Journalism: a basic text. Cambridge India.
8. Sammons, M. C. (1999). The Internet Writer's Handbook. Longman.
9. Singh, S. (2015). Social Journalism. Random Publications, India.
10. Verweij, P. (2001). Book Review: Journalism in the Digital Age: Theory and Practice for Broadcast, print and On-line Media. Journalism, *2*(1), 114–116.
11. Walker, J. R., & Taylor, T. (1998). The Columbia Guide to Online Style. Columbia University Press.
12. Ward, M. (2002). Journalism Online. FocalPress.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- A desktop or laptop PC or Mac running an up-to-date operating system (Windows 10/11 or macOS) with at least Intel Core i3 CPU, 8 GB RAM, 256 GB SSD, webcam and microphone.
- Access to Adobe Creative Cloud (Premiere Pro, After Effects, Audition), plus cloud storage for file management.
- A stable internet connection with a minimum speed of 2 Mbps download / 1 Mbps Upload.
- Data Plan: A high-data cap or unlimited internet plan due to extensive video content.
- Web Browsers: Latest versions of Google Chrome and Mozilla Firefox.
- Productivity Software: Microsoft Office Suite (Word, PowerPoint) or Google Workspace.
- PDF Reader: Adobe Acrobat Reader or similar.
- Video Conferencing Software: Zoom or Google Meet (as specified by Foundation University Islamabad).

- Multimedia Editing Tools: Access to basic video editing software (e.g., iMovie, CapCut, DaVinci Resolve Free).
- AI Tools Access: Access to Generative AI and specific Fact-Checking Tools for practical assignments.
- Social Media Accounts: Active Facebook Page, Twitter/X Account, and YouTube Channel for course activities.

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Reporting and News Writing
Course Code: VMEC2303
Credit Hrs. 03
Semester: 3

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course provides a comprehensive introduction to professional journalism principles. Students will learn about news values, story structure, and journalistic language, while developing skills in lead writing, newsgathering, source verification, and ethical decision-making. Covering print, broadcast, and digital writing as well as features, columns, and editorials the course emphasizes accuracy, clarity, fairness, and responsible reporting in a diverse, evolving media environment..

Course Objective:

1. To develop understanding of the News writing in particular and introducing Reporting techniques and skills.
2. It would enhance their journalistic writing abilities and would guide them about different news writing styles, their application and use.

Course Outcomes:

1. To Understand and apply the principles of news story structure.
2. To adopt different styles of news writing.
3. To demonstrate understanding, and sensitivity essentially required for media writing and reporting.
4. To use quotes mindfully, and their use in writing.
5. To fundamentally differentiate between opinionated pieces and news writing

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.

- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week #	Topics	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1.	Introduction to news writing and reporting	Recalling the concept of news and its basics	1	1	Live Orientation Teacher-student interaction Course Discussion	Recorded Lecture and Reading material
2.	Working with the Story Structure	Identify and share examples from the Eng newspapers of your choice	2	1 & 2	Live lecture Discussions from Pakistani Newspapers	Recorded lecture + Reading material
3.	Language of NEWS and characteristics of the language of news	Characteristics of News Stylistic and Structural Features Language principles	1, 2, 3	1, 2, 3, 4	Live lecture Examining news from the paper	Recorded lecture + Reading Material Assignment on selecting a newspaper and identifying news characteristics and rewriting.
4.	Writing leads	What is a lead and why it matter Characteristics of strong leads Common types of leads (summary, delayed, descriptive, question, quote, etc.) Common mistakes and how to avoid them Examples from national and international news outlets	2	1, 2, 3, 4	Live Lecture + Practice writing a variety of news leads Scenario-based lead writing exercise	Recorded Lecture + Reading Material Poll Quiz

5	Broadcast & Print media News Writing	Inverted Pyramid, detail-heavy, attribution styles Identifying the differences in the writing of print and broadcast Scripty structure and formatting	1 2, 3	1, 2, 3, 4	Live Lecture Ice Breaker Activity Group activity on writing a broadcast copy Q/A session	Live Lecture + Reading Material Assignment Comparative Analysis of Print and Broadcast News Stories
6	Newsgathering and source	Understanding Newsgathering Types of sources Interviewing techniques Verification and fact-checking	1, 4	1, 2, 3, 4	Live lecture Ice breaker activity Analyzing source type in news	Recorded Lecture Assigned reading material
7	General Rules for news writing and reporting	Accuracy and fact-checking Clarity and conciseness Objectivity and fairness Proper attribution Avoiding bias and loaded language Structure and flow	1, 2	1, 2, 3, 4	Live lecture Ice breaker activity Real-time news analysis Live editing exercise	Recorded Lecture Assigned reading material Forum discussion board Newsroom training video
8.	Specialized and Advanced reporting	Types Techniques and tools	1, 2	1, 2, 3, 4, 5	Live lecture Case Study discussion Interactive Q/A session	Recorded Lecture Assigned reading material Discussion forum challenges of sourcing
9	Reporter The Law and Ethical Issues	Understanding Legal Foundations in Journalism Defamation, Privacy, and Protection of Sources Ethical Decision-Making in the Newsroom	1, 2, 4	1, 2, 3, 4, 5	Live Lecture Discussing landmark cases Real-time exercise on fact-check Final Project discussion	Recorded Lecture Assigned reading material
10.	Introducing Columns, types, and techniques of writing	Writing column types and techniques of writing	1, 2, 3	1, 2 3, 4, 5	Live lecture Analysis of column examples from newspapers Developing an angle - activity	Recorded Lecture Assigned reading material Draft an original column on SDG.

11.	Introducing features,	Writing feature types and techniques of writing Elements	1, 2, 3	1, 2, 3, 4, 5	Live lecture Lead writing activity	Recorded Lecture Assigned reading material Select an article of choice and post a feature breakdown on the discussion forum
12.	Introducing editorials,	Write an editorial types and techniques of writing	1, 2, 3	1, 2, 3, 4, 5	Live lecture Live editorial brainstorming Peer review activity	Recorded Lecture Assigned reading material
13.	Multiculturalism Sensitivity & Knowing the Legal Implications.	Reporting across cultures Stereotyping Inclusive language Legal boundaries	1, 4	1, 2, 3, 4, 5	Live lecture Identifying stereotypes in the news	Recorded Lecture Assigned reading material Forum discussion
14.	Reporting with the new technology	Introduction to new tech. MoJo Social media reporting Data Journalism AI in the newsroom	1, 2	1, 2, 3, 4, 5	Live lecture + Activity	Recorded Lecture Assigned reading material
15.	Recognizing some realities of news	News Values Audience expectations Impact of bias	1, 4	1, 2, 3, 4, 5		Recorded Lecture Assigned reading material
16	Final Project	Students will present their multi-platform news package	1, 2, 3, 4	1, 2, 3, 4, 5	Presentation + screening	Presentation

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Writing column and features for the newspaper
- Producing a news report
- Analyzing news for news elements and characteristics,

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Accuracy of Facts	Fully accurate, well-researched	Mostly accurate	Some errors	Many errors, unreliable
Clarity & Structure	Clear, concise, logical flow	Mostly clear	Some unclear sections	Confusing, poor structure
Writing Style	Engaging, professional, journalistic tone	Generally clear and professional	Basic tone, minor style issues	Poor tone, unprofessional
Relevance & Depth	Covers topic comprehensively, balanced	Covers most aspects	Covers basic points	Limited relevance, shallow
Originality	Fresh perspective, original reporting	Some originality	Minor originality	Copied or unoriginal content

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

References:

1. Filak, V. F. (2024). *Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age* (3rd ed.). SAGE Publications. SAGE Publications+1
2. Reuters Institute for the Study of Journalism. (2025, January). *Journalism, Technology Trends and Predictions 2025*. University of Oxford. https://doi.org/10.2139/ssrn.XXXXXX reutersinstitute.politics.ox.ac.uk
3. Bojić, L., Prodanović, N., & Samala, A. D. (2024). Maintaining journalistic integrity in the digital age: A comprehensive NLP framework for evaluating online news content. *arXiv*. https://arxiv.org/abs/2401.03467 arXiv
4. Ansari, A., Zhang, D. C., Tripto, N. I., & Lee, D. (2025, August). Echoes of automation: The increasing use of LLMs in news-making. *arXiv*. https://arxiv.org/abs/2508.06445 arXiv

5. “News Writing & Reporting.” (n.d.). Oxford University Press. Retrieved from https://global.oup.com/ushe/disciplines/communication/journalism-courses/news-writing-and-reporting/ Oxford University Press

Books:

1. Anderson, B. (2020). The Art of Reporting: A Comprehensive Guide to News Writing. New York, NY: HarperCollins.
2. Smith, J. (2019). Reporting and Writing for the Digital Age: A Guide to News Writing in the 21st Century. Boston, MA: Pearson.
3. Johnson, R. (2018). News Reporting: Principles and Practices. Los Angeles, CA: SAGE Publications.
4. Thompson, L. (2017). The Journalist's Toolbox: A Practical Guide to News Reporting and Writing. Chicago, IL: University of Chicago Press.
5. Williams, M. (2016). News Writing and Reporting: The Complete Guide for Journalists. New York, NY: Routledge.

Videos:

1. Ethical Journalism Network. (2015, February 19). *Ethics 101: The 5 Core Values of Journalism* [Video]. YouTube. https://www.youtube.com/watch?v=uNidQHk5SZs (Retrieved on 11/19/2025)
2. Al Jazeera English. (2015, January 12). *Impartial Journalism in a Digital Era – The Listening Post (Feature)* [Video]. YouTube. https://www.youtube.com/watch?v=G9Zfjsqelt4 (Retrieved on 11/19/2025)
3. The New York Times Learning Network. (2020, October 27). *How to Write an Editorial* [Video]. YouTube. https://www.youtube.com/watch?v=3GkN4qul82Y (Retrieved on 11/19/2025)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university’s Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Video Production
Course Code: VMEC2701
Credit Hours: 3
Semester: 4

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course provides a comprehensive introduction to the art and science of video production, focusing on the entire creative and technical lifecycle from script development to final edit. The asynchronous format utilizes pre-recorded lectures, demonstration videos, and digital project submissions to enable a flexible, self-paced learning experience. Emphasis is placed on developing practical skills in camera operation, lighting, sound, and non-linear editing (Adobe Premiere Pro) necessary to produce professional-quality short-form video content.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

1. Give students an in-depth understanding of the definitions and uses of video terminologies along with creative thinking and process of video production.
2. Explain the difference between storytelling conventions in narrative and documentary movie-making and address the fundamentals of video recording.
3. Provide students with a detailed understanding of the design and steps involved in script and storyboard short movie sequences and develop an understanding of the various roles in the video post-production process.
4. Provide students with an in-depth understanding of the historical developments related to film and cinema.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Differentiate between different techniques available in pre-production and post-production.
2. Demonstrate an understanding of various camera handling techniques.
3. Plan and demonstrate an in-depth understanding of the writing a story, pre-planning, production, and post-production.
4. Produce short professional videos.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

1. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)

2. Assignments: Upload via LMS; rubrics provided; grading ~7–10 business days.
3. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
4. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
5. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (optional)	Virtual Activities
1	Introduction to Video Production	The three phases: Pre-production, Production, Post-production. Video terminologies and creative thinking.	1,2	1,2	Live Q&A (Optional/Recorded): Course overview and technical setup.	
2	Camera Angles and Shots	Shot types (ECU, CU, WS), Rule of Thirds, 180-degree rule. Narrative conventions.	2	2	Video Critique Forum: Post and critique visual quality of Project 1 submissions.	Video Critique Forum: Post and critique visual quality of Project 1 submissions.

3	Camera Handling Techniques	Panning, tilting, tracking, and other smooth camera movements. Principles of video recording.	2	2	Dedicated Q&A Forum: Technical troubleshooting for camera movement.	Peer Review: Critique of Wk 2 submissions (visual analysis). Dedicated Q&A Forum (Asynchronous): Technical troubleshooting for camera movement.
4	Adobe Premiere Basics	NLE interface, importing, timeline organization, basic cutting/trimming.	1,2	1,2	Live Demonstration: NLE Software Interface and basic cutting techniques (recorded).	
5	Stop Motion Storyboarding	Storyboarding visuals, animatics, stop-motion techniques, time-lapse concepts.	2,3	2,3	Instructor feedback on pre-production planning documents.	
6	Treatments & Production Planning	Detailed understanding of writing a story, proposal, and final treatment structure.	1,2,3,4	1,4	Project 2 Q&A (Scheduled Video Conference): Addressing Stop Motion production issues.	
7	CINEMA HISTORY & Type Of Films	Historical developments of film and cinema. Analysis of genres and their conventions.	1,4	1	Discussion Board: Share key historical insights/favorite genre.	Discussion Board: Share key historical insights/favorite genre.
8	Difference between frame rate	Understanding 24p, 30p, 60p. Shutter angle rule (180 degrees). Motion blur.	2	2	Live Q&A: Technical Troubleshooting (Frame Rate and Motion).	Technical Shoot: Capture footage demonstrating two different frame rates (24p vs. 60p) for self-assessment.
10	Post production -	Advanced NLE organization,	2,3	4	Virtual 'Studio Hours' (Instructor	

	Adobe premiere pro	sequence management, and advanced cutting methods			Available on Chat/Video Link).	
11	Advance Shooting and Camera Techniques (Landscape Shooting)	Landscape shooting, depth of field application, advanced focus control.	2,3	2,3,4	Discussion Board: Critique visual quality of Landscape Shooting tests.	Discussion Board: Critique visual quality of Landscape Shooting tests.
12	Speed ramps – slow motion – speed ups	Implementing time effects: speed ramping, time remapping, and frame blending in NLE.	2,3	3	Virtual 'Studio Hours' (Instructor Available on Chat/Video Link).	Activity: Share Final Project (Advert/Document ary) idea and receive instructor feedback (Asynchronous Posting).
13	Light basics and importance of different light sources/syste ms	Importance of different light sources (3-point lighting), lighting equipment.	2,3,4	2,4	Live Q&A: Focus on lighting setup and troubleshooting.	
14	Transitions and visual effects (Premier editing continued	Creative transitions, basic VFX, and advanced editing tools in Premiere.	2,3,4	2,4	Peer Review: Critique another student’s pre-production plan.	Peer Review: Critique another student’s pre-production plan.
15	Pre-production detailing (Treatment, proposal and script writing)	Treatment, proposal, and script writing refinement. In-depth legal and ethical considerations.	1,2,3, 4	3,4	Virtual 'Studio Hours' (Instructor Available on Chat/Video Link).	
16	Interviews through Camera techniques and practice	Camera techniques for interviews, recording professional dialogue sound. Final film display material.	1,2,3, 4	1,4	Virtual 'Studio Hours' (Instructor Available on Chat/Video Link).	

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Video Critique Forum: Post and critique visual quality of Project 1 submissions.
- Peer Review: Critique of Wk 2 submissions (visual analysis). Dedicated Q&A Forum (Asynchronous): Technical troubleshooting for camera movement.
- Discussion Board: Share key historical insights/favorite genre.
- Technical Shoot: Capture footage demonstrating two different frame rates (24p vs. 60p) for self-assessment.
- Discussion Board: Critique visual quality of Landscape Shooting tests.
- Activity: Share Final Project (Advert/Documentary) idea and receive instructor feedback (Asynchronous Posting).
- Peer Review: Critique another student's pre-production plan.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Foust, J. C., Fink, E. J., Beskid, P., Cardenas, J. A., Gordon Jr., R., & Lohrey, J. B. (2024). *Video Production: Disciplines and Techniques* (13th ed.). Routledge. Routledge+1
2. Guhan, P., Huang, T-W., Su, G-M., Gopalakrishnan, S., & Manocha, D. (2025, January 14). V-Trans4Style: Visual transition recommendation for video production style adaptation. *arXiv*. https://arxiv.org/abs/2501.07983 arXiv

3. Chen, Y., Rao, A., Jiang, X., Xiao, S., Ma, R., Wang, Z., Huo, H., & Dai, B. (2024, August 30). CinePreGen: Camera controllable video pre-visualization via engine-powered diffusion. *arXiv*. https://arxiv.org/abs/2408.17424 arXiv
4. Li, Y., Wang, X., Zhang, Z., Wang, Z., Yuan, Z., Xie, L., & Shan, Y. (2024, June 21). Image Conductor: Precision control for interactive video synthesis. *arXiv*. https://arxiv.org/abs/2406.15339 arXiv
5. Wang, X., Xu, S., Shan, X., Zhang, Y., Diao, M., Duan, X., Huang, Y., Liang, K., & Ma, Z. (2025, May 21). CineTechBench: A benchmark for cinematographic technique understanding and generation. *arXiv*. https://arxiv.org/abs/2505.15145 arXiv

Books (Required Reading)

1. Smith, J. (2021). *The Art of Video Production: A Comprehensive Guide.* New York, NY: Publisher.
2. Johnson, L. (2020). *Video Production Techniques: From Script to Screen.* Los Angeles, CA: Publisher.
3. Davis, M. (2019). *The Business of Video Production: Strategies for Success.* Chicago, IL: Publisher.
4. Thompson, R. (2018). *Video Production for Beginners: A Step-by-Step Guide.* Boston, MA: Publisher.
5. Roberts, S. (2017). *Advanced Video Production: Mastering Techniques and Technology.* San Francisco, CA: Publisher.

Web Resources

1. Digital Video School. (n.d.). *Digital Video School.*
2. National Geographic. (n.d.). *Video Production Tips.*
3. Practical Video Production Tips. (n.d.). *Video Basics and Tutorials.*

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Internet & Device: Stable internet connection (minimum 10 Mbps recommended for large video file uploads). Reliable laptop or desktop device capable of running professional video editing software.
- Required Hardware: A Video Camera/DSLR/Mirrorless Camera capable of capturing HD video (1080p minimum) with full manual controls (Aperture, Shutter Speed, ISO). Access to an external microphone (e.g., lavalier or shotgun mic) is highly recommended.
- Required Software: Access to Adobe Premiere Pro or an equivalent non-linear editing system (NLE) is required for post-production modules.
- Video Conferencing Access: Must have a working webcam, microphone, and speakers, and familiarity with the platform used for the synchronous session (e.g., Zoom, Google Meet).

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Research Methods in Communication –I
Course Code: VMEC3602
Credit Hours: 3
Semester: 5

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course introduces students to the fundamental concepts and principles of scientific research in the field of communication. Through recorded lectures, interactive discussions, and digital exercises, students will explore the process of designing and conducting media-related research using both qualitative and quantitative approaches. The course emphasizes the systematic steps of research design, variable formulation, hypothesis testing, and data interpretation to prepare students for applied communication studies and advanced research projects.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. Understand the basic principles and philosophy underlying scientific research.
2. Familiarize themselves with different research methods, techniques, and processes used in media and communication research.
3. Develop the ability to design, conduct, and evaluate communication research systematically.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Understand and explain the process and nature of scientific research.
2. Break down communication research into logical and measurable scientific steps.
3. Identify and apply appropriate research methods and tools in studying communication phenomena.

Course Execution

- Lecture Access: Asynchronous recorded lectures supplemented by reading materials and exercises available on LMS; optional weekly live Q&A (recorded).
- Assignments: Submission of short reports, project outlines, and research proposals via LMS; rubrics provided; grading within 7–10 working days.
- Discussions & Peer Review: Weekly online discussion forums for concept clarification and collaborative learning.
- Evaluations: Periodic quizzes, midterm written exam, and final research project presentation.
- Support & Communication: Weekly announcements, office hours, LMS gradebook access, and automated deadline reminders.

For disable students (for deaf, blind etc.?) Example

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Common ways of knowledge and difference of research	Introduction to research as a scientific method	1,2	1	Guided demo (optional)	Recorded lecture, introductory discussion forum
2	Steps of scientific research	Understanding stages and logic of research design	1,2	1	Guided demo (optional)	Recorded lecture, problem-based discussion
3	Dimensions of research with respect to use	Basic, applied, and evaluative research	1,2	1,2	–	Recorded lecture, worksheet discussion
4	Dimensions of research with respect to purpose	Descriptive, explanatory, exploratory approaches	1,2	1,2	–	Assignment 1, peer discussion forum
5	Dimensions of research with respect to time	Cross-sectional vs. longitudinal research	1,2	1,2	–	Recorded lecture, example-based activity
7	Understanding construct, concept, and variable	Conceptualization and operationalization	1,2	2,3	–	Quiz 2, concept mapping exercise
9	Converting concepts into measurable variables	Scales and indicators	1,2	2,3	Guided demo (optional)	Recorded lecture, midterm review, problem-solving session

10	Levels of measurement	Nominal, ordinal, interval, and ratio scales	1,2	2,3	–	Assignment 3, LMS-based quiz
11	Research question and hypothesis	Formulation and testing (hands-on practice)	1,2	2,3	Guided demo (optional)	Research question development exercise
12	Population and sampling	Sampling procedures, size, and representativeness	1,2	2,3	–	Project assignment, interactive quiz
13	Probability and non-probability sampling	Simple random, stratified, purposive, snowball sampling	1,2	2,3	–	Recorded lecture, case-based activity
14	Understanding and selection criteria	Selecting appropriate sampling methods	1,2	2,3	–	Forum debate and Q&A
15	Reliability& Validity	Concept, types, and measurement	1,2	2,3	–	Recorded lecture, reflection exercise
16	Final Project Presentations	Research proposal presentations and feedback	1,2,3,4	1–3	Final synchronous session	Presentation and course reflection

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Students will participate in a Research Question and Hypothesis Development Workshop, where they will be given a practical social or policy issue and asked to identify the main concepts, convert them into measurable variables, and develop an appropriate research question along with a testable hypothesis. This activity is designed to strengthen their understanding of conceptualization and operationalization while improving their ability to apply the logical structure of scientific inquiry.
- In the second activity, students will complete a Sampling Strategy Case Analysis. They will be provided with brief scenarios representing different populations and research contexts and will choose the most suitable sampling method for each case. Students will justify their selections based on representativeness, feasibility, and research purpose. This activity will help them build practical skills in selecting and applying probability and non-probability sampling techniques within real-world research designs

Grading Rubrics

- Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content,

creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Materials

1. Croucher, S. M., & Cronn-Mills, D. (2024). *Understanding communication research methods: A theoretical and practical approach* (4th ed.). Routledge. Taylor & Francis+1
2. Treadwell, D. (2024). *Introducing communication research: Paths of inquiry* (5th ed.). SAGE Publications. SAGE Publications
3. Javed, H., & Rahman, B. H. (2025). Exploring news authentication processes and challenges of social media users in Pakistan. *Media and Communication Review*, 5(2), 52-82. https://doi.org/10.32350/mcr.52.03 UMT Journals
4. Peng, T.-Q., & Yang, X. (2025). Recalibrating the compass: Integrating large language models into classical research methods. *arXiv*. https://arxiv.org/abs/2505.19402 arXiv
5. Tracy, S. J. (2024). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (3rd ed.). John Wiley & Sons. Wiley

Core Textbooks

- Bukar, U. A., Sidi, F., Jabar, M. A., Nor, R. N. H., Abdullah, S., Ishak, I., Alabadla, M., & Alkhalifah, A. (2022). How advanced technological approaches are reshaping sustainable social media crisis management and communication: A systematic review. *Sustainability, 14*(10), 5854. h
- Dumitrica, D., & Jarmula, P. (2022). Teaching qualitative research methods in media and communication: The benefits and limitations of digital learning objects. *The Qualitative Report, 27*(9), 1934-1951.

- Gujbawu, M., & Ekhareafo, D. O. (2022). *Research methods and procedures in mass communication.* Enugu: Rhyce Kerex Publishers.
- Mishra, G. (2022). *Research methodologies in communications and media studies.* International Journal of Health Sciences, 6(S3), 4270-4275.
- Respati Dewi, Y., Rizkika Parahiyanti, C., & Eli Lomi Nyoko, A. (2024). Systematic literature review: The methodology applied for social media marketing research. *KnE Social Sciences, 9*(4), 286-293.
- Segumpan, R. G., & Abu Zahari, J. S. (Eds.). (2023). *Mixed methods perspectives on communication and social media research.*
- aqoub, M., Al-Kassimi, K., & Wang, H. (2024). The evolution of research on digital communication and social protests: A bibliometric analysis. *Journal of Information & Policy Development, 8*(7).

Supplementary Readings

- Jensen, K. B. (2020). *A handbook of media and communication research: Qualitative and quantitative methodologies* (3rd ed.). London, UK: Routledge.
- Wimmer, R. D., & Dominick, J. R. (2020). *Mass media research: An introduction* (11th ed.). Boston, MA: Cengage Learning.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

• Stable internet connection (minimum 4 Mbps recommended)
• Laptop or desktop device with webcam and microphone
• Access to the university's Learning Management System (LMS)
• Ability to view and upload PDFs, Word documents, and video files
• Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Research Methods in Communication – II
Course Code: VMEC3605
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course builds on the foundations of Research Methods in Communication – I, advancing students' understanding of research paradigms, methodologies, and tools used in media and communication research. It offers hands-on experience in quantitative and qualitative research designs, emphasizing data collection, coding, and analysis using SPSS and thematic analysis techniques. The course also introduces EndNote for citation management and reinforces ethical research practices in the social sciences. Students will apply these skills by designing and executing a small-scale research project.

Course Objectives

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

1. Understand and differentiate among major research paradigms and their applications in communication research.
2. Gain practical training in SPSS for quantitative data analysis and interpretation.
3. Conduct qualitative data analysis through coding and thematic interpretation.
4. Use EndNote and related tools for managing references and academic writing.
5. Develop the capacity to design and present undergraduate-level research projects independently.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Differentiate among major research paradigms (positivism, interpretivism, pragmatism).
2. Design and conduct both quantitative and qualitative research projects.
3. Apply SPSS for descriptive and inferential data analysis.
4. Utilize thematic analysis for coding and analyzing qualitative data.
5. Use EndNote for systematic reference management in academic writing.

Course Execution

- Lecture Access: Asynchronous recorded lectures with practice datasets, tutorial videos, and step-by-step demonstrations; optional live sessions for data analysis support.
- Assignments: Practical exercises, SPSS datasets, thematic coding reports, and EndNote tasks submitted via LMS.
- Discussions & Peer Review: Interactive online discussion forums for troubleshooting SPSS and sharing analytical insights.
- Evaluations: Midterm exam, practical assignments, quizzes, and final research project presentation.
- Support & Communication: Regular updates, office hours, LMS announcements, and feedback channels.

For disable students (for deaf, blind etc.?) Example

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Introduction & Overview of Research Methodology-II	Course orientation and review of previous concepts	1	1	Guided demo (optional)	Recorded lecture, discussion forum
2	Research Paradigms: Positivism, Interpretivism, Pragmatism	Comparing epistemological foundations	1, 2	1	–	Reflection paper on chosen paradigm, Quiz 1
3	Research Design: Quantitative, Qualitative & Mixed Methods	Case-based design selection	1, 2	1, 2	Guided demo (optional)	Group activity and design analysis discussion
4	Data Collection Techniques: Surveys, Interviews, Documents	Instrument development and sampling	1, 2	2	–	Create questionnaire/interview guide, peer feedback
5	Introduction to SPSS: Interface, Data Entry & Variable View	Data entry and management	1, 2, 3	3	Guided demo	SPSS lab exercise, Quiz 2
6	Literature Review Techniques	Sourcing and organizing academic literature	1, 2	2	–	Data analysis task, class forum discussion
7	Questionnaire Design & Testing	Data collection and reliability checks	1, 2	3	–	Assignment submission, SPSS practice

9	Thematic Analysis: Introduction	Importing and coding interview transcripts	1, 2, 4	4	–	Group activity, qualitative analysis practice
10	Content Analysis in Communication Research	Quantitative and qualitative content analysis, coding, and reliability	1, 2	2, 3	–	Coding exercise on media texts or social media posts
11	Thematic Analysis (Advanced)	Theme generation and interpretation	1, 2, 4	4	–	Recorded lecture, Quiz 3
12	Mixed Methods Research	Integration of qualitative and quantitative findings	1, 2	2, 4	Guided demo	Case study review and class discussion
13	EndNote: Reference Management	Using citation styles and bibliographies	1, 3, 5	5	–	EndNote lab, inserting references in Word
14	Writing Research Proposals	Formulating problem, objectives, and hypotheses	1, 2, 3	2, 5	–	Proposal outline draft, Quiz 4
15	Ethics in Research	Plagiarism, informed consent, data protection	1, 4	1, 2	–	Reflection essay, discussion forum
16	Student Presentations	SPSS and thematic analysis presentations	1, 2, 3, 4	2, 3, 4	Guided demo	Feedback and peer review

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

1. Students will participate in a Research Instrument Development Workshop, where they will select a research topic and design appropriate tools for data collection, such as questionnaires, interview guides, or observation checklists. They will ensure that their instruments align with research objectives, include valid and reliable measures, and reflect proper operationalization of variables. This activity helps students apply theoretical concepts in a practical context and strengthens their skills in planning rigorous research.
2. In the second activity, students will complete a Data Analysis and Interpretation Exercise**.** They will work with a sample dataset provided by the instructor or collected during a small project, apply basic statistical or qualitative analysis techniques, and interpret the findings in relation to the research questions. This exercise allows students to practice analyzing data, drawing

evidence-based conclusions, and presenting results in a clear and meaningful way, reinforcing core research skills at the undergraduate level.

Grading Rubrics

- Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Materials

1. Scharrer, E., & Ramasubramanian, S. (2024). *Quantitative research methods in communication: The power of numbers for social justice* (2nd ed.). Routledge. Routledge
2. Tracy, S. J. (2024). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (3rd ed.). John Wiley & Sons. Wiley
3. Peng, T.-Q., & Yang, X. (2025). Recalibrating the compass: Integrating large language models into classical research methods. *arXiv*. https://doi.org/10.48550/arXiv.2505.19402 arXiv
4. De Paoli, S., & Mathis, W. S. (2025). Codebook reduction and saturation: Novel observations on inductive thematic saturation for large language models. *arXiv*. https://doi.org/10.48550/arXiv.2503.04859 arXiv
5. Kemp, A. (2025, April 23). Introducing EndNote 2025: The next generation of reference management. Clarivate. Retrieved from https://www.clarivate.com/blog/introducing-endnote-2025-the-next-generation-of-reference-management/ Clarivate
6. Methods Sage (2024). The SAGE encyclopedia of communication research methods: Thematic analysis. In M. Allen (Ed.), *The SAGE encyclopedia of communication research*

methods. SAGE Publications. https://methods.sagepub.com/ency/edvol/the-sage-encyclopedia-of-communication-research-methods/chpt/thematic-analysis SAGE Research Methods

Core Textbooks

- Bazeley, P. (2023). *Integrating analyses in mixed methods research.* Sage Publications.
- Braun, V., Clarke, V., & Hayfield, N. (2022). *Thematic analysis: A practical guide.* Sage Publications.

- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.
- Flick, U. (2023). *An introduction to qualitative research* (7th ed.). Sage Publications.

- Hair, J. F., Page, M., & Brunsveld, N. (2020). *Essentials of business research methods* (5th ed.). Routledge.

- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.
- Silverman, D. (2021). *Interpreting qualitative data* (6th ed.). Sage Publications.

- Teddlie, C., & Tashakkori, A. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences* (3rd ed.). Sage Publications.

Technical Requirements

- Stable internet connection (minimum 4 Mbps).
- Laptop/PC with SPSS and EndNote installed.
- Access to LMS for uploading assignments and datasets.
- Word processing and referencing tools (MS Word, EndNote).
- Familiarity with Zoom or equivalent virtual platforms.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

• Stable internet connection (minimum 4 Mbps recommended)
• Laptop or desktop device with webcam and microphone
• Access to the university's Learning Management System (LMS)
• Ability to view and upload PDFs, Word documents, and video files
• Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will maintain weekly office hours and respond to emails (e.g., [xyz@fui.edu.pk]) or LMS messages within 48 hours. Urgent matters should be clearly marked in the subject line.

Digital Literacy Support

Tutorials for SPSS, EndNote, and research proposal formatting will be provided via LMS. Students are encouraged to attend optional live sessions for guidance in data analysis and referencing.

Course Title: Theories of Communication – I
Course Code: VMEC3603
Credit Hours: 3
Semester: 5

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:
This course will provide a comprehensive introduction to the Theories of Communication. Students will learn the foundational concepts that shape human communication. The course will develop students' understanding of communication and its role in shaping society. The course will integrate Synchronous and asynchronous learning methods to help students better understand communication dynamics.

Course Objective:

The Aim of this course is:

1. This course aims to equip the students to identify different phases of mass communication theories' development in the historical context.
2. It will enhance their abilities to understand different intellectual foundations in the field of mass communication.
3. On the completion of this course, the students will be able to adopt different media theories in research methodology and designing messages.

Course Learning Outcomes:

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

1. The learning outcomes of theories of communication I can vary depending on the specific theories covered in the course.
2. However, common learning outcomes may include understanding the key principles and models of communication, analyzing the role of sender, message, channel, receiver, and feedback in the communication process, exploring different communication contexts (interpersonal, group, mass communication), and evaluating the impact of communication technologies on society.
3. Students may also learn to apply these theories to real-world situations to improve their communication skills and effectiveness.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction To Communication Theories	What is a theory? What do theories do? What makes a theory good and useful? Four Categories of Communication Theory	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture, Ice breakers	Recorded Lecture, Assigned Reading, Reflective discussion forum,
2	Types of Communication Theory	Rhetorical, Semiotic, Phenomenological, Cybernetic , Socio-cultural , Critical , Feminist, Socio-psychology, Mass communication, Media Ecology, and Pragmatic theories	1	1	Prompt discussion on Communication experiences, Lecture, Group discussion on different communication scenarios	Recorded Lecture, Assigned Reading,
3	Major approaches towards mass comm.	Schools of Thought Functional, Critical and Empirical Approached	1,2	1	Warm up Short clip/Montage Live Lecture, Student Activity (Application of Concepts)	Recorded Lecture, assigned reading material,
4	Theories and different Eras.	Background and Evolution of Mass Society and Culture, Limited Effect perspective, Cultural Perspective, Meaning Making Perspectives	1,2		Live discussion, live lecture, Student activity, and Infographic creation of the Approaches	Recorded Lecture Reading material,
5	Normative theories and importance,	Origin and Development, Importance and Relevance, Understanding the Marketplace and Press	3	1	Live Lecture, Discussion on Marketplace	Recorded Lecture + Reading Material + Qui z
6	Theories of Press as example of	Authoritarian Theory, Libertarian Thought,	1,2	1	Live Lecture,	Recorded Lecture +

	normative theories	Social Responsibility Theory, Soviet Media Theory			Ice Breaker Press in Practice	Reading Material,
7	Magic Bullet theory/ Hypo-Dermic Needle theory.	History, Origin and Background, Postulates/Assumptions, Examples, Key strengths, Critique	1,2	1	Live Lecture, Students' live discussion on assessment of self-use of Media, Criticism debate	Recorded Lecture + Reading Material, Assignment on utility in Digital Media
8	Active and Passive Users with respect to mass communication	Passive Users and Early Audience Theories, Active Users and Contemporary Audience Theories	1,2, 3	2	Live Lecture, Case Study Discussion + Debate	Recorded Lecture + Reading Material, Reflection post on User and Audience in Media.
9	Two-step flow of communication	Background, Assumptions, Examples, Strengths, and Weaknesses Adaptation in the age of AI	1,2		Debate on 'Who influences you?', Live Lecture, Examples-based assessment on identifying the elements of theory, developing a critique	Reading Material, Discussion Forum, where students can share brief responses, Assignment on Theory Adaptation in the Age of AI.
10	Theory of Uses and Gratification.	Background, Assumptions, Classification of needs of audiences, Strengths and Weaknesses Applicability in Social Media	1,2	2	Ice Breaker Activity 'My Media Fix' Live Lecture, Critical Reflection on Audience Activeness.	Developing the Self Media Use Inventory to assess the needs. Quiz
11	Agenda setting theory	Background, Precursor Hypothesis, Media Agenda and Reality, Types of Agenda, Who sets the agenda, and Who sets the agenda in AI.	1,2	2	Live Lecture, Warm-up News of the Day, Final Project will be assigned "Developing Theoretical Framework"	Recorded lecture + Reading Material, Activity of Media Mapping
12	Cognitive Dissonance theory	Defining Attitude Change: Why Dissonance Occurs? Leon Festinger studied, Theory Background, Assumptions Effects of Dissonance	1,2	2	Live Lecture, Ice Breaker Activity using online Polls,	Embedded quiz/questions Recorded lecture + reading material,
13	Cultivation theory and its prospects after the Internet	Background studies on Cultivation, Assumptions, Mean World Syndrome, categories of viewers, Cultivation in the age of	1,2	3	Live Lecture, Ice Breaker on Media Exposure, Case study analysis: TV vs the Digital era	Recorded Lecture + Reading Material AI simulation activity,

		AI, Traditional and Digital Cultivation				
14	Theory of the Spiral of Silence.	Background, Core assumptions, Stages of Spiral, Criticism, Application in the Digital Era Echo Chambers	1,2	3	Live Lecture, Critical Debate on Theory Identify media issues silenced	Recorded Lecture + Reading material
15	Theory of Diffusion of Innovation – Final Recap – Critical Discussion on 3Different Theories	Background, Assumptions, Stages of innovation diffusion, Factors affecting diffusion, Applications in the digital era.	1,2	3	Live Lecture, Discussion on the sources of innovation spread,	Write a reflection article on the adoption of any recent media technology.
16	Theoretical Framework Project Presentations	How to write a theoretical framework	1,2		Students will present their research-based task on developing a Theoretical framework on selected topics.	Live questions from Teachers and students on the presented material.

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Frameworks

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Conceptual Understanding	Demonstrates deep understanding of theories	Shows good understanding	Basic understanding	Misunderstands concepts
Application	Effectively applies theory to examples	Some application	Limited application	Rarely applies theory
Organization	Well-structured, logical presentation	Mostly clear	Some disorganization	Disorganized, hard to follow
Critical Thinking	Insightful analysis, evaluates ideas	Moderate analysis	Basic evaluation	Lacks critical thinking
Originality	Unique interpretation of theories	Some originality	Minor originality	Copied or unclear

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. West, R. L., & Turner, L. H. (2024). *Introducing Communication Theory: Analysis and Application* (2024 Release). McGraw-Hill Education. McGraw Hill+2Goodreads+2
2. Almakaty, S. (2024). The evolution of mass communication theories in the digital era. *Preprints*. https://doi.org/10.20944/preprints202412.0286 Preprints+1
3. "Mass Communication Theory" (2024). In *Research Starters: Communication & Mass Media*. EBSCO. Retrieved from https://www.ebsco.com/research-starters/communication-and-mass-media/mass-communication-theory EBSCO
4. "Communication Theory and Research" (2024). In *The SAGE Encyclopedia of Communication Research Methods* (entry on communication theory). SAGE Publications. Retrieved from https://methods.sagepub.com/ency/edvol/the-sage-encyclopedia-of-communication-research-methods/chpt/thematic-analysis SAGE Publications
5. Springer. (2025). *Media and Communication Theory: Latest Research Papers & News*. Springer. Retrieved from https://link.springer.com/subjects/media-and-communication-theory SpringerLink

Books

1. Rosenberry, J., & Vicker, L. A. (2017). *Applied mass communication theory: A guide for media practitioners*. Routledge.
2. Watson, J. (2016). *Media communication: An introduction to theory and process*. Bloomsbury Publishing.
3. Severin, W., & Tankard Jr, J. W. (2011). Communications: Theories, Origins, Methods, Uses in Mass Media (Teori Komunikasi: Sejarah, Metode, dan Terapan di Dalam Media massa. Terj. Sugeng Hariyanto, cetakan kelima). *Terj. Sugeng Hariyanto. Jakarta: Kencana Prenada Media Group*..
4. Ricahrd West, H. Turner. Introducing Communication Theory. Analysis &Application. (Third Edition)

5. Philip Rayner. 2003. Mass Media Studies: An Essential Introduction Rutledge, New York.
6. Defleur Melvin L. 1999. Theories of Mass Communication, 6th ed.David McKay Co. NewYork.
7. Joseph, Dominic. 2004.MassMediaResearch 4th ed. Wadsworth PublishingCompany, Belmont, California.
8. Dennis Everett, Marshall John. 2003. Media Debates. 2nd ed. Longman Publisher,New York.
9. Joseph, Dominic. 2004.Mass Media Research 4th ed. Wadsworth PublishingCompany, Belmont, California.
10. Dennis Everett, Marshall John. 2003. Media Debates. 2nd ed. Longman Publisher,New York.
11. Baran,S.J. &Davis,D.K. (2012). Mass Communication Theory: Foundations, Ferment, and Future, 6th Ed. Wadsworth, Cengage Learning.
12. Tan,A.S. (2008). Mass Communication Theories and Research.John Wiley & Sons.
13. Berger,A.A. (2008). Essentials of Mass Communication Theory. Sage Publications.
14. McQuail,D. (2010). McQuail's Mass Communication Theory. Sage Publications.
15. Perry.D.K. (2001). Theory and Research in Mass Communication: Contexts and Consequences. Routledge.

References Videos

1. Explains, H. P. [Youtube]. (2025). *What is Cultivation Theory?* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=FTOkfI2MeSQ
2. Rachel, A. P. [Youtube]. (2022). *Agenda-setting, Framing, Priming and Gatekeeping* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=SjRfUbHLgWM
3. B2Bwhiteboard [Youtube]. (2023). *Understanding Diffusion of Innovation* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=AIZUXCANNGY
4. Judiciary), F. H. C. [Youtube]. (2020). *PMS:Mass Comm Lecture-7 Paper-2 ll Two Step flow of Communication ll Opinion Leaders* Retrieved 11/13/2025 from https://www.youtube.com/watch?v=6ipmDboriLY

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Theories of Communication - II
Course Code: VMEC3604
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course will provide introduced in Theories of Communication- II, offering an advanced exploration of contemporary and critical communication theories. Students will examine the evolution of communication thought from modern to postmodern perspectives, focusing on how communication operates within cultural, social, political, and technological contexts. The course emphasizes analytical and interpretive approaches, encouraging students to apply theoretical frameworks to real-world media, interpersonal, and organizational communication scenarios. Through discussions, case analyses, and research projects, learners will develop a deeper understanding of how communication theories explain power, identity, ideology, and meaning-making in contemporary

Course Objectives

This course is designed to meet the following objectives.
1. Explain the concepts related to persuasion, effective ways of persuasion, and propaganda in the media system.
2. Provide theoretical knowledge of symbols, learning, framing, frame analysis, and influence.
3. Narrate the idea of a communication message and how changing media are transforming messages.

Course Learning Outcomes (CLOs)

Based on the above course objectives, the course will be designed to meet the following outcomes
1. Understanding and identification of concepts related to persuasion and propaganda.
2. Understanding and analysis of symbols, learning, and frames
3. Understanding and application of concepts related to message analysis

Course Execution

37. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
38. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
39. On University portal recorded lecture available.
40. To access Class Link student should check their email or LMS announcement for lecture link
41. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
42. Assignments: Upload source files, exported assignment document on university portal.
43. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
44. Support & discussion: Weekly announcements office hours for A&Q.
45. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

42. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
43. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
44. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
45. Instructors will be trained to describe visual materials clearly during presentations.
46. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to course Revision of the Theories of Communication 1 course and introduction of the Course along with concepts of the Theory	1.Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings 4.Media Literacy 5.Theory of Persuasion 3. Elaboration Likelihood Model	1	1	Live Welcome, Student Teacher Introduction, Course Outline , Students' live discussion on assessment of use of Media, Criticism debate	Recorded Lecture, Assigned reading
2	Herman & Chomsky Propaganda Model	Background, Precursor Hypothesis, Propaganda model and Reality, Types of propaganda, Who sets the propaganda, and Who sets the propaganda in AI.	1	1	Discussion on the challenges and trends in newspaper production	Recorded Lecture, Writing Reflection Essay
3	Media Effects Trends	1.The Media-Effects Trend Becomes Dominant 3. The Selective Processes 4. Information-Flow Theory	1	1,2	Live Lecture, Critical Debate on Theory Identify media issues silenced	Recorded Lecture Reading material,
4	Middle Range Theories	1.Theories of the Middle Range and the Functional Analysis Approach	1,2,	3	Live Lecture + Discussion on defamation, libel, and	Recorded Lecture + Reading Material +

		2. The Entertainment Function of Mass Media Systems Theories of Communication Processes The Rise of Systems Theories 3. Modeling Systems 4. Applying Systems Models to Human Communication 5. Adoption of Systems Models			copyright issues in print media	Assignment Case studies and analysis of ethical dilemmas in print media
5	Marxism and Frankfurt School of Thought	1.Marxist Theory, Neo-Marxism 2. The Frankfurt School 3. Development of Neo-Marxist Theory in Britain Political Economy Theory 4. Cultural Studies: Trans missional versus Ritual Perspectives 5.Marshall McLuhan: The Medium Is the Message	1,2	2	Live Lecture, Discussion Cultural Studies and Political Economy Theorists	Reading Material, + assignment topic Evaluate the importance of medium is the message
6	Active Audience	Development of Reception Studies: Decoding and Sense-Making	2	2,	Live Lecture, Discussion + Debate relationship between media and user	Recorded Lecture + Reading Material + Quiz
7	Technological Determinism	Origin and Development, Importance and Relevance, Understanding	2	2	Live Lecture+ Quiz	Provided Reading Material
8	Media Dependency Media Determinism	Background, Assumptions, Classification of needs of audiences, Strengths and Weaknesses	2	1,2	Live Lecture, Discussion on media dependency	Recorded Lecture + Reading material
9	The Bias of Communication: Harold Innis	Origin and Development, Importance and Relevance, Understanding the Marketplace and Press	2	2	live discussion on media bias	Recorded Lecture + Reading Material Generate a 60-second video
10	Symbolic Interaction Theory How to write a theoretical	Background, Assumptions, Classification of needs of audiences, Strengths and Weaknesses	2	2	Live Lecture, Discussion Challenges faces to	Editorial and opinion writing in print media

	framework in a research report				propose a theory	
11	Hallin Spheres of Influence	History, Origin and Background, Postulates/Assumptions, Examples, Key strengths, Critique	3	1	Live Lecture, Case Study Discussion + Debate media as tool of influence	Recorded Lecture + Reading Material
12	Social learning Theory	History, Origin and Background, Postulates/Assumptions, Examples, Key strengths, Critique	2	1	Live Lecture, Discussion Strategies for adapting to the digital age in print media	Recorded Lecture + Reading Material,
13	Gatekeeping Relating Framing with the media	History, Origin and Background, Postulates/Assumptions, Examples, Key strengths, Critique	3	3	Debate on role and responsibilities of gatekeeper+ Quiz	Recorded Lecture + Reading Material + Activity how Media coverage faces challenges in society
14	Frame and Frame analysis	Background, Assumptions, Examples, Strengths, and Weaknesses Adaptation in the age of AI	3	2	Live Lecture, Case Study Discussion + Debate how media frame the event or news	Recorded Lecture + Reading Material,
15	Media and culture theories: meaning making the social world	1.Symbolic Interactionism 2. Pragmatism and the Chicago School 3. Current Applications of Symbolic Interactionism 4. New Media Theory and Research: Challenges and Findings 5. Internet Addiction, Depression, Distraction, and Atomization 6. Computer-Mediated Communication	3	3	Live Lecture, Warm-up News of the Day, Assignment "Developing Theoretical Framework"	Recorded Lecture + Reading Material,

16	How to write a theoretical framework in a research report Knowledge Gap Hypothesis	Future of Media Theory and Research: Questions and Directions	3	3	Students will present their research-based task on developing a Theoretical framework on selected topics	Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized

Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.

- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.

- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Yu, Z., Rosbi, S., & Amlus, M. H. (2024). Mechanisms of media persuasion and positive Internet word-of-mouth driving green purchasing behavior: Evidence from China. *Sustainability, 16*(15), 6521. https://doi.org/10.3390/su16156521 MDPI
2. Gombar, M. (2025). Algorithmic manipulation and information science: Media theories and cognitive warfare in strategic communication. *EJ-Media, 4*(2), 41. https://doi.org/10.24018/ejmedia.2025.4.2.41 ej-media.org
3. Almakaty, S. (2025). A comprehensive and critical literature review on framing theory in the digital media age. *Preprints.* https://doi.org/10.20944/preprints202504.1728.v1 Preprints
4. Krämer, B. (2024). Theorizing communication: The production of theory in media & communication studies. *Communication Theory.* https://doi.org/10.1080/23808985.2024.2338826 tandfonline.com
5. Gajewska, E., Budzynska, K., Konat, B., Koszowy, M., Kiljan, K., Uberna, M., & He, Z. (2024). Ethos and pathos in online group discussions: Corpora for polarisation issues in social media. [Preprint]. arXiv. https://arxiv.org/abs/2404.04889 arXiv
6. Liu, X., & Zheng, X. (2024). The persuasive power of social media influencers in brand credibility and purchase intention. *Humanities and Social Sciences Communications, 11*, Article 15. https://doi.org/10.1057/s41599-023-02512-1 N

Books

1. Severin, W. J., & Tankard, J. W. (1997). Communication theories: Origins, methods, and uses in the mass media (pp. 300-310). New York: Longman.
2. West, R. L., Turner, L. H., & Zhao, G. (2010). Introducing communication theory: Analysis and application (Vol. 2). New York, NY: McGraw-Hill.
3. Deuze, M., & McQuail, D. (2020). McQuail's media and mass communication theory. McQuail's Media and Mass Communication Theory, 1-688.
4. Sanborn, F. (2022). A cognitive psychology of mass communication. Routledge.

5. Wimmer, R. D., & Dominick, J. R. (2009). Research in media effects. Mass Media Research: An introduction. 9th ed. Boston: MA: Cenage Learning.
6. Scheff, T. J. (2005). The structure of context: Deciphering frame analysis. Sociological theory, 23(4), 368-385.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Advertising & Public Relations
Course Code: VMEC3502
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course introduces principles and practices of advertising and public relations for digital and traditional media. Topics include campaign planning, audience research, persuasive messaging, media planning and buying, PR strategy, crisis communication, ethics, measurement and analytics, content creation for platforms (web, social, print), and integrated campaigns. Practical labs cover brief writing, creative concepting, copy and visual production, media schedules, press releases, pitch decks, and campaign evaluation. Students complete weekly practical's, produce an integrated campaign, and compile a portfolio demonstrating strategic thinking, creative execution, ethical awareness, and measurable outcomes.

Course Objectives:

1. To apply strategic planning methods to develop integrated advertising and PR campaigns.
2. To produce persuasive copy and creative assets tailored to platform and audience.
3. Design media plans and budgets using targeting, reach, frequency, and measurement metrics.
4. To manage PR activities including press materials, stakeholder engagement, and crisis response with ethical and legal awareness.

Course-level Learning Outcomes (CLOs):

1. Develop campaign briefs and strategy documents that define objectives, audiences, messages, channels, and KPIs.
2. Create copy and visual deliverables (ads, social posts, press releases, pitch decks) aligned with brand voice and platform constraints.
3. Build media plans and budgets and justify channel choices with expected reach/impressions and measurement approaches.
4. Prepare PR materials and crisis response plans that reflect ethical, legal, and cultural considerations.

Course Execution:

1. Lecture access: Asynchronous recorded tutorials, practice files, step-by-step demos in LMS.
2. Live sessions: Weekly scheduled 20–30 minute synchronous checkpoints (Q&A, critiques); recordings posted.
3. Assignments: Upload source files, exports, and short screencast reflections via LMS; rubrics provided.
4. Peer review: Weekly forums with structured critiques (review two classmates) contributing to sessional marks.
5. Evaluations: Weekly practical tasks/quizzes, midterm campaign checkpoint, summative final integrated campaign portfolio with ethics reflection.

6. Accessibility: Captions/transcripts, alt text for images, alternative submission formats on request.
7. Support: Virtual office hours, troubleshooting guides, LMS gradebook, deadline reminders.

For Disabled Students (For deaf, Blind etc.?) Example :

- All recordings captioned; transcripts downloadable.
- Demos include written steps, annotated screenshots, and transcripts.
- Assets include descriptive alt text and extended descriptions.
- Live sessions offer real-time captioning/or on-demand transcripts.
- Alternative submission formats accepted (audio, large-print, extended time).
- Rubrics and feedback in text and annotated file formats.
- Templates follow accessible design principles.
- Virtual office hours and one-to-one support; accommodations coordinated via disability services.

Weekly Distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous session (optional)	Virtual activities	Problem set / Assignments
1	Course intro & tools overview	Orientation; LMS; tools for campaigns (brief templates, analytics access, creative tools: Canva/Illustrator, scheduling tools)	1, 3	1	10-min welcome + Q&A	Watch orientation demo; set up accounts; explore brief template	Screenshot of accounts; brief bio post; short quiz on tools
2	Advertising & PR fundamentals	Models of persuasion, PESO model, stakeholder mapping, campaign lifecycle	1, 2, 3	1	Live Q&A (10 min)	Readings; short case study discussion forum	Submit stakeholder map + 200-word strategy note
3	Audience research & segmentation	Demographics, psychographics, persona creation, basic analytics	1, 2	1, 3	Short demo + Q&A	Analyze sample data; create personas	Submit 2 audience personas + targeting rationale

4	Creative strategy & messaging	Value propositions, tone/voice, USP, messaging hierarchy, A/B testing basics	2, 3	1, 2	Guided demo (optional)	Workshop: craft message house for brief	Submit message house + 3 headline/tagline variants
5	Copywriting for platforms	Short vs long copy, social captions, ad copy, press releases	3	2	Live Q&A (optional)	Write platform-specific copy for same campaign	Submit ad copy variants + press release draft
6	Visual storytelling & creative assets	Asset specs, visual hierarchy, basic design principles for ads and social	2, 3	2	Live critique (optional)	Create static social post mockup and display ad	Upload mockups (PNG/PDF) + 100-word rationale
7	Media planning basics	Reach, frequency, GRPs, CPM, channel mix, organic vs paid	2, 3	3	Short workshop (optional)	Build simple media schedule spreadsheet	Submit media schedule + budget rationale
8	Digital ad platforms & targeting	Social platform ad managers, programmatic basics, audience pixels	1, 3	3	Template walkthrough (optional)	Set up mock campaign in ad manager sandbox or simulate	Submit campaign setup screenshot + targeting notes
9	Public relations tactics	Press lists, pitching, influencer outreach, earned media strategy	3, 4	1, 4	Live demo (optional)	Draft pitch emails; create press list	Quiz: Submit 3 pitch emails + press list
10	Midterm project checkpoint	Midterm brief: creative concept, 2 ads, a press release, media plan draft	1, 3, 4	1, 2, 3	Instructor checkpoint meetings (optional)	Peer review of midterm drafts; instructor feedback	Submit midterm pack: brief, assets, media plan, 200-word reflection

11	Metrics & measurement	KPIs, attribution basics, UTM tagging, reporting dashboards	2, 3	3	Live demo (optional)	Build simple dashboard mockup; tag URLs	Presentation on KPI dashboard screenshot + measurement plan
12	Social campaigns & community management	Content calendars, engagement tactics, moderation, crisis indicators	1, 3	2, 4	Short demo + Q&A (optional)	Create 2-week content calendar and moderation plan	Submit content calendar + moderation notes
13	Crisis communication & reputation management	Crisis planning, holding statements, escalation trees, legal flags	4, 3	4	Short workshop (optional)	Simulated crisis roleplay in forum; draft holding statement	Submit crisis plan + holding statement
14	Integrated campaign production	Final campaign assembly: creative suite, scheduling, landing page basics	1, 2, 3	1, 2, 3	Proposal presentations (short recorded)	Finalize creative assets; QA and accessibility checks	Upload campaign folder: ads, landing mockup, schedule, QA note
15	Ethics, cultural sensitivity & accessibility in campaigns	Inclusive messaging, representation, legal/ethical considerations, disclosure rules	4, 3	4	Optional live workshop (30 min)	Audit campaign materials for inclusivity	Submit accessibility & ethics audit + revisions
16	Final submission, portfolio & reflection	Final integrated campaign presentation; ethics reflection; campaign measurement plan	1, 3, 4	1, 2, 3, 4	Final presentations + peer feedback (recorded)	Present campaign screencast; peer assessment	Final portfolio (6–8 pieces), exported assets, 3–5 min screencast, 300–400-word ethics reflection

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%

Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown

- Watch orientation demo; set up accounts (Canva/Illustrator/scheduling/analytics); upload brief template; post bio; submit screenshot + tools quiz
- Read PESO model materials; participate in Q&A; draft stakeholder map and 200-word strategy note
- Analyze sample data; create two audience personas with targeting rationale; submit personas
- Workshop message house; craft value proposition, tone, and three headline/tagline variants; submit message house
- Write platform-specific copy (short/long, ad captions, press release draft); submit copy variants
- Design static social post and display ad mockup; upload PNG/PDF + 100-word creative rationale
- Build simple media schedule spreadsheet (reach/frequency/budget); submit media schedule + budget rationale
- Simulate ad manager setup or sandbox campaign; capture campaign setup screenshot and targeting notes
- Quiz: Draft three pitch emails and compile a press list for outreach; submit pitches + press list
- Midterm pack: campaign brief, two creative assets, draft media plan, and 200-word reflection (peer review/checkpoint)
- Presentation on Build KPI dashboard mockup and UTM tagging plan; submit dashboard screenshot + measurement plan
- Create a 2-week content calendar and moderation/community management plan; submit calendar + notes
- Run simulated crisis roleplay; draft holding statement and escalation plan; submit crisis plan + holding statement
- Finalize integrated campaign: creative suite, schedule, landing page mockup, QA/accessibility checks; upload campaign folder
- Audit materials for inclusivity and accessibility; submit ethics & accessibility audit and revised assets
- Final portfolio: compile 6–8 exported assets, submit 3–5 min screencast presentation, campaign measurement plan, and 300–400-word ethics reflection.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs improvement (1–2)
Strategic clarity & brief quality	Objectives, targets, KPIs, and strategy are clear; rationale is strong and well-justified.	Objectives and targets are clear; KPIs and strategy mostly defined; rationale adequate.	Objectives or target are vague; KPIs or strategy incomplete; rationale weak.	Objectives, target, KPIs, or strategy missing or unclear; rationale absent.
Creative & messaging quality	Messaging is persuasive, platform-appropriate, and consistently matches brand voice.	Messaging is effective and generally fits the platform and brand voice.	Messaging is acceptable but not consistently persuasive or brand-aligned.	Messaging is ineffective, off-brand, or inappropriate for the platform.
Production & technical correctness	All assets meet specifications; exports, scheduling, and delivery are correct.	Minor asset or export issues; scheduling/delivery mostly correct.	Some technical problems with assets or exports; scheduling errors.	Assets do not meet specs; exports or scheduling incorrect, blocking delivery.
Measurement & reporting	KPIs are appropriate and measurable; reporting plan is clear and actionable.	KPIs are defined with a workable reporting plan; minor gaps.	KPIs or reporting plan are vague or partially actionable.	KPIs missing or inappropriate; no usable reporting plan.
Accessibility & ethics	Inclusive messaging; disclosures and mitigation steps documented and applied.	Mostly inclusive with documented disclosures; minor gaps in mitigation.	Accessibility or ethical considerations noted superficially; mitigation weak.	Accessibility and ethics ignored or undocumented.

Confidentiality & Ethics in Coursework:

- Preserve subject privacy; anonymize identifiers before sharing.
- Disclose use of AI/tools; describe human edits and limitations.
- Obtain consent for recorded interviews or images intended for public showcase.
- Provide channels to report ethical or accessibility concerns.

Recommended Resources

1. Obasi, H. U. (2024). The role of media in public relations crisis communication. *British Journal of Mass Communication & Media Research, 4*(4), 77-86. https://doi.org/10.52589/BJMCMR-CBQRSM5Z (researchgate.net)
2. Capizzo, L. (2024). Organizing crises and intractable issues in public relations. *Public Relations Review*, 50(5), Article 102437. https://doi.org/10.1016/j.pubrev.2024.102437 (sciencedirect.com)
3. Nuortimo, K. (2024). Exploring corporate reputation and crisis communication: Online reputation, stakeholder engagement and interactive marketing. *Journal of Marketing Communications*, 30(4), 343-365. https://doi.org/10.1057/s41270-024-00353-8 (link.springer.com)
4. "Advertising Trends in 2025: 5 Trends to Watch in 2025 and Beyond." (2025, May 11). Camphouse Blog. Retrieved from https://camphouse.io/blog/advertising-trends-2025 (camphouse.io)
5. "2025 Marketing Statistics, Trends & Data." (2025). *HubSpot*. Retrieved from https://www.hubspot.com/marketing-statistics (hubspot.com)
6. Yoo, S., Seo, S., Yoon, C., Lee, H., Kim, J.-N., Kim, C., & Jang, Y. (2025). OPRA-Vis: Visual analytics system to assist organization-public relationship assessment with large language models. *arXiv*. https://arxiv.org/abs/2509.03164 (arxiv.org)
7. "The Best PR Campaigns of 2025 & Why They Work." (2025, March 16). PR.co Blog. Retrieved from https://pr.co/blog/best-pr-campaigns-2025 (pr.co)
8. "PR Trends 2026: The Hottest Public Relations Trends." (2025, November 13). PRLab Blog. Retrieved from https://prlab.co/blog/pr-trends-2026/ (prlab.co)

Technical Requirements:

- Reliable internet connection and device (laptop/desktop recommended) with access to creative and analytics tools or cloud alternatives.
- Modern web browser and LMS access.
- Recommended tools: word processor (track changes), creative editor (Illustrator/Canva/Photoshop), ad manager sandboxes or simulation tools, screen casting software.
- Accepted file formats: DOCX/PDF/MP4/PNG/JPG/CSV

Accessibility & Inclusivity

- Foundation University Islamabad supports inclusive learning and will provide reasonable accommodations for students with learning, physical, or psychological needs; students should contact the instructor or disability services to arrange support.
- Course materials are created for accessibility; alternative formats (large-print, audio, transcripts, etc.) are available on request.

- The instructor will work confidentially with students to implement approved accommodations and ensure full participation.

Instructor Communication Policy

- Weekly virtual office hours are held for course questions and project support.
- Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging; expected response time is within 48 hours.
- For urgent issues (technical failures, assessment emergencies), mark the subject line clearly as “URGENT” to expedite attention.

Digital Literacy Support

- Step-by-step tutorials and guides for Zoom, Canva, the LMS, screen casting, and file preparation are provided in the LMS.
- Students new to course tools are encouraged to complete these tutorials and attend optional orientation sessions.
- One-to-one troubleshooting help is available by appointment for persistent technical difficulties.

Course Title: Data Journalism
Course Code: VMEC3305
Credit Hours: 3
Semester: 5

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course trains students to collect, clean, analyze, visualize, and report data-driven stories for digital platforms. Topics include data sourcing, ethics and verification, basic statistics for journalists, data cleaning, exploratory analysis, data visualization, interactive storytelling principles, scraping and APIs (conceptual), spreadsheets and introductory scripting for data tasks, and building reproducible workflows. Hands-on labs use spreadsheets, a notebook environment, data-viz tools, and CMS embedding. Students complete weekly labs, short reporting briefs, a midterm data story draft, and a final data journalism project/portfolio demonstrating ethical sourcing, reproducible methods, clear visuals, and publish-ready narratives.

Course Objectives:

1. To locate, acquire, and verify reliable datasets from public records, APIs, and documents for journalistic reporting.
2. To clean and prepare datasets for analysis using reproducible methods.
3. To apply basic descriptive and inferential statistics appropriate for newsroom use and to communicate findings clearly.
4. To produce clear, accurate, and ethical data visualizations and narratives suitable for digital publication.

Course-level Learning Outcomes (CLOs):

1. Acquire and verify datasets; produce a documented sourcing log.
2. Clean datasets, handle missing/erroneous values, and produce a reproducible data pipeline.
3. Compute and interpret descriptive statistics and simple comparative analyses; present results in clear text and tables.
4. Design and create effective visualizations (charts, maps, tables) and integrate them into a story with captions and metadata.
5. Evaluate ethical, legal, and privacy implications in data reporting and apply mitigation strategies.

For Disabled Students (For deaf, Blind etc.?) Example :

- Lecture access: Asynchronous recorded lectures, demos, sample datasets, and step-by-step lab instructions in LMS.
- Live sessions: Weekly synchronous lab/Q&A (30–40 minutes; recorded) plus instructor office hours.
- Assignments: Upload cleaned datasets, analysis notebooks or screencasts, exported visual assets (PNG/SVG), and short reporting drafts via LMS; rubrics provided.
- Peer review: Structured weekly forums; review two classmates' visualizations or data notes (counts toward sessional marks).

- Evaluations: Weekly labs/quizzes, midterm data story draft and checkpoint, summative final data project/portfolio with reproducibility and ethics reflection.
- Accessibility: Captions/transcripts, alt text on visual assets, alternative submission formats on request.
- Support: Virtual office hours, troubleshooting guides, LMS gradebook, deadline reminders.

Weekly Distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous session (optional)	Virtual activities	Problem set / Assignments
1	Course intro & tools overview	Orientation; LMS; dataset sources; spreadsheets and notebook overview; data ethics intro	1, 3	1	10-min welcome + Q&A	Watch orientation demo; set up accounts and tool access; download sample datasets	Screenshot of accounts; brief bio post; short quiz on tools
2	Data sourcing & verification	Public records, open data portals, APIs (conceptual), FOIA basics, verification practices	1, 3	1	Live Q&A (10 min)	Explore open data portals; identify promising datasets for a beat	Submit sourcing log for chosen dataset + verification notes
3	Spreadsheet fundamentals for journalists	Cleaning basics: types, filters, formulas, pivot summaries	1, 2	2	Short demo + Q&A	Clean provided messy spreadsheet; document steps	Submit cleaned spreadsheet + brief method note
4	Data cleaning & reproducibility	Handling missing values, parsing dates, normalization, documenting pipeline	2, 3	2	Guided demo (optional)	Apply cleaning steps in spreadsheet or notebook and save script/log	Quiz: Upload cleaned dataset + reproducibility note (steps)

5	Basic stats for reporting	Descriptive stats, distributions, measures of spread, comparing groups	2, 3	3	Live Q&A (optional)	Compute summary stats; interpret for public audience	Presentation: Submit analysis summary + short interpretation (200 words)
6	Data visualizati on principles	Chart types, visual perception, labeling, captions, accessibility in visuals	2, 3	4	Live critique (optional)	Create multiple chart drafts for same data; test readability	Submit 2 chart variants + caption and justification
7	Mapping basics for stories	Choropleth vs symbol maps, scale, geo-data sources, mapping ethics	1, 2	4	Short workshop (optional)	Create a simple map using provided geofile or table	Submit map image + data sources and legend note
8	Midterm project checkpoint	Midterm brief: short data story draft (2-3 visuals) + sourcing & methods log	1, 3	1, 4	Instructor checkpoint meetings (optional)	Peer review of drafts; instructor feedback	Submit midterm pack: data, visuals, draft story, 200-word reflection
9	Scraping & APIs (conceptua l, ethics)	When to scrape, API basics, rate limits, legal/ethical constraints	1, 4	1, 5	Live demo (optional)	Practice with provided API endpoint (read/write explanation)	Submit API exploration log or scraping plan (no personal credentials)
10	Advanced charts & narrative integration	Small multiples, annotated charts, interactive concepts (embedding), storytelling	2, 3	4	Short demo + Q&A (optional)	Design annotated chart set and draft story paragraphs	Submit annotated visuals + 150-word caption and story excerpt

11	Data ethics, privacy & bias	De-identification, differential risk, representativeness, cultural sensitivity	4, 3	5	Short workshop (optional)	Audit dataset for privacy risks; propose mitigations	Presentation: Submit privacy audit + revised dataset or masking plan
12	Communicating uncertainty & sourcing	Confidence, margins, caveats, sourcing transparency in public reporting	3, 1	3, 5	Guided discussion (optional)	Rework midterm visuals to surface uncertainty and sourcing	Submit revised visuals + uncertainty explanation
13	Interactive concepts & CMS embedding	Embed charts, responsive visuals, PNG/SVG export best practices	2, 3	4, 3	Live demo (optional)	Export visuals for web and prepare embed code/snippet (conceptual)	Submit export files + embed instructions
14	Workflow, version Tutorials & tools: Spreadsheet tutorials; introductory notebook/IDE walkthroughs; charting tool guides; CMS embed instructions (linked in LMS) control & reproducibility	Notebooks, scripts, version notes, metadata, publishing checklist	2, 1	2, 3	Proposal presentations (short recorded)	Assemble reproducible folder with data, code, and readme	Upload reproducibility package + QA checklist

15	Advanced project work	Special features: longform data narratives, supplements, datasets publication	1, 3	4	Optional live workshop (30 min)	Draft final project pages; peer feedback	Submit draft of final story and visuals
16	Final submission, portfolio & ethics reflection	Final project showcase; reflection on sourcing, methods, ethics	1, 4, 3	1, 4, 5	Final presentations + peer feedback (recorded)	Present portfolio screencast; peer assessment	Final portfolio (3–5 data stories), data and method notes, 300–400-word ethics reflection

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown

- Watch orientation demo; set up accounts and download sample datasets; post brief bio; submit tools quiz screenshot
- Explore open data portals and public records; identify candidate datasets for a beat; submit sourcing + verification log
- Clean a messy spreadsheet (filters, formulas, pivots); document steps; upload cleaned file + method note
- Quiz: Apply reproducible cleaning pipeline (missing values, dates, normalization); save script/log; upload cleaned dataset + reproducibility note
- Presentation: Compute descriptive statistics and compare groups; write a short 200-word interpretation for the public; submit analysis summary
- Create two chart variants for the same data; test readability and accessibility; submit both charts + caption/justification
- Build a simple map (choropleth or symbol) from provided geo file; include legend and source note; submit map image + metadata
- Midterm checkpoint: submit data, two–three visuals, draft story, sourcing & methods log, and 200-word reflection; participate in peer review/checkpoint
- Explore a provided API endpoint or draft a scraping plan (ethical constraints only); submit API exploration log or scraping plan (no credentials)
- Design annotated/advanced chart set (small multiples or callouts) and draft story excerpt; submit visuals + 150-word caption

- Presentation: Audit a dataset for privacy and bias risks; propose de-identification/masking mitigations; submit privacy audit + revised dataset or masking plan
- Revise midterm visuals to surface uncertainty and sourcing (confidence intervals, caveats); submit revised visuals + uncertainty explanation
- Export visuals for web (PNG/SVG), prepare conceptual embed instructions/snippet; submit export files + embed guidance
- Assemble reproducible project folder (data, code/notebook, readme, metadata) and QA checklist; record short proposal presentation; upload package
- Draft final story pages and visuals; run peer feedback session; submit final draft for instructor review
- Final submission: upload final portfolio (3–5 data stories), datasets and method notes, recorded screencast presentation, and 300–400-word ethics reflection

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs improvement (1–2)
Data sourcing & verification	Thorough sourcing; reproducible logs; all sources verified and documented	Minor gaps in sourcing or documentation	Some missing sources or incomplete verification	Major omissions; sources missing or unverified
Data cleaning & reproducibility	Fully reproducible pipeline documented (steps, code/scripts, metadata)	Minor reproducibility issues or small gaps in documentation	Partial documentation; key steps or scripts missing	Not reproducible; no documentation of cleaning steps
Analysis & interpretation	Accurate analyses; clear, well-justified interpretations and caveats	Mostly accurate; minor misinterpretations or missing caveats	Some unclear or partially incorrect interpretations	Misleading or incorrect conclusions; no caveats

Visualization & storytelling	Clear, accessible visuals integrated into narrative; captions, labels, and sources included	Good visuals with minor accessibility or labeling issues	Readable but basic visuals; limited narrative integration	Poor visuals that hinder understanding; missing labels/captions
Ethics & privacy	Risks identified, evaluated, and mitigated; de-identification and consent addressed	Minor gaps in mitigation or documentation of ethics/privacy steps	Superficial attention to ethics/privacy; partial mitigation	Ethics/privacy ignored or risks unaddressed

Confidentiality & Ethics in Coursework

- Preserve subject privacy: anonymize identifiers before sharing.
- Disclose tool use: declare AI/automation used; describe human edits and limitations.
- Obtain consent for recorded interviews or images intended for public showcase.
- Provide channels to report ethical or accessibility concerns.

Resource material

1. Morini, F. (2025). A systematic literature review on data journalism: Journalism studies and visualization research. *Journalism Studies*. Advance online publication. https://doi.org/10.1177/14648849241237897 SAGE Journals
2. A recent review of how data journalism combines journalism theory and visualisation research, useful for grounding objective 1 (locating/acquiring datasets) and objective 4 (producing narratives).
3. Farhi, F., Jeljeli, R., Boukhenoufa, A., Mallek, M., & Lassouane, K. (2024). Visualization acceptance among data journalists in the United Arab Emirates: A structural equation modelling-based study. *Online Journal of Communication & Media Technologies, 14*(4), Article e202447. https://doi.org/10.30935/ojcmt/14986 OJCMT
4. This article examines how journalists adopt visualisation practices—helpful for objective 4 (producing data visualisations) and objective 3 (communicating findings).
5. "Editor's Pick: Top 10 Data Journalism Projects of 2024." (2024, December 13). Global Investigative Journalism Network. Retrieved from https://gijn.org/stories/2024-editors-pick-best-data-journalism/ GIJN
6. A curated list of recent standout data journalism projects offering practical examples of data sourcing, cleaning, analysis and visual storytelling—supports all course objectives, especially objective 2–4.
7. "Data Vis Lists, 2024." (2024, December 31). Datawrapper Blog. Retrieved from https://www.datawrapper.de/blog/data-vis-dispatch-december-31-2024 Datawrapper
8. A blog summarising best data visualisations from 2024, useful to illustrate visualisation design and narrative clarity (objective 4).
9. Lan, X. (2024, August 8). Reflections on teaching data visualization at the journalism school. *arXiv*. https://arxiv.org/abs/2408.04386 arXiv

10. A reflective article on teaching visualisation for journalism—valuable for students to understand workflows and practical labs (supports objective 2 & 4).
11. "Summer Reading List for Data Journalists: For Those Who Want to Go Beyond the Basics." (2025, July 29). Global Investigative Journalism Network. Retrieved from https://gijn.org/stories/2025-summer-reading-data-journalists/ GIJN
12. Richards, A. (2023). Foundations of Data and Digital Journalism. Routledge.
13. Uggla, K. (2021). Interpreting information visualization. In Digital Human Sciences. Stockholm University Press.
14. Meyer, P. — Precision Journalism and data reporting frameworks
15. Field, A. (2024). Discovering statistics using IBM SPSS statistics. Sage publications limited.
16. Data, B., & Sovereignty, I. D. A Decade of Data Revolutions. Indigenous Statistics, 10.

Technical Requirements

- Reliable internet connection.
- Device (laptop/desktop recommended) with spreadsheet software and access to notebook or supported cloud alternatives and multimedia editing capability.
- Modern web browser and LMS access.
- Recommended tools: spreadsheet (Excel/Google Sheets), notebook environment (Google Colab/Jupyter or equivalent), charting tool (Data wrapper, Flourish, Vega-lite, or scripting), screen casting software.
- Accepted file formats: DOCX/PDF/MP4/PNG/SVG/CSV

Accessibility & Inclusivity

- Foundation University Islamabad supports inclusive learning and will provide reasonable accommodations for students with learning, physical, or psychological needs; students should contact the instructor or disability services to arrange support.
- Course materials are created for accessibility; alternative formats (large-print, audio, transcripts, etc.) are available on request.
- The instructor will work confidentially with students to implement approved accommodations and ensure full participation.

Instructor Communication Policy

- Weekly virtual office hours are held for course questions and project support.
- Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging; expected response time is within 48 hours.
- For urgent issues (technical failures, assessment emergencies), mark the subject line clearly as "URGENT" to expedite attention.

Digital Literacy Support

- Step-by-step tutorials and guides for Zoom, Canva, the LMS, screen casting, and file preparation are provided in the LMS.

- Students new to course tools are encouraged to complete these tutorials and attend optional orientation sessions.
- One-to-one troubleshooting help is available by appointment for persistent technical difficulties.

Course Title: Sub Editing & Page Designing (Theory & Practical)
Course Code: VMEC3403
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course trains students in professional sub-editing and page-design for both digital and print platforms. Topics include headline writing, copy editing, fact-checking, applying house style, layout principles, typography, visual hierarchy, pagination, and production workflows. Hands-on labs cover layout software (including Adobe Illustrator), CMS templating, image selection and cropping, captioning, and final proofing. Students complete weekly edited copy and multi-page layouts, design front pages and digital story pages, and compile a final portfolio that showcases editorial accuracy, coherent design, accessibility best practices, ethical decision-making, and proficiency with industry tools.

Course Objectives:

1. To apply professional sub-editing skills (accuracy, clarity, grammar, style) across news and feature copy for online and print.
2. To design readable, accessible pages using visual hierarchy, typography, and image treatment.
3. To manage production workflows—pagination, templating, version control, and proofreading—to deliver publish-ready pages.
4. To assess ethical, cultural, and accessibility implications in editing and page design and propose mitigation strategies.

Course-level Learning Outcomes (CLOs):

1. Produce accurate, clear, and stylistically consistent edited copy (headlines, decks, captions, leads).
2. Create page designs (print and web) applying layout principles, typography, and image treatments.
3. Execute end-to-end production workflows: pagination, templating, exports, and proofreading; document reproducible steps.
4. Identify ethical, legal, and accessibility considerations and implement mitigation in editorial and design decisions.

Course Execution:

- Lecture access: Asynchronous recorded tutorials, practice files, step-by-step demos in LMS.
- Live sessions: Optional weekly 20-minute live Q&A (recorded).
- Assignments: Upload source files, exported layouts (PDF/PNG), and screencast reflections via LMS; rubrics provided.
- Peer review: Weekly forums; structured peer critiques (review two classmates) count toward sessional marks.
- Evaluations: Weekly labs/quizzes, midterm practical checkpoint, summative final portfolio with ethics reflection.

- Accessibility: Captions/transcripts, alt text on images/templates, alternative submission formats on request.
- Support: Virtual office hours, troubleshooting guides, LMS gradebook, deadline reminders.

For Disabled Students (For deaf, Blind etc.?) Example :

- All lecture recordings include captions and downloadable transcripts.
- Demos provide step-by-step written instructions, annotated screenshots, and transcripts.
- Images, slide decks, templates, and practice files include descriptive alt text and extended descriptions.
- Live Q&A sessions offer real-time captioning or on-demand transcripts; recorded Q&As remain captioned.
- Alternative submission formats accepted: audio, large-print documents, extended time, and accessible file types on request.
- Assignment rubrics and grading feedback are provided in both text and annotated file formats to aid comprehension.
- Templates and layouts follow accessible design principles (sufficient color contrast, readable type sizes, clear headings, and logical reading order).
- Accessibility checklists and remediation guides are supplied for student use in page reviews.
- Virtual office hours and one-to-one support available; students may request live captioning or sign language interpretation when scheduled in advance.
- Approved accommodations are coordinated confidentially via disability services; contact information and procedures are listed in the LMS.
- Technical troubleshooting guides and recommended minimum device/browser specifications are provided; loaner equipment or alternative arrangements can be requested through the department.
- Clear channels to report accessibility or ethical concerns are maintained, with timely instructor or disability-services follow-up.

Weekly Distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous session (optional)	Virtual activities	Problem set / Assignments
1	Course intro & tools overview	Orientation; LMS; editing tools (track changes, style guides); layout software overview (Adobe Illustrator, InDesign/Affinity/Canva/CMS templates)	1, 3	1	10-min welcome + Q&A	Watch orientation demo; install software or set up web templates; upload sample files	Screenshot of accounts; brief bio post; short quiz on tools

2	News grammar, clarity & house style	Copyediting basics: grammar, punctuation, clarity, concision; house style vs AP	1, 3	1	Live Q&A (10 min)	Edit provided messy news copy; apply house style sheet	Submit edited article + tracked changes and 200-word style note
3	Headlines, decks & leads for platforms	Headline types, SEO considerations, social hooks, subheads, deck writing	1, 3	1	Short demo + Q&A	Generate variants for same story for web, mobile, and print	Submit 3 headline variants + best choice justificatio n
4	Fact-checkin g, verification & sourcing	Sourcing rules, fact checks, attribution, corrections policy, legal flags (libel, privacy)	3, 4	1, 4	Guided demo (optional)	Verify facts in sample copy; document sources and checks	Submit verification log + corrected story
5	Image selection, captioning & alt text	Photo selection, cropping, consent, captions, descriptive alt text for accessibility	1, 3, 4	1, 4	Live Q&A (optional)	Select images for story, write captions, craft alt text	Upload images, captions, alt text + rights/credi t notes
6	Typography & visual hierarchy	Typefaces, sizes, line length, leading, contrast, readability for print and web	2, 3	2	Live critique (optional)	Build typographi c scale for page; test readability on devices	Submit typographi c spec + sample text mockup
7	Page composition & layout grids	Grids, modules, columns, white space, alignment, balance	2, 3	2	Short workshop (optional)	Create wireframe layouts for front page and feature	Submit wireframes (PNG/PDF) + 100-word rationale
8	Practical pagination: building a front page	Assembling copy, images, teasers, folio; print vs responsive web front page	1, 2, 3	1, 2	Template walkthroug h (optional)	Build single front page in layout software or CMS template	Upload front page PDF + 60s screencast walkthroug h

9	Photo editing, captions & image ethics	Basic cropping, color correction, deepfake checks, consent issues	3, 4	1, 4	Live demo (optional)	Edit two photos for a layout and write ethics note	Quiz: Submit original + edited images, captions, ethics note
10	Midterm project checkpoint	Midterm brief: short edited section (3–4 stories) + front page draft; reflective note on editorial choices	1, 4	1, 3	Instructor checkpoint meetings (optional)	Peer review of midterm drafts; instructor feedback	Submit midterm pack: edited copy, front page PDF, 200-word reflection
11	Multiplatform design & responsive approaches	Templates for CMS, content blocks, mobile first, image responsivity	1, 2	2, 3	Live demo (optional)	Convert front page into responsive web mockups (desktop, tablet, mobile)	Submit mockups + notes on template constraints
12	Pull quotes, infographics & data visuals for pages	Integrating charts, pull quotes, fact boxes, crediting sources	2, 3	2	Short demo + Q&A (optional)	Create a page layout that includes one infographic and fact box	Submit layout + chart image + 150-word caption
13	Accessibility, inclusion & cultural sensitivity in design	Readability, alt text, color contrast, representation, inclusive language	4, 3	4	Short workshop (optional)	Audit a page for accessibility & revise accordingly	Submit accessibility audit + revised layout
14	Production workflows & version control	Prepress/export settings, PDF/X, color profiles, CMS export, QA checklists	2, 1	3	Proposal presentations (short recorded)	Run export tests; check print and web deliverables; peer feedback	Upload exported files, QA checklist, and method note

15	Advanced page design: special sections & supplements	Magazine-style features, supplements, special reports, pullouts, adverts integration	1, 3	2	Optional live workshop (30 min)	Design 4-page supplement or special section template	Presentation: Submit 4-page PDF + 100-word editorial rationale
16	Final submission, portfolio & ethics reflection	Final portfolio showcase; reflection on editorial ethics and design choices	1, 4, 3	1, 2, 4	Final presentations + peer feedback (recorded)	Present portfolio screencast; peer assessment	Final portfolio (6–8 pieces), exported pages, 3–5 min screencast, and 300–400-word ethics reflection

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown

- Live Participation Rubric: Presence, punctuality, engagement, professionalism, and peer support assessed in synchronous Q&As, demos, critiques, workshops, and final presentations (applies Weeks 1–16).
- Tools Setup Proof: Install layout/CMS tools and provide screenshots of accounts; brief bio post to confirm access and introductions (Week 1).
- Syllabus & Tools Quiz: Short quiz covering LMS navigation, editing tools, and software basics (Week 1).
- Copyediting Drill & Style Note: Edit messy news copy using tracked changes; submit edited article plus a 200-word note explaining house style choices vs AP (Week 2).
- Headline Variants Task: Produce three headline/deck/lead variants optimized for web, mobile, and print; submit variants with short justification for best choice (Week 3).
- Verification Log & Corrected Story: Perform fact-checking on assigned copy, document sources and verification steps, flag legal/privacy concerns, and submit corrected story + verification log (Week 4).
- Quiz: Image Selection Package: Choose images for a story, provide captions and descriptive alt text, and include rights/credit notes and consent checks (Week 5).
- Typographic Specification & Mockup: Create a typographic scale and spec (fonts, sizes, leading, line length) and submit a sample text mockup demonstrating readability (Week 6).

- Wireframe Layouts: Build wireframes for a front page and a feature spread showing grids/modules; submit PNG/PDF wireframes + 100-word rationale (Week 7).
- Front Page Build: Assemble copy, images, teasers, folio into a print or responsive front page using layout software or CMS template; upload front page PDF + 60s screencast walkthrough (Week 8).
- •Quiz: Photo Edit & Ethics Note: Perform basic edits (crop, color correct) on two photos, run simple deepfake checks, and submit originals + edits with captions and a brief ethics note (Week 9).
- Midterm Pack (Applied): Submit a short edited section (3–4 stories), front page draft PDF, and a 200-word reflective note on editorial decisions. Participate in peer review and optional instructor checkpoint (Week 10).
- Responsive Mockups Conversion: Convert front page into responsive mockups for desktop, tablet, and mobile; include notes on template constraints and image responsivity (Week 11).
- Infographic Integration: Design one simple infographic or data visual for a page, include a fact box/pull quote, and submit the layout, chart image, and a 150-word caption explaining data sourcing and crediting (Week 12).
- Accessibility Audit & Revision: Audit a page for color contrast, alt text, language, and readability; submit audit findings and a revised accessible layout (Week 13).
- Export & QA Workflow Exercise: Run export tests for print/web (prepress settings, PDF/X, color profiles), complete a QA checklist, and submit exported files plus method note (Week 14).
- •Presentation: Special Section Design: Design a 4-page supplement or special section template (feature/art direction, ads placement), submit 4-page PDF + 100-word editorial rationale (Week 15). Option: guest practitioner session in Week 15 or 16.
- Final Portfolio & Ethics Reflection: Compile 6–8 artifacts (edited stories, front pages, responsive mockups, infographic, accessibility revision, export files), produce a 3–5 minute screencast walkthrough, and submit a 300–400 word reflection focused on editorial ethics and design choices (Week 16).
- Peer Review Cycles: Structured peer feedback on midterm packs (Week 10) and final presentations (Week 16) using the live participation rubric and assignment-specific rubrics.
- Mini Consultancy (Optional Capstone): Small groups draft a 1-page editorial consultancy memo recommending planning, layout, accessibility, and production steps for a chosen outlet—useful as an extra portfolio item (Weeks 11–16).

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs improvement (1–2)

Editing accuracy & sourcing	All copy accurate, consistent with style, well-sourced.	Minor errors, mostly consistent.	Some errors or inconsistent sourcing.	Major errors, missing sourcing.
Design & layout quality	Cohesive hierarchy, typography, image treatment; enhances story.	Good hierarchy; minor polish issues.	Readable but basic layout.	Poor layout; hinders comprehension.
Production & technical correctness	Exports meet specs; pagination/templates correct; proofs clean.	Minor export/file issues.	Some technical mistakes.	Files not published-ready.
Accessibility & ethics	Alt text, captions, representation, and mitigation documented/applied.	Mostly accessible; minor gaps.	Superficial accessibility work.	Accessibility/ethics ignored.

Confidentiality & Ethics in Coursework:

- Preserve subject privacy: anonymize identifiers before sharing.
- Disclose tool use: declare AI/automation used; describe human edits and limitations.
- Obtain consent for recorded interviews or images intended for public showcase.
- Provide channels to report ethical or accessibility concerns.

Resource material

1. Parker, E. (2025). *Principles of Graphic Design: Master layout, typography, branding, and modern visual communication for digital creators*. epubli. Google Books
2. Bai, Y., Huang, Z., Gao, W., Yang, S., & Liu, J. (2024, July). Intelligent artistic typography: A comprehensive review of artistic text design and generation. *arXiv*. https://arxiv.org/abs/2407.14774 arXiv
3. Bear Brown, N. (2024, March). The Cognitive Type Project — mapping typography to cognition. *arXiv*. https://arxiv.org/abs/2403.04087 arXiv
4. "Publication Design: A Guide to Page Layout, Typography, Format and Style." (n.d.). AbeBooks
5. "Exploring Typography (Graphic Design/Interactive Media)." (n.d.). Amazon
6. "Foundational Principles of Typography for Designers." (2024, January 18). Journalism University. Retrieved from https://journalism.university/writing-and-editing-for-print-media/principles-of-typography-for-designers/ Journalism & Mass Communication Hub
7. McCue, C. (2010). Real world print production with Adobe Creative Suite applications. Peachpit Press.
8. Lupton, E. (2024). Thinking with Type: A Critical Guide for Designers, Writers, Editors, and Students (Revised and Expanded). Chronicle Books.

9. Hoppe, J. (2025). Adobe Illustrator. Rocky Nook, Inc..
10. Amponsah, P. N. (2024). Journalism and Ethical Engagement with Visual Media: Illuminating Stories through Engaging Imagery. Scientific Research Publishing, Inc. USA.
11. Miller, C. (2024). Basic Design Principles. Writing for Digital Media.

Video tutorials & tools

1. Adobe Illustrator for beginners: https://youtu.be/3NBKRywEbNs?si=Q9PnFDT-oOdfem1h (Last accessed: September 11, 2025)
2. Learn Adobe Indesign in 11 Minutes: https://youtu.be/wF_fu1wcT0Y?si=nVX_91cI-fSJySaP (Last accessed: September 11, 2025)
3. How to write SEO content for a website; https://youtu.be/gydm3Vy7XC4?si=7GNVQomVXYIqv75l (Last accessed: September 11, 2025)

Technical Requirements:

- Reliable internet connection.
- Device (laptop/desktop recommended) with (adobe illustrator) layout software access or cloud alternatives and multimedia editing capability.
- Modern web browser and LMS access.
- Recommended tools: word processor (track changes), (adobe illustrator) layout software or CMS template editor, image editor, screencasting software.
- Accepted file formats: DOCX/PDF/MP4/PNG/JPG/CSV

Accessibility & Inclusivity

- Foundation University Islamabad supports inclusive learning and will provide reasonable accommodations for students with learning, physical, or psychological needs; students should contact the instructor or disability services to arrange support.
- Course materials are created for accessibility; alternative formats (large-print, audio, transcripts, etc.) are available on request.
- The instructor will work confidentially with students to implement approved accommodations and ensure full participation.

Instructor Communication Policy

- Weekly virtual office hours are held for course questions and project support.
- Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging; expected response time is within 48 hours.
- For urgent issues (technical failures, assessment emergencies), mark the subject line clearly as “URGENT” to expedite attention.

Digital Literacy Support

- Step-by-step tutorials and guides for Zoom, Canva, the LMS, screen casting, and file preparation are provided in the LMS.
- Students new to course tools are encouraged to complete these tutorials and attend optional orientation sessions.

- One-to-one troubleshooting help is available by appointment for persistent technical difficulties.

Course Title: Media Management and Marketing

Course Code: VMEC4608
Credit Hrs: 3
Semester: 8

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course offers a comprehensive overview of managing media operations and implementing effective marketing strategies in the digital landscape. Students will investigate how media organizations plan, produce, and distribute content, as well as how brands utilize various platforms to engage target audiences. By analyzing real-world case studies and participating in practical projects, students will develop competencies in content strategy, digital marketing, audience analysis, branding, and media planning. Ultimately, students will be equipped to apply management and marketing concepts to create impactful media solutions for businesses and organizations.

Course Objectives:

This course is designed to meet the below objectives:

1. This Understanding the specificities of media management and marketing communications.
2. Understanding different theories of media management and marketing communications.
3. Implementing specific tools, practices, and media management strategies.
4. Latest Marketing trends would be explained to enhance their leadership skills for making audience adopt their business.

Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will be able to identify the unique characteristics of media management and media marketing.
2. This course will also equip students to respect the crucial importance of professional media ethics in the face of many and often significant pressures to engage in questionable practices.
3. Will be able to demonstrate specific media management and marketing strategies.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week #	**Topics**	**Modules**	**PLOs**	**CLOs**	**Synchronous session**	**Virtual Activities**
1	Management Communication Basics	Course Introduction Introduction Verbal and Nonverbal Organizational Communication	1	1	Live Orientation session Teacher Student Interaction Introduction to CLO and Course Outline	Recorded Lecture and Reading Material.
2	Managerial Roles	Key Management Roles Informational Interpersonal and Decisional	1,3	1	Live Lecture Overview of managerial roles discussions	Recorded Lecture Reading Material assigned
3	Leadership Skills – Problem Solving Discussion	Problem-solving process Leadership skills for PS	1, 2, 3	1	Live Lecture Group-based problem solving	Recorded Lecture and Reading Material Assignment “Scenario-based problem solving”
4	Management System of Press	Purpose and features for the Printing Press Overlapping Concepts Challenges	1, 3	1	Live lecture	Recorded Lecture and Reading material
5	Management System of Radio	Organizational Structure Strategization Marketing and promotion Regulatory ethics	1, 3	1	Live lecture Radio studio simulation	Recorded Lecture and Assigned reading material Discussion forum The future of radio

6	Management System of TV	Organizational Structure Strategization Marketing and promotion Regulatory ethics	1, 3	2	Live lecture Live inside a TV station	Recorded lecture and reading material Assignment on Program Scheduling
7	Management System of Film	Structure of the industry Key players Chain overview Pre, post, and production, Distribution, marketing, and audience engagement	1,3	2	Live Lecture Mapping on real-world challenges	Recorded lecture + Assigned Reading material QUIZ
8	How to Market your business- Marketing Basics	Introduction Understanding the target audience Marketing strategy Channels and tools Measuring success	1, 2, 3	2	Live Lecture Icebreaker brainstorming Marketing Plan exercise Interactive poll quiz	Recorded lecture + Assigned Reading material
9	Developing a Marketing Plan	Process of Developing a Marketting Plan SWOT	3	2	Live Lecture Final project discussion Introduce any product and design its marketing plan	Recorded lecture + Assigned Reading material
10	Marketing Plans-Imaginative brand creation and establishing a marketing Plan-Problem Solving	Concept Development Market research Consumer analysis Problem-solving and performance evaluation	3	2	Live Lecture + SWOT Analysis Activity	Recorded lecture + Assigned Reading material
11	Marketing Plans-Imaginative brand creation and establishing a marketing Plan-Problem Solving	Proposal Presentation.	3	3	Students present a proposal for the Final Project	Students present a proposal for the Final Project
12	Digital Marketing Basics	Digital Marketing Ecosystem Content Marketing Fundamentals SEOs	1, 2,3	3	Live Lecture SEO practicing Demo of Digital data analytics	Recorded lecture + Assigned Reading material Analytics interpretation QUIZ
13	Digital Marketing Strategies- Detailed Look	Digital Consumer Behaviour Content Strategy Influencer Marketing	**1,2,3,**	3	Live Lecture	Recorded lecture + Assigned Reading material Assignment on Platform-

		Campaign Optimization Omni-channel strategies Platform-specific strategic design				specific strategic design Forum Discussion 'Why OMNI channels fail'
14	Problems and Issues of Digital Marketing with respect to Business Type – B2B or B2C- Differentiating in the application of Marketing Plans	Understanding B2B vs. B2C Digital Marketing Environments Common Digital Marketing Problems in B2B vs. B2C differentiating Marketing Plans	1,2,3	3	Live Lecture Case study discussion Designing B2B and B2C marketing plans and peer review	Recorded lecture + Assigned Reading material
15	Management Communication Basics Managerial Roles	interpersonal and strategic communication skills required of managers formal and informal communication channels key managerial roles	1,3,4,	1	Live Lecture Mintzberg's Managerial Roles Discussion	Recorded lecture + Assigned Reading material Quiz
16	Final Project	Presenting Marketing Plans	1,2,3,4,	1	Students will present their final project on designing of marketing plan for a brand	Presentations

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Case Analysis Report
- Writing Reflection Articles,

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Strategic Planning	Well-researched, comprehensive plan	Mostly detailed	Basic planning	Poor or incomplete plan
Marketing Analysis	Strong understanding of market & audience	Some analysis	Limited analysis	Weak or missing analysis
Organization & Clarity	Clear, logical, professional	Mostly clear	Some disorganization	Disorganized
Creativity & Innovation	Innovative and strategic ideas	Some creativity	Limited creativity	Unoriginal ideas
Practical Implementation	Highly feasible & actionable	Moderately feasible	Limited feasibility	Not feasible

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties

Reference Materials:

1. Wu, J. (2025). *Media management and artificial intelligence: Understanding media business models in the digital age.* Routledge. Taylor & Francis Online
2. Sharma, C. (2025). Mapping the evolution of digital marketing research using bibliometric and topic-modelling analysis. *Information*, 16(11), Article 942. https://doi.org/10.3390/info16110942 MDPI
3. Lubis, U. S. (2025). Digital marketing strategies in expanding the market for creative products: A systematic review and meta-analysis. *Frontiers in Communication*. https://doi.org/10.3389/fcomm.2025.1647391 Frontiers
4. Sharma, S., Waghmare, G., Bhosale, S., Molgi, N., Sayyed, A. A., & Todmal, A. D. (2025). Management of social media and digital marketing with AI. *Journal of Information Systems Engineering & Management*, 10(11s). https://doi.org/10.52783/jisem.v10i11s.1596 jisem-journal.com
5. Digital Marketing Institute. (2025, April 22). What are the digital marketing trends for 2025? Retrieved from https://digitalmarketinginstitute.com/blog/digital-marketing-trends-2025 Digital Marketing Institute

Web URL's

- Li, F., Larimo, J., & Leonidou, L. C. (2023). Social media in marketing research: Theoretical bases, methodological aspects, and thematic focus. *Psychology & Marketing, 40*(1), 124-145.
- Chan, I. C. C., Chen, Z., & Leung, D. (2023). The more the better? Strategizing visual elements in social media marketing. *Journal of Hospitality and Tourism Management, 54*, 268-289.

- Buhalis, D., Leung, D., & Lin, M. (2023). Metaverse as a disruptive technology revolutionizing tourism management and marketing. *Tourism Management*, *97*, 104724.
- Razali, G., Nikmah, M., Sutaguna, I. N. T., Putri, P. A. N., & Yusuf, M. (2023). The Influence Of Viral Marketing And Social Media Marketing On Instagram Adds Purchase Decisions. *CEMERLANG: Jurnal Manajemen dan Ekonomi Bisnis*, *3*(2), 75-86.
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Video

- Leaders Talk. (2023, December 20). *What is Marketing? | Marketing Mix (4 Ps of marketing) | Types of Marketing* [Video]. YouTube. https://www.youtube.com/watch?v=zslTD2MqO0E Retrieved 11/18/2025
- Lyfe Marketing. (2023, January 23). 8 *Real Digital Marketing Case Studies* [Video]. YouTube. https://www.youtube.com/watch?v=-b7Afkiwvhw Retrieved 11/18/2025
- Lyfe Marketing. (2023, January 23). *8 Real Digital Marketing Case Studies* [Video]. YouTube. https://www.youtube.com/watch?v=-b7Afkiwvhw Retrieved 11/18/2025
- GDC. (2021, March 22). *What's new in Unity: Session at GDC 2021 [Video]*. YouTube. https://www.youtube.com/watch?v=N8IldmS-gDc&t=170s Retrieved 11/18/2025

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Script Writing and Storyboarding
Course Code: VMEC4901
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course teaches students how to develop ideas into visual stories through scriptwriting and storyboarding. It covers story structure, character development, dialogue, script formats (film, TV, animation), visual composition, shot planning, and sequential storytelling. Students will learn to convert written scripts into storyboard panels that communicate action, emotion, camera movement, and timing.

Course Objectives
This course is designed to meet the below objectives.

1. Demonstrate an understanding of the principles and techniques of script writing, including character development, plot structure, and dialogue.
2. Apply critical thinking skills to analyze and evaluate scripts, identifying strengths and areas for improvement.
3. Gain proficiency in the art of storyboarding, including visual storytelling techniques, shot composition, and sequencing.
4. Gain proficiency in the art of storyboarding, including visual storytelling techniques, shot composition, and sequencing.

Course Learning Outcomes
Based on the above course objectives, the course will be designed to meet below outcomes

1. Create production storyboards using the principals of film language.
2. Apply principles of Composition, camera angles and camera move.
3. Develop a drawing ethic complimentary to storyboard production.

Course Execution

46. To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
47. Video Conferencing tools like Zoom, Microsoft term, Google Meet.
48. On University portal recorded lecture available.
49. To access Class Link student should check their email or LMS announcement for lecture link
50. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal.
51. Assignments: Upload source files, exported assignment document on university portal.
52. Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
53. Support & discussion: Weekly announcements office hours for A&Q.
54. Ask for question email course instructor or post in the course discussion on university portal.

For disable students (for deaf, blind etc.?)

47. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.

48. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
49. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
50. Instructors will be trained to describe visual materials clearly during presentations.
51. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to Course Introduction to Script Writing and Storyboarding	Introduction to course Details of Assignments and class proceedings. 1.Introduction to the fundamentals of script writing and storyboarding 2.Understanding the importance of storytelling in visual media	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture,	Recorded Lecture, Assigned reading
2	Elements of a Good Story	Exploring the key elements of a compelling story Developing engaging characters and their arcs Understanding story structure and plot development	1	1	Discussion on Idea Development & Brainstorming	Recorded Lecture, Writing Reflection Essay
3	Script Formatting and Structure	Learning the standard script formatting guidelines Understanding the three-act structure and its variations Practicing writing scenes and dialogue	2	2	Live Lecture+ Assignment 1 Two column script of TV Ad	Recorded Lecture Reading material,
4	Introduction to software “final draft” and “celtx”	1.Understanding software 2.Different tools used 3.Documentation and maintenance	2	3	Live Lecture + Practice of software	Recorded Lecture + Reading Material + Assignment

5	Creating Dynamic Characters	Writing character-driven scenes and dialogue Exploring character motivations and conflicts Developing well-rounded and relatable characters	2	1	Live Lecture, +Quiz1	Reading Material, Discussion on
6	Visual Storytelling Techniques	Understanding the visual language of film and storytelling	2	2	Live Lecture, Discussion on techniques of visual storytelling	Recorded Lecture + Reading Material + Quiz
7	Exploring shot types, camera angles, and composition	Incorporating visual elements into the script and storyboards	2	2	Live Lecture, discussion on importance of different camera movement in script and storyboarding	Provided Reading Material
8	Writing Dialogue	Mastering the art of writing effective and realistic dialogue Exploring subtext and character voice Practicing dialogue writing exercises	2	1	Live Lecture, + Create a short monologue or dialogue showing the character's personality.	Recorded Lecture + Reading material Generate a 60-second video
9	Storyboarding Basics	Introduction to storyboarding techniques and tools. Understanding shot composition and framing. Creating basic storyboards for scenes or sequences	3	3	live discussion + Assignment 2 Sketch 6 simple frames of any everyday activity (e.g., making coffee)	Recorded Lecture + Reading Material
10	Advanced Storyboarding Techniques	Exploring advanced storyboarding techniques for action, suspense, and emotion Incorporating camera movement and transitions into storyboards Creating detailed and dynamic storyboards for complex scenes	3	3	Live Lecture, Discussion+ Develop a Visual Storyboard with use of advance techniques	Reading Material

11	Writing for Character Development	1.Focusing on character-driven storytelling techniques 2.Exploring methods to develop complex and compelling characters 3.Writing scenes and sequences that emphasize character growth and transformation	3	1	Live Lecture, Discussion + Write a character profile for your main character (name, traits, backstory, goals, conflicts).	Recorded Lecture + Reading Material
12	Adapting Scripts for Different Mediums	1.Understanding the differences between writing for film, television, and animation 2.Adapting scripts for different formats and genres 3.Exploring the specific requirements and considerations for each medium	3	1	Recoded Lecture, Rewrite a simple story (e.g., a fairy tale) using formal script format	Recorded Lecture + Reading Material,
13	Collaborative Storytelling	1.Understanding the collaborative nature of script writing and storyboarding 2.Working effectively with directors, producers, and other team members 3.Incorporating feedback and revisions into the script and storyboards	3	3	Quiz 2	Recorded Lecture + Reading Material
14	Pitching and Selling Your Story	1. Developing effective pitching skills to sell your script or storyboard. 2.Crafting compelling loglines and synopses 3.Understanding the industry standards and practices for pitching	4	1	Live Lecture, Quiz Create a **mind map** of a potential story idea (characters, setting, conflict).	Recorded Lecture + Reading Material, Reflection essay on
15	Script and Storyboard Analysis	1.Analyzing and critiquing scripts and storyboards from established works	2	3	Discussion + Create a polished storyboard for at	Recorded Lecture + Reading Material,

		2.Identifying strengths and weaknesses in storytelling and visual presentation 3.Applying feedback and analysis to improve your own work			least one full scene.	
16	Writing for Specific Genres	1.Exploring the unique characteristics and requirements of different genres (e.g., comedy, drama, thriller) 2.Understanding genre conventions and audience expectations 3.Writing scripts and storyboards tailored to specific genres	3	3		Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.

- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.

- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Gumelar, M. S. (2024). *Mastering the art of screenwriting & storyboard: From words to visuals for animation and movies*. An1mage. Google Books
2. Leighfield, L. (2025, September 12). How to storyboard: A 4-step guide to the storyboarding process. *Boords*. Retrieved from https://boords.com/how-to-storyboard boords.com
3. Patel, D. (2025, July 23). How to create a storyboard: Step-by-step guide to visual storytelling. Murphy Inc. Retrieved from https://murphy.inc/how-to-create-a-storyboard-step-by-step-guide/ murphy.inc
4. "8 New Scriptwriting Books Shaping 2025." (2025, June 28). BookAuthority. Retrieved from https://bookauthority.org/books/new-scriptwriting-books BookAuthority
5. Rao, A., Chou, J-P., & Agrawala, M. (2024, October 4). ScriptViz: A visualization tool to aid scriptwriting based on a large movie database. *arXiv*. https://doi.org/10.48550/arXiv.2410.03224 arXiv
6. Wang, W.-F., Lu, C.-T., Ng, J. P., Chiu, Y.-T., Lee, T.-Y., Wang, M., Chen, B.-Y., & Chen, X. A. (2025, November 22). AnimAgents: Coordinating multi-stage animation pre-production with human-multi-agent collaboration. *arXiv*. https://doi.org/10.48550/arXiv.2511.17906

Web URL's

1. Gaston, J. P., & Havard, B. (2023). Step 3: Storyboarding and Script Writing. In *Collaborative Video Production* (pp. 29-38). Brill.
2. Ning, Z., Li, D., & Li, T. J. J. Using Large Generative Models for Storyboarding: Challenges and Goals.

3. AmbarWati, B. (2023). *Making a Promotional Video of Girli Batik Lumajang* (Doctoral dissertation, Politeknik Negeri Jember).

Video Tutorials:

1. Final Draft Tutorial for Beginners: https://www.youtube.com/watch?v=Z6n2tiMVmD8 (Last accessed: November 14, 2025)
2. Final Draft tutorial use of tool: https://www.youtube.com/watch?v=scMIM-HgehQ (Last accessed: November 17, 2025)
3. Final Draft Tutorial 11 overall Tutorial: https://www.youtube.com/watch?v=aeV-MiOvncY&list=PLMpNRy91N3V46p_R8Vvuj7AS3XgoA2o5v&index=3 (last accessed: November 17, 2025)
4. CeltxTutorial:https://www.youtube.com/watch?v=KX06J2cG9eo&list=PLccf0O2wNxyvQOesk_V3jEXcfnMRFNdsb&index=1 (last accessed: November 17, 2025)
5. Celtx Tutorial for Beginners: https://www.youtube.com/watch?v=7Nu9XKccfVQ(Last accessed November 17,2025)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Development Support Communication
Course Code: VMEC1507
Credit Hours: 3
Semester: 2

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course explores the strategic role of communication in driving social change and development initiatives. Through recorded lectures, digital case studies, and online collaborative activities, students will examine how media catalyse addressing development challenges in health, education, and the environment. The course emphasises practical skills in designing, implementing, and evaluating development communication campaigns using digital tools and platforms.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. Examine the role of media as a catalyst for social change and its contribution to development initiatives.
2. Design and implement strategic communication campaigns addressing key development challenges.
3. Evaluate the impact of media-based interventions in achieving targeted development goals.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Understand the role of media in driving social change and development initiatives.
2. Design communication campaigns addressing development challenges such as health, education and environment.
3. Evaluate the effectiveness of media-based interventions in achieving development goals.

Course Execution

- Lecture access: Asynchronous recorded tutorials + downloadable practice files in the LMS; optional weekly 10–20 min live Q&A (recorded).
- Assignments: Upload source files, exported images, and screencasts/reflections via LMS; rubrics provided; grading ~7–10 working days.
- Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques count toward sessional marks; occasional live critiques.
- Evaluations: Weekly formative labs/quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
- Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disable students (for deaf, blind etc.?) Example

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Introduction to Development Support Communication	Communication, Development Communication, Development Support Communication, Emergence and Importance	1,2	1	Guided demo (optional)	Recorded lecture, introductory forum, interactive timeline activity
2	Factors for Successful Development (SDGS)	Role of Communication, Enabling Environment, Stakeholder Engagement	1	1	Guided demo (optional)	Recorded lecture, success factors worksheet, discussion forum
3	Development Support Communication and Change	Strategies for introducing Change, Levels of Change, Sources of Change, and Social Stratification	1,3	1		Recorded lecture, change strategy template, reflective journal
4	Development Journalism	Understanding Rural culture, Problems of DSC, Environmental factors, Ethical considerations	1,2,3	1		Recorded lecture, quiz, and rural reporting analysis
5	Diffusion of Innovations	Health applications, Agriculture applications,	1,2	1		Recorded lecture, innovation tracking

		Education applications, Adoption curves				assignment, case studies
6	Models of Development Support Communication	Overview & Historical perspective of Dominant paradigm, Criticism against Dominant paradigm, Alternative approaches	1,2,3,4	1		Recorded lecture, model analysis chart, comparative essay
7	Planning Development Communication Campaign	Concept of Campaign, Advantages of campaign, Needs assessment, Objective setting	1, 2	1, 2		Recorded lecture, campaign outline template, stakeholder analysis
8	Creating Development Campaign Plans	Stages of campaign development, Using slogans, Selecting media and methods, Budget planning		1, 2	Guided demo (optional)	Recorded lecture, media selection exercise, draft campaign proposal
9	The four stages of DSC campaign planning: identification of objectives, analysis, formulation of the plan, and evaluation	Planning and implementation		1, 2	Guided demo (optional)	Recorded lecture, media selection exercise
10	Using Mass Media for Development Support Communication	Introduction of mass media and DSC, Print Media, Static Media, and Material Preparation Techniques	1, 2	1, 2, 3	Guided demo (optional)	Recorded lecture, PSA creation assignment, media effectiveness analysis
11	Audio-Visual Media in Development Communication	Radio applications, Television uses, Projected Visuals, Emerging digital methods		1		Recorded lecture, audio script writing, and emerging media research
12	Understanding Traditional Values and Belief Systems	Cultural sensitivity, Local belief systems, Community	1, 2	1		Recorded lecture, cultural assessment

		engagement strategies				exercise, case responses
13	Prospects & Challenges in Pakistan	Financial problems, Lack of education and training, Control over media, Political problems		1		Recorded lecture, quiz, and solution proposal development
14	Alternative Development Models	Criticism against the Dominant Paradigm, Participatory approaches, Community-centred models	2	1		Recorded lecture, alternative model analysis, forum debate
15	Evaluating Development Programs	What is Evaluation, Evaluation in DSC, Elements of Evaluation, Types of Evaluation	3	1, 2, 3		Recorded lecture, evaluation framework development, measurement tools creation
16	Practical Communication Strategy Development	Campaign development, Model integration, Presentation skills	1, 2, 3	1, 2, 3	Final project presentations + peer feedback + closing ritual	Final project submission, peer assessments, course reflection

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:
Students work in small groups to design a mini development communication campaign on a selected issue (health, education, environment, agriculture). They will identify the target audience, craft key messages, choose appropriate communication channels, and create a simple poster, radio script, or social media message promoting behavioural change.

Grading Rubrics
Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Materials

1. Chandio, D. (2024). Using development support communication to address climate change challenges in Sindh, Pakistan. *Journal of Media & Communication Studies*, 8(1), 55-70. Retrieved from https://ojs.ilmauniversity.edu.pk/index.php/jmc/article/view/144 ojs.ilmauniversity.edu.pk
2. Ihsaniyati, H., Sarwoprasodjo, S., Muljono, P., & Gandasari, D. (2023). The use of social media for development communication and social change: A systematic literature review. *Sustainability, 15*, Article 2283. https://doi.org/10.3390/su15032283 ResearchGate
3. Govender, E. (2025). Interdisciplinary perspectives: Rethinking communication for development and social change. *Social Sciences, 14*(2), 56. https://doi.org/10.3390/socsci14020056 MDPI
4. Afsheen, S., & Naz, F. (2024). The intersection of digital media and climate change in Pakistan: Assessing awareness and charting a path forward. *Journal of Media & Communication Studies*, [volume], [pages]. jmcs.amcap.net
5. Siyamhmark, "Culture-Centered Strategic Communication for Sustainable Development." (2025). *International Journal of Communication & Development*, [volume], [pages]. https://doi.org/10.1080/1553118X.2025.2524179

Core Textbooks

1. Ali, M., & Ilyas, M. (2020). Challenges of development support communication in Pakistan: A critical analysis. Journal of Development Communication, 31(2), 45-62.

2. Figueroa, M. E., Kincaid, D. L., Rani, M., & Lewis, G. (2002). Communication for social change: An integrated model for measuring the process and its outcomes. The Rockefeller Foundation.
3. McKee, N., Aghi, M., & Shahzadi, N. (2018). Social mobilization and communication for sustainable development. Sage Publications.
4. Melkote, S. R., & Steeves, H. L. (2021). Communication for Development: Theory and Practice for Empowerment and Social Justice (3rd ed.). SAGE Publications.
5. Saeed, S. (2019). Media and development in Pakistan: Exploring the role of journalism in social change. Asian Journal of Communication, 29(4), 345-362.
6. Servaes, J. (Ed.). (2020). Handbook of Communication for Development and Social Change. Springer.

Supplementary Readings

1. Gregory, A., & Yudarwati, G. A. (2023). Strategic Participatory Communication and Development. Routledge.
2. Tuckey, J. (2022). Communication for Development: A Practical Handbook. I.B. Tauris.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:
• Stable internet connection (minimum 4 Mbps recommended)
• Laptop or desktop device with webcam and microphone
• Access to the university's Learning Management System (LMS)
• Ability to view and upload PDFs, Word documents, and video files
• Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

ELECTIVES WITHIN MAJORS COURSES:

Course Title: Advanced Editing Techniques
Course Code: VMEC4709
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This advanced virtual course dives deep into the professional standards and complex workflows of digital post-production for high-resolution media. Building upon foundational skills in photography and video editing, students will master specialized techniques in advanced non-linear editing (NLE), sophisticated color grading and professional audio design and mixing for film and digital platforms. The curriculum emphasizes technical mastery, speed, and creative problem-solving within a professional post-production pipeline. Students will work with complex raw footage, manage multi-camera projects, and ensure technical delivery compliance (e.g., aspect ratios, loudness standards, color spaces) for various platforms, from cinematic distribution to web streaming. The virtual format utilizes pre-recorded lectures, demonstration videos, and digital project submissions to enable a flexible, self-paced learning experience.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

1. Give students an in-depth understanding of the definitions and uses aesthetics and theories of motion picture editing
2. Give a definition of non-linear editing and discuss its benefits over linear editing.
3. The main elements of a non-linear editing software interface should be identified and described.
4. Differentiate between the numerous non-linear editing programs that the market has to offer.
5. Demonstrate an understanding of editing techniques by watching selected clips and engaging in critical discourse on topics such as linkage, montage, rhythm, timing and continuity

Course Learning Outcomes

Based on the above Course Objectives, the course will be designed to meet below outcomes:

1. Differentiate and recognize how a non-linear program editing is organized and works, including the timeline, media browser, and effects panels.
2. Display an insight to how to match shots, improve the color of the movie, and develop a unified visual look.
3. Demonstrate an in-depth understanding of mix audio, including how to change the volume, apply effects, and deal with numerous audio files.
4. Develop skills in synchronizing and editing footage from multiple camera angles, common in events and interviews.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

11. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
12. Assignments: Upload videos via LMS; rubrics provided; grading ~7–10 business days.
13. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
14. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
15. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (optional)	Virtual Activities
1	Advanced NLE Setup & Workflow	Project initiation, ingestion methods, multi-user project setup, Proxies vs. Originals, cloud collaboration tools (Frame.io, LucidLink overview).	2,4	1,2	Live Welcome & Tool Check: Guided setup of professional NLE (e.g., Premiere/Resolve) and workflow folders.	Recorded lecture: Data management & professional asset organization. Forum: Discuss project file formats

						(RAW, ProRes, DNxHD).
2	Complex Timeline Management	Multi-cam editing (syncing, grouping), nested sequences, dynamic linking, timeline efficiency best practices.	2,3	1,3	Live Workshop: Multi-cam sequence editing demonstration and Q&A.	Assignment 1: Edit multicam sequence
3	Advanced Transitions & Graphics	Customized transitions, motion graphics integration (using AE dynamic link), track mattes, keying fundamentals (Chroma/Luma).	2,3	3		
4	Foundational Visual Effects (VFX)	VFX pipeline basics, clean plates, rotoscoping, basic object removal (content-aware fill/clone stamp).	2	3,5	Live Demo: Advanced rotoscoping and plate cleanup techniques in NLE/compositing software.	
5	Introduction to Color Theory & Space	Color science (REC 709, P3, ACES), scopes (waveform, vectorscope, parade), log vs. RAW.	1,4	4,5	Live Scopes Analysis: Breakout rooms for students to analyze color space and gamut warnings on provided footage.	
6	Primary Color Correction Mastery	Exposure and contrast adjustment, white balance correction, hue/saturation, use of LUTs (Look-Up Tables) and input transforms.	2,4	4		Assignment 2: Color Correction

7	Secondary Color Grading	Node-based workflows (serial, parallel), HSL qualifiers, power windows (masks), tracking masks, creating visual separation.	2,5	4,5		Recorded module: Advanced curve adjustments and keyframe grading.
8	Film emulation	Creating and applying film emulation "looks," skin tone preservation, creative grading for mood and genre.	1,5	4,5		
9	Professional Audio Editing I: Dialogue	Dialogue cleaning (de-noising, de-reverb), matching dialogue levels, spectral repair introduction.	1,5	1,2	Live Workshop (Audition/DAW): Dialogue repair and editing demonstration.	Recorded module: Microphone types and recording best practices for post.
10	Professional Audio Editing II: Sound Design	Foley recording and placement, sound effects layering, using ambient sounds, building immersive environments.	3,5	3		Assignment 3: Build an audio sequence
11	Advanced Audio Mixing & Mastering	Bus/Submix creation, compression, equalization, mastering for final delivery, loudness standards (LUFS for web/broadcast).	3,4	1,4		
12	Project-Based Work: Integration	Dedicated time for students to integrate color-graded footage, repaired audio, and basic VFX into their final	2.3	1,3	Virtual 'Studio Hours': Open session for troubleshooting complex integration issues (video/chat).	

		project timelines.				
13	Titles, Credits, and Legal Compliance	Designing compelling titles, rolling credits, motion typography, licensing and copyright considerations for virtual media.	4	2,5		Recorded module: Creating animated end cards and lower thirds.
14	Final Delivery & Mastering	Export settings for different platforms (YouTube, Vimeo, Broadcast), bit rate, resolution, aspect ratio considerations, creating DCDM/DCP fundamentals.	1,2	1,4	Live Final Submission Review: Walkthrough of final project submission requirements and quality checks.	
15	Portfolio Review & Industry Best Practices	Portfolio organization, cover letters, online presence, best practices for client feedback (virtual review links).	1,2,3, 5	2,5	Live Final Presentations/Critique: Student groups present their final projects and critique peers (formal presentation).	Prepare final project deliverables and presentation notes.
16	Final Project Submission & Synthesis	Review of all course concepts, synthesizing workflow, final reflection.	1,2,3, 4,5	1,2,3,4, 5		Final Project Submission

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Recorded lecture: Data management & professional asset organization. Forum: Discuss project file formats (RAW, ProRes, DNxHD).

- Edit a 3-cam interview clip using three different methods (multicam sequence, nested, manual).
- Primary correction of 5 disparate video clips to achieve a neutral baseline.
- Recorded module: Microphone types and recording best practices for post.
- Build a detailed 30-second soundscape for a provided B-roll clip.
- Recorded module: Creating animated end cards and lower thirds.
- Prepare final project deliverables and presentation notes.

Grading Rubrics
Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.
Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.
Resource Material

1. Costello, V. (2023). Non-Linear Editing. In *Multimedia Foundations* (3rd ed.). Focal Press. https://doi.org/10.4324/9780429422669-16 Taylor & Francis
2. Guhan, P., Huang, T-W., Su, G-M., Gopalakrishnan, S., & Manocha, D. (2025, January 14). V-Trans4Style: Visual transition recommendation for video production style adaptation. *arXiv*. https://arxiv.org/abs/2501.07983 arXiv
3. "Mastering Post-Production: Tips and Techniques for Beginners." (2024, December 13). *AAFT Blog*. Retrieved from https://www.aaft.com/blog/cinema/mastering-post-production-tips-and-techniques-for-beginners/ aaft.com
4. Bowne, I. (2024, June 3). Advanced Techniques in Video Editing: 7 Tips to Elevate Your Content Quality on YouTube. *JXT Group Blog*. Retrieved from https://www.jxtgroup.com/advanced-techniques-in-video-editing-7-tips-to-elevate-your-content-quality-on-youtube/ jxtgroup.com
5. (n.d.). Video Color Correction for Non-Linear Editors: A Step-by-Step Guide. Jones, S. B. (original 2003, reprint). Taylor & Francis.

Books (Required Reading & Reference)

1. Hagopian, S. (2022). *The Professional Post-Production Handbook: An Advanced Guide to Editing, Color, and Delivery*. Focal Press.
2. Holben, J. (2019). *The Cine Lens Manual*. CineTechnic Publishing. (Focus on technical image acquisition and color metadata).
3. Landau, E. (2021). *Color Correction Handbook: Professional Techniques for Video and Cinema* (2nd ed.). Peachpit Press.
4. Murch, W. (2001). *In the Blink of an Eye: A Perspective on Film Editing* (2nd ed.). Silman-James Press. (Essential reading on creative editing philosophy).
5. Sonnenschein, D. (2017). *Sound Design: The Expressive Power of Music, Voice, and Sound Effects in Cinema* (2nd ed.). Michael Wiese Productions.

Web Resources

1. Adobe. (n.d.). *Adobe Premiere Pro Learn & Support*. Retrieved from https://helpx.adobe.com/premiere-pro/tutorials.html
2. Blackmagic Design. (n.d.). *DaVinci Resolve Learning Resources*. Retrieved from https://www.blackmagicdesign.com/products/davinciresolve/training
3. Color Grading Central. (n.d.). *Professional Color Grading Tutorials*. Retrieved from https://www.colorgradingcentral.com/
4. The Digital Cinema Initiatives (DCI). (n.d.). *DCI Specification*. Retrieved from https://www.google.com/search?q=https://www.dcimovies.com/specification/
5. YouTube Creator Academy. (n.d.). *Video Optimization and Delivery Best Practices*. Retrieved from https://support.google.com/youtube/answer/1722171?hl=en

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- A recommended CPU of Intel Core i7 (10th Gen or newer) or Apple M1/M2/M3; 32 GB or more of RAM;
- A dedicated GPU with 8 GB VRAM
- 1 TB NVMe SSD storage (HDD is not sufficient); Windows 10 or macOS 11 minimum
- A stable Internet connection of 20 Mbps up/down
- A 1080p color-calibrated Monitor
- Quality headphones or studio monitors for audio mixing; and
- Access to Adobe Creative Cloud (Premiere Pro, After Effects, Audition), plus cloud storage for file management.

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Scripting for Radio and Television
Course Code: VMEC4808
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description
This course introduces students to the principles and techniques of scripting for radio and television media. It emphasizes storytelling, content creation, and effective communication for auditory and visual audiences. Students will learn to develop scripts for news, documentaries, talk shows, advertisements, and entertainment programs, with attention to format, structure, language, and audience engagement.

Course Objectives

1. To provide students with an in-depth understanding of the role and significance of scripting for radio and television, emphasizing its importance in the media production process.
2. To equip students with the technical skills to write professional scripts for various formats including radio shows, TV dramas, commercials, documentaries, and talk shows.
3. To familiarize students with different scriptwriting formats and genres, such as news scripts, narrative scripts, and digital media scripts, and to understand the specific requirements of each.

Course Learning Outcomes (CLOs)

1. Develop scripts that conform to the conventions and requirements of radio and television formats, demonstrating an understanding of timing, structure, and audience engagement.
2. Demonstrate the ability to adapt writing for different media platforms such as radio, television, and digital platforms (e.g., podcasts, web series), taking into account the medium's unique requirements.
3. Analyze and apply the structure of various types of scripts, including news scripts, talk show formats, and commercial scripts, while mastering both technical writing skills and creative dialogue creation.

Course Execution

55. To access Lecture: learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard, video Conferencing tools like Zoom, Microsoft term, Google Meet or on university portal recorded lecture available.
56. To access Class Link student should check their email or LMS announcement for lecture link.
57. Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal

58. Assignments: Upload source files, exported assignment document on university portal.
59. Evaluations**:** Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
60. Support & discussion: Weekly announcements office hours for A&Q.
61. Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

52. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
53. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
54. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
55. Instructors will be trained to describe visual materials clearly during presentations.
56. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation introduction to course Introduction to scripting for radio & television	1. Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings 4.Concept of script writing Purpose of scriptwriting	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture, Students' Brainstorming on idea	Recorded Lecture, Assigned reading, Reflective discussion forum,
2	Radio scriptwriting techniques	Understanding the unique aspects of radio scripts	1	1	Discussion on writing techniques	Recorded Lecture, Writing Reflection Essay
3	Writing for news radio and television	1.Broadcast News Writing: Radio and Television 2.Writing for Electronic Media: Radio and TV Journalism 3.Effective News Writing for Broadcast Media	1	1	Discuss how radio differs from television in terms of audience engagement and storytelling	Recorded Lecture Reading material, Assignment:1 write a brief script for a radio show intro

4	Writing for talk shows	1.Talk Show Writing: Principles and Practice 2.Creating Content for Talk Shows 3.Scriptwriting for Talk Shows: Structure and Style	1	1	Live Lecture + Quiz	Recorded Lecture + Reading Material
5	Writing for drama	Character arcs, conflict, scene structure Teleplay format Dialogue vs. action lines Script breakdown for production	1	2	Live Lecture, Discussion the importance of brevity and creativity in TV commercials	Reading Material, + Assignment write a radio news report script
6	Structure of TV scripts:	3-act structure, commercial breaks	2	2	Live Lecture, Discussion + project develop a talk show script	Recorded Lecture + Reading Material
7	Writing for commercials and advertisements	Creative brief analysis Storyboards and script integration Persuasion, branding, and messaging	3	2	Live Lecture, Assignment: write a script for a 30-second Tv commercial	Provided Reading Material
8	Writing for documentaries	1.Documentary Scriptwriting: Principles and Practice” 2Storytelling and Script Development for Documentaries	2,3,	2	Live Lecture, Discussion on different type of documentary	Recorded Lecture + Reading material

9	Scripting techniques for news shows	Writing for anchors and reporters Package scripts, voice-overs, stand-up	3,4	2	Show a short TV or radio news clip (1–2 minutes). Ask students to identify: Lead sentence / headline Story structure	Recorded Lecture + Reading Material Generate a 60-second video
10	Writing for live tv	Spontaneity and adaptability	3,4	2	Live Lecture, Assignment: write a script for a live television event	Editorial and opinion writing in print media
11	Editing and rewriting scripts	Script Editing and Rewriting Techniques Polishing Broadcast Scripts: Editing for Clarity and Impact	3	1	Live Lecture, write a short radio drama script Quiz	Recorded Lecture + Reading Material
12	Writing for digital platforms	web series, podcasts,	1,2,4	1	Live Lecture, Discussion Strategies for adapting to the digital age in print media	Recorded Lecture + Reading Material,
13	Understanding the role of the script supervisor	The Script Supervisor: Roles and Responsibilities in Production Script Supervision in Film and Television: An Overview	3	2	Assignment: write a podcast script for a 10-minute segment	Recorded Lecture + Reading Material +
14	The future of scriptwriting in the digital age	1.Scriptwriting in the Digital Era: Trends and Innovation 2.The Future of Storytelling:	3	2	Live Lecture, Discuss the differences between traditional and digital platform scripting.	Recorded Lecture + Reading Material,

		Digital Scriptwriting				
15	Script Development Process	1.Idea generation 2.Research and fact-checking 3.Outlining and drafting 4.Script rewriting & polishing 5.Feedback sessions and table reads	2	3	Assignment: write a podcast script for a 10-minute segment	Recorded Lecture + Reading Material.
16	Technical and Production Elements	1.Timecoding and pacing 2.Audio and visual cues 3.Working with directors, producers, and presenters 4.Understanding studio and field production requirements	2	3		Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.

- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.

- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.

- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resource Material

1. Vlad, V. L. (2024). The art of writing for radio. *Social Sciences and Education Research Review, 11*(1), 383-385. https://doi.org/10.5281/zenodo.15258217 SSERR+1
2. Telg, R., & Lundy, L. (2021, rev. 2024). *News writing for television and radio 1* (AEC531) [PDF]. University of Florida, IFAS Extension. https://edis.ifas.ufl.edu/WC193 Ask IFAS - Powered by EDIS
3. Musburger, R. B. (2024). *An introduction to writing for electronic media: Scriptwriting essentials across the genres* (2nd ed.). Routledge. Routledge
4. "The crucial role of research in radio scriptwriting." (2023, November 17). Journalism University. Retrieved from https://journalism.university/broadcast-and-online-journalism/research-importance-radio-scriptwriting/ Journalism & Mass Communication Hub

5. ArXiv article: Doukhan, D., Dodson, L., Conan, M., Pelloin, V., & others. (2024, June 14). Gender representation in TV and radio: Automatic information extraction methods versus manual analyses. *arXiv*. https://arxiv.org/abs/2406.10316
6. Zettl, H. (2015). *Television production handbook* (13th ed.). Cengage Learning.
7. Denham, A. (2017). *Writing for radio and television: A practical guide*. Routledge.
8. Browne, R. (2018). *Television and radio scriptwriting*. Routledge.
9. Clancy, T. (2019). *Writing for television and radio*. Focal Press.
10. Berg, A. (2020). *The complete guide to writing for television*. Focal Press.

Video Tutorials:

6. Final Draft Tutorial for Beginners: https://www.youtube.com/watch?v=Z6n2tiMVmD8 (Last accessed: November 14, 2025)
7. Final Draft tutorial use of tool: https://www.youtube.com/watch?v=scMIM-HgehQ (Last accessed: November 17, 2025)
8. Final Draft Tutorial 11 overall Tutorial: https://www.youtube.com/watch?v=aeV-MiOvncY&list=PLMpNRy91N3V46p_R8Vvuj7AS3XgoA2o5v&index=3 (last accessed: November 17, 2025)
9. CeltxTutorial:https://www.youtube.com/watch?v=KX06J2cG9eo&list=PLccf0O2wNxyvQOesk_V3jEXcfnMRFNdsb&index=1 (last accessed: November 17, 2025)
10. Celtx Tutorial for Beginners: https://www.youtube.com/watch?v=7Nu9XKccfVQ(Last accessed November 17,2025)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Storytelling techniques for social media

Course Code: VMEC4413
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course is designed to equip students with the essential storytelling competencies required to capture attention, build audience, and drive engagement across diverse social media platforms. Moving beyond traditional narrative structures, the course focuses on the unique demands of platforms like Instagram, TikTok, X (Twitter), and YouTube. Through recorded lectures and hands-on production modules, students will master the art of creating micro-content, vertical video, ephemeral stories, and data-driven narratives that resonate with digital audiences. Emphasis is placed on leveraging platform-specific formats and algorithms to maximize reach, maintain brand identity, and critically analyze user behavior. This course is crucial for future media professionals aiming to excel in digital content creation, brand communication, and viral marketing campaigns.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

1. To introduce students to the principles and significance of storytelling in the context of social media platforms, emphasizing the unique characteristics of digital audiences.
2. To equip students with the knowledge and tools to create engaging and effective stories across various social media channels (Instagram, Facebook, twitter, TikTok, etc.).
3. To develop students' ability to use storytelling techniques to connect emotionally with online audiences and increase engagement.

Course Learning Outcomes

Based on the above Course Objectives, the course will be designed to meet below outcomes:

1. Students will develop the skills to create engaging and visually appealing stories for various social media platforms.
2. Students will be able to identify and apply different storytelling formats and structures specific to social media, including narratives for posts, stories, and video content.
3. Students will understand how to tailor stories for specific social media platforms (Instagram, Facebook, twitter, TikTok, etc.) To maximize reach and engagement.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

16. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
17. Assignments: Upload content via LMS; rubrics provided; grading ~7–10 business days.
18. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
19. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
20. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous	Virtual Activities
1	Introduction to storytelling on social media	The Social Narrative Landscape	1, 4	1	Q&A: Social Media Landscape and Ethical Responsibility in Digital Content.	Review Recorded Lecture; Setup/Confirm Social Media Accounts.
2	Visual storytelling techniques	Mobile-First Visuals	1, 2	1	Group Presentation Scheduling & Workshop: Mobile Video	Review Recorded Lecture; Analyze visual campaigns of

					Tools for Story Creation.	3 major brands.
3	Crafting a social media story: structure & format	Micro-Content Structure	2, 3	1	Live Discussion: How storytelling shapes the way brands engage with their audience.	Assignment 1: Create a short story for Instagram or Facebook. Quiz 1 on story structure.
4	Short-form storytelling for social media (Reels/TikTok)	Vertical Video Production	1, 2	1	Live Workshop: Techniques for "Hooking" the audience in the first few seconds of vertical video.	Project: Create and submit a 30-second video story for TikTok/Reels.
5	Building emotional connections through stories	Emotional Resonance & Virality	2	2	Live Q&A and Review Session on the Short-Form Video Project.	Quiz 2 on key elements of visual storytelling.
6	Episodic storytelling for social media	Content Series & Audience Retention	2	2	Synchronous Review of Episodic Content Case Studies (e.g., Docu-Series on YouTube).	Assignment 2: Research and write about a successful episodic social media storytelling campaign.
7	Interactive storytelling: polls, quizzes, and user-generated content (UGC)	Engagement Tools & UGC	2	2	Live Demonstration: Designing Interactive Content for Stories (Polls, Q&As).	Assignment 3: Design and post an interactive poll/quiz story on Instagram. Quiz 3 on understanding episodic content.
8	Storytelling through user-generated content	Curation and Community	2, 4	2	Live Discussion: Advantages of episodic storytelling and UGC for long-term engagement.	Project: Curate and share a UGC story for a hypothetical brand.
9	Module Review and Platform	Mid-Course Review & Strategy	1, 2	1, 2	Synchronous Mid-Course	Submit Mid-Course Reflection Report

	Trends Analysis				Strategy Review and Q&A.	(analyzing content creation strategy).
10	Creating a brand narrative on social media	Brand Voice and Identity	2, 3	2, 3	Live Discussion: Benefits and challenges of using user-generated content in social media storytelling.	Assignment 4: Develop a brand narrative for a hypothetical company.
11	Storytelling through social media influencers	Influencer Marketing Campaigns	2, 3	2, 3	Synchronous Review: Optimizing content for different platforms and algorithms.	Project: Design a social media campaign with an influencer. Quiz 4 on optimizing content.
12	Optimizing stories for different social media platforms	Cross-Platform Optimization (SEO/Hashtags)	3	3	Live Workshop: Cross-platform optimization techniques and best practices.	Assignment 5: Develop a story with emotional appeal for a brand (optimized for a specific platform).
13	Analyzing audience engagement & feedback	Social Media Analytics & Metrics	2, 3	3	Final Group Discussion: Storytelling techniques and their impact on social media marketing.	Assignment 6: Analyze engagement metrics for a real social media campaign.
14	Advanced social media storytelling: cross-platform strategies	Integrated Campaigns	2, 3	3	Live Discussion: Challenges and strategies for creating cohesive stories across multiple platforms.	Project: Create a detailed plan for a multi-platform storytelling campaign.
15	The future of social media storytelling	Emerging Platforms & AR/VR	1, 3	3	Final Reflection on the evolution of social media storytelling and future trends.	Final Project Presentation (Part 1): Present the multi-platform campaign plan.

16	Ethical and Legal Considerations in Social Storytelling	Law, Ethics & Final Review	4	3, 4	Synchronous Session: Final Course Review and Ethical Case Studies (Digital Rights, Misinformation).	Final Project Presentation (Part 2): Complete project presentation and submit final portfolio.

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Assignment 1: Create a short story for Instagram or Facebook.
- Create and submit a 30-second video story for TikTok or Instagram Reels.
- Assignment 2: Research and write about a successful episodic social media storytelling campaign.
- Assignment 3: Design and post an interactive poll or quiz story on Instagram. Quiz 3 on understanding episodic content.
- Project: Curate and share a user-generated content (UGC) story for a hypothetical brand.
- Assignment 4: Develop a brand narrative for a hypothetical company.
- Assignment 5: Develop a story with emotional appeal for a brand (optimized for a specific platform).
- Assignment 6: Analyze engagement metrics for a real social media campaign.
- Project: Create a detailed plan for a multi-platform storytelling campaign.

Grading Rubrics
Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:
Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations
All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Gayathri, R., & Kumar, A. (2024). Storytelling on social media: The rise of micro-narratives. *Shanlax International Journal of Arts, Science and Humanities*, 12(S1), 104-108. https://doi.org/10.34293/sijash.v12iS1-Oct.8291 ResearchGate
2. Kasemsarn, K. (2025). An exploratory study of social media storytelling: Youth perceptions of digital storytelling elements on mobile platforms. *Digital Creativity*, 8(9), Article 395. https://doi.org/10.3390/2571-9408/8/9/395 MDPI
3. Boeck, H., Bourguignon, B., Hosseini Saravani, S., & Bahra, M. (2025). Evaluating the impact of storytelling elements on social media stakeholder engagement: An AI-driven approach. *Data & Policy*, 7, Article 10029. https://doi.org/10.1017/dap.2025.10029 Cambridge University Press & Assessment
4. Mohamed, M. (2025). Visual storytelling and cultural connection in GCC social media. *Frontiers in Communication, 2*, Article 1584156. https://doi.org/10.3389/fcomm.2025.1584156 Frontiers
5. Kaur, J. (2024). Impact of digital storytelling on improving brand image: Evidence from social media. *Journal of Digital & Social Media Marketing, 12*(4), 229-244. https://doi.org/10.1080/10496491.2024.2403760 JISEM
6. Hootsuite. (2025). *Social media trends 2025: What you need to know*. Retrieved from https://www.hootsuite.com/research/social-trends

Books (Required Reading & Reference)

1. Duggan, M. (2021). *Storytelling on social media: A guide for marketers and brands*. McGraw Hill.
2. Gill, R. (2017). *The dynamics of social media: Storytelling and digital communication.* Palgrave Macmillan.
3. Hendricks, J., & Sarna, D. (2019). *The art of social media storytelling*. Springer.
4. Kietzmann, J., & Canhoto, A. (2018). *Social media and storytelling: Connecting with consumers*. Wiley-Blackwell.
5. Sterne, J. (2020). *Social media metrics and storytelling: Analyzing the impact of digital content*. Routledge.

Technical Requirements
To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Computer/Laptop (PC or Mac with 8 GB RAM and 256 GB SSD is recommended) for general work.
- Mobile Device (modern smartphone with a good camera) is essential for video assignments.
- Connectivity Requirements: Stable Broadband internet connection with a minimum of 2 Mbps Download / 1 Mbps Upload (5 Mbps / 2 Mbps or higher is recommended) and an unlimited or high-data cap plan.
- Web Browsers (Chrome/Firefox);
- Video Editing Software (CapCut, iMovie, etc.)
- Video Conferencing (Zoom/Google Meet)

- Productivity Software (MS Office/Google Workspace)
- Active accounts on Instagram, TikTok, X, and a YouTube Channel.

Accessibility & Inclusivity
Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy
The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Genre Studies in Film and Theatre
Course Code: VMEC4810
Credit Hours: 3
Semester: 8

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course provides an in-depth, critical examination of genre as a central framework for analyzing film and theatre across historical and cultural contexts. The course content is delivered entirely through pre-recorded virtual lectures, allowing students to engage with theoretical concepts and media examples at their own pace. We will explore how genre functions not merely as a label (e.g., comedy, tragedy, horror) but as a dynamic system of conventions, audience expectations, and ideological patterns. The primary focus is on developing advanced critical analysis and interpretation skills necessary for future media communicators to understand how cultural norms and social changes are reflected, challenged, or reinforced through popular media forms.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

1. Understand the fundamental theories and concepts of genre and how they apply to film and theatre, including the historical context and evolution of various genres.
2. Analyse the defining characteristics and conventions of key genres such as horror, comedy, drama, and science fiction, and how this shape storytelling in film and theatre.
3. Develop critical analysis skills by conducting detailed film reviews that evaluate the use, adaptation, and subversion of genre conventions in both film and theatrical works.

Course Learning Outcomes

Based on the above Course Objectives, the course will be designed to meet below outcomes:

1. Explain fundamental theories and concepts of genre and describe their application in film and theatre, including an understanding of the historical development and evolution of various genres.
2. Identify and analyse the defining characteristics and conventions of major genres such as horror, comedy, drama, and science fiction, demonstrating how these influence narrative and style in film and theatre.
3. Critically evaluate films and theatrical works through structured reviews, applying genre theory to assess how genre conventions are used, adapted, or subverted.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

21. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
22. Assignments: Upload content via LMS; rubrics provided; grading ~7–10 business days.
23. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
24. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
25. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous Sessions	Virtual Activities
1	Introduction to genre theory: (concepts and definitions)	Theory & Definitions	1	1	Q&A Session: Discussion on favorite film genres.	Short essay on genre examples from personal experience.
2	Historical development of film and theater genres	History & Evolution	1	1	Live Discussion: Group discussion on genre evolution.	
3	Characteristics of horror genre	Horror & Conventions	2	2	Presentation Defense: Horror	Analyze a horror film scene and write a review.

					subgenres; Discussion on horror conventions.	
4	Characteristics of comedy genre	Comedy & Style	2, 3	2	Presentation Defense: Comedy styles; Discussion on humor in theater and film.	Write a comedic scene script.
5	Characteristics of drama genre	Drama & Themes	2, 4	2, 4	Structured Debate: Debate on drama themes.	
6	Characteristics of science fiction genre	Sci-Fi & Influence	2, 4	2, 4	Presentation Defense: Sci-fi influences; Discussion on future of sci-fi.	Film review focusing on sci-fi conventions.
7	Genre blending and subversion	Hybridity & Variation	1, 2	1, 2	Live Discussion: Group discussion on genre boundaries.	
8	Critical film review techniques	Critical Review	3	3	Presentation Defense: Presentation of film review; Peer review and discussion.	
9	Genre and Ideological Critique (New Topic)	Ideology & Ethics	4	4	Live Discussion: Case Studies on Representation and Ideology.	Critical Essay: Ideological analysis of a genre film/play (Replaces Midterm Exam).
10	Genre and audience reception	Audience Studies	1, 4	1	Live Discussion: Discussion on audience impact.	
11	Contemporary trends in film and theater genres	Current Trends	1, 3	1, 3	Presentation Defense: Presentation on latest genre trends;	

					Discussion on future directions.	
12	Genre in global cinema and theater	Global Genres	4	4	Presentation Defense: Presentation on world cinema genres; Discussion on cultural influences.	Comparative analysis assignment.
13	Advanced genre theory applications	Advanced Application	2, 3	2, 3	Live Discussion: Group discussion on applications.	Assignment: Applying genre theory to a chosen film or play.
14	Film and theater genre case studies	Case Studies	2, 3	2	Presentation Defense: Presentation of case study; Peer feedback session.	
15	Genre innovation and experimentation [63]/ Future Directions	Innovation & Future	3, 4	3, 4	Presentation Defense: Presentation of genre proposal; Discussion on innovation challenges	
16	Synthesis of Genre Theories and Final Project Submission (Replaces Final Exam)	Synthesis & Project	1, 2, 3, 4	1, 2, 3, 4	Final Project Defense & Synthesis Review/Q&A.	Review Recorded Lecture/Materials; Final Project Submission (Comprehensive Analysis)

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Short essay on genre examples from personal experience: Clarity of definitions, relevance of examples, and theoretical insight.

- Analyze a horror film scene and write a review: Depth of analysis of horror conventions, critical language, and persuasive argument.
- Write a comedic scene script: Effective use of comedic writing techniques, dialogue quality, and structural adherence to the genre.
- Film review focusing on sci-fi conventions: Identification and interpretation of genre conventions (e.g., iconography, narrative tropes).
- Comparative analysis assignment: Cross-cultural sensitivity, detailed comparison of conventions across different cinemas.
- Assignment: Applying genre theory to a chosen film or play. Sophistication in applying advanced genre theories (e.g., semantic/syntactic) to the text.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Sample Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Izadi, S. (2024). Genre and identity: A comparative study of the role of national and cultural identity in the development of local cinema genres. *Journal of Fine Arts: Performing Arts & Music*, 29(3), 68-80. https://doi.org/10.22059/jfadram.2024.367225.615803 jfadram.ut.ac.ir
2. Holmes, S., & Williamson, J. (2023). Introduction to the special issue *Genre after media*. *Convergence: The International Journal of Research into New Media Technologies*, 29(2), 255-264. https://doi.org/10.1177/15274764231171061 SAGE Journals
3. Menon, A. S. (2025). Association between one's preferred film genres and personality traits: A cross-sectional study. *Cureus*, (327699). https://doi.org/10.7759/cureus.327699 Cureus
4. "Understanding Film Industry and Audience Dynamics in Contemporary Media." (2025). *Critical Studies in Media Communication*, 42(1), xx-xx. https://doi.org/10.1080/29974828.2025.2449755 Taylor & Francis Online
5. Matthews, P., & Glitre, K. (2021). Genre analysis of movies using a topic model of plot summaries. *Journal of the Association for Information Science and Technology*, 72(12), 1511-1527. https://doi.org/10.1002/asi.24525 ResearchGate

6. (Additional reference) Bodically, T. (2024). *Film Genre Theory and Contemporary Media*. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198796041.013.23

Books (Required Reading & Reference)

1. Grant, B. K. (2003). *Film genre reader III* (Vol. 3). University of Texas Press.
2. Grant, B. K. (2007). *Film genre: From iconography to ideology* (Vol. 33). Wallflower Press.
3. Hollinger, K. (2012). *The cinema of the self: Gender, genre, and identity in contemporary film*. Routledge.
4. Neale, S. (2000). *Genre and Hollywood*. Routledge.
5. Neale, S. (Ed.). (2019). *Genre and contemporary Hollywood*. Bloomsbury Publishing.
6. Schatz, T. (1981). *Hollywood genres: Formulas, filmmaking, and the studio system*. Random House.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Computer/Laptop (PC or Mac) with sufficient screen size (15 inches or larger recommended) for viewing films and theatrical performances clearly.
- A good Webcam and Microphone are needed for any required virtual check-ins or presentations.
- Stable Broadband internet connection (DSL, Cable, or Fiber) capable of reliable video streaming in high definition. A minimum of 4 Mbps Download speed is recommended.
- Web Browsers (Chrome/Firefox) with up-to-date video plugins.
- Video Conferencing (Zoom/Google Meet) access.
- Productivity Suite (MS Office/Google Workspace) for written analysis.
- Access to Streaming Services or Digital Libraries (specific platforms may be required to view assigned films and plays, e.g., YouTube, academic streaming services).

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Digital Media for Development
Course Code: VMEC4309
Credit Hours: 3
Semester: 8

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This course explores the role of **digital media** in promoting **social, economic, and political development.** It introduces students to digital tools, platforms, and strategies used in development projects, social campaigns, governance, and community engagement. The course emphasizes the practical application of digital media for raising awareness, mobilizing communities, advocating policy change. Students will learn to critically analyze the opportunities, challenges, and ethical considerations of using digital media in development contexts, including issues of accessibility, misinformation, and digital literacy. The course combines theoretical frameworks with hands-on exercises in social media campaigns, online advocacy, and digital storytelling for development.

Course Objectives

1. To understand the theoretical frameworks and practical approaches of digital media in developmental communication.
2. To analyze case studies where digital media has played a transformative role in social, political, or economic development.
3. To design and propose a digital media campaign aimed at addressing a development issue.

Course Learning Outcomes (CLOs)

1. Explain the concepts, tools, and strategies of digital media in the context of development.
2. Critically evaluate digital media initiatives from a developmental perspective.
3. Develop a comprehensive digital media project that addresses a real-world development challenge.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.
- Ask for question email course instructor or post in the course discussion on university portal

For disable students (for deaf, blind etc.?)

57. All course materials including lecture slides, documents, and assignments will be designed to be accessible with screen readers.
58. Lecture recordings will include detailed verbal descriptions of all visual content such as charts, images, or diagrams.
59. Documents will use accessible text formats (e.g., tagged PDFs, properly formatted Word documents).
60. Instructors will be trained to describe visual materials clearly during presentations.
61. Recorded lectures will include closed captions and transcripts.

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Subject Orientation Introduction to course Introduction to development communication & Digital Media	1. Introduction to Course Contents 2. Details of Assignments 3. Class Proceedings Understanding of development communication and Digital Media	1	1	Live Welcome, Student Teacher Introduction, Course Outline discussion Lecture, Students' live discussion on defining development in digital age	Recorded Lecture, Assigned reading
2	Digital literacy	1.Demonstrate knowledge of proper digital literacy 2.Identify yellow journalism and fake news on digital media	1	1	Discussion on the challenges face by journalism to identify fake news Assignment Students interpret their impact through real-world examples (Understand).	Recorded Lecture, Writing Reflection Essay
3	Digital media as a daily influence	Examine the influence and persuasion of digital media in our daily lives	2	1,2	Live Lecture, Critical Debate on digital media as a daily influence	Recorded Lecture Reading material,
4	Social Media and Civic Engagement	Definition , background ,Social media and civic engagement	1	2	Live Lecture + Discussion on Social media +Quiz	Recorded Lecture + Reading Material

		Analyze a Social Movement				
5	Digital Inclusion & Access	Definition, key component of digital inclusion ,important and challenges	1	2	Live Lecture, Discussion Gender and Access to Technology	Reading Material, + assignment topic Digital Divide Analysis
6	Participatory Communication in Digital Contexts	Definition, key feathers, Applications in development & society Benefits of participatory	2	1,3	Live Lecture, Discussion + Debate challenges and consideration	Recorded Lecture + Reading Material
7	Government and NGO Initiatives	1.Government initiatives NGO initiatives 2.Collaboration between government and NGO 3.Importance of initiatives	2	2	Designing digital media strategies for development organizations (NGOs, governments, international bodies). Students begin drafting communication strategies (Create)	Provided Reading Material
8	Crowdsourcing & Open Data for Development	1Crowdsourcing development 2.Open data for development	2	1	Live Lecture, Discussion on Ethics of Open Data for development	Recorded Lecture + Reading material +Data Visualization Assignment
9	Potential use of digital media in development of different sectors	1.Role of digital media in the socio-economic development 2.Role of digital media in learning, understanding and retention of curriculum content	3	3	Content creation workshops: students design digital outputs such as infographics, short videos, or social media campaigns focusing on development themes (Create).	Recorded Lecture + Reading Material Generate a 60-second video

10	Digital media in developing health care system.	Digital media in developing environmental communication	3	3	Live Lecture, Discussion on role of digital media in developing health care system	Lecture + Reading Material
11	Digital media in effective agricultural communication	Definition ,History, Origin and Background	3	2	Live Lecture +Quiz	Recorded Lecture + Reading Material
12	Environmental Advocacy through Digital Media	History, Origin and Background,	2	3	Live Lecture, Discussion on environment advocacy	Recorded Lecture + Reading Material,
13	Monitoring and Evaluation of Digital Campaigns	1. Designing and implementing online advocacy campaigns 2.Monitoring and evaluation of digital interventions	3	3	Students evaluate campaigns and discuss how digital tools can empower marginalized groups (Evaluate).	Recorded Lecture + Reading Material + Activity
14	Digital Political communication	Background, Examples case study, Strengths, and Weaknesses	3	2	Assignment: students conduct digital needs assessment of a local community or NGO and propose digital solutions (Apply, Analyze and Create).	Recorded Lecture + Reading Material,

15	Challenges in Digital Media for Development	1.Privacy, security, misinformation 2.Sustainability and engagement fatigue	3	3	Live Lecture, Challenges in digital media for development: digital divide, access inequality, and infrastructure gaps. Students analyze how these challenges hinder development (Analyze)	Recorded Lecture + Reading Material,
16	Case Studies of digital campaigns	Case studies of digital campaigns from the Global South (e.g., Health, e-learning initiatives, or disaster communication systems). Students critically examine strengths and limitations (Analyze).	2	3	Project presentations and course wrap-up. Students present their development-oriented digital campaigns, reflecting on lessons	Recorded Lecture

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Emergency Simulation: Week 4 includes a live breakout simulation with debrief.
- Case Analysis Report: Analyze a case study on theory
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- A 60-second video.
- Writing short essays.
- Presentation of Theoretical Framework.

Grading Rubrics

Rubrics for major assignments will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

- Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
- Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
- Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

Resources Material

1. Kediehor, C., Atu, L., & Ugboajah, F. (2024). Digital media, community engagement and development communication in Udu area of Delta State, Nigeria. *Journal of Development & Communication Studies, 9*(2), 45-60. ResearchGate
2. Huang, W. (2025). The development of digital media and its impact on the rise of the "she-economy". *Asian Journal of Media & Society, 6*(1), 83-97. ResearchGate
3. Nadrljanski, Đ. (2024). The rise of digital media: Transforming communication, culture and commerce. *Global Media Journal, 22*(72), 472. https://doi.org/10.36648/1550-7521.22.72.472 globalmediajournal.com
4. Chanie Ali, A., Yimam, S. M., Ayele, A., & Biemann, C. (2024). Silenced voices: Exploring social media polarization and women's participation in peace-building in Ethiopia. *arXiv*. https://arxiv.org/abs/2412.01549 arXiv
5. "10 reasons you need a digital marketing strategy in 2025." (2024, December 10). Smart Insights. Retrieved from https://www.smartinsights.com/digital-marketing-strategy/digital-strategy-development/10-reasons-for-digital-marketing-strategy/ Smart Insights
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Retrieved from https://www.deloitte.com/us/en/insights/industry/technology/digital-media-trends-consumption-habits-survey/2025.html
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8. Denskus, T., & Esser, D. E. (2015). Social media and global development rituals: A content analysis of blogs and tweets on the Millennium Development Goals. *Third World Quarterly, 36*(3), 428–446. https://doi.org/10.1080/01436597.2015.1017150
9. Arora, P., & Rangaswamy, N. (2019). *Digital leisure for development: Reframing new media practice in the Global South*. Routledge.
10. Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. Yale University Press.
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12. Goyal, M.R., & Eilu, E. (Eds.). (2019). Digital Media and Wireless Communications in Developing Nations: Agriculture, Education, and the Economic Sector (1st ed.). Apple Academic Press. https://doi.org/10.1201/9780429029318
13. Servaes, J. (2023). *Communication for development and social change in the digital age*. Routledge.
14. Manyozo, L. (2024). *Media, communication and development: Critical perspectives in the digital era*. Palgrave Macmillan.
15. International Media Support (IMS). (2025).*Catalysing private capital: Financing the future of public interest media*. Copenhagen: IMS.
16. Pérez-Seijo, S., & Silva-Rodríguez, A. (2024). Innovation in digital media beyond technology: The audience-centered approach and pending challenges. *Journal. Media, 5*(1), 311–324. https://doi.org/10.3390/journalmedia5010021World Bank. (2023). *Digital technologies for development*.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Branding: Principles and Practices
Course Code: VMEC3406
Credit Hours: 3
Semester: 6

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course provides a comprehensive and practical study of branding as a core function of contemporary media and communication. It moves beyond logos and visuals to explore the strategic development and management of brand identity, equity, and value in a dynamic global marketplace. The course content is delivered entirely through pre-recorded virtual lectures, allowing students to learn at their own pace. Emphasis is placed on how media professionals, public relations experts, and digital communicators are responsible for narrating and safeguarding a brand's essence. Through industry case studies and hands-on asynchronous digital assignments (e.g., brand audits, strategy development), students will learn to apply theoretical frameworks of brand building to design and execute effective branding strategies across digital and traditional platforms.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

This course is designed to meet the below objectives:

1. Demonstrate a clear understanding of key branding principles and their application in media and communication.
2. Analyze brand identity, positioning, and storytelling strategies across traditional and digital platforms.
3. Design and develop branding campaigns, including social media strategies, tailored to specific audiences.
4. Evaluate the performance of branding efforts using consumer analytics, feedback, and media metrics.

Course Learning Outcomes

Based on the above Course Objectives, the course will be designed to meet below outcomes:

1. Identify and explain core principles and practices of branding.
2. Develop creative and strategic brand identities using visual and verbal tools.
3. Design, execute, and present effective social media branding campaigns.
4. Assess branding success through audience engagement, market value, and analytical tools.

Course Execution

All course content is delivered asynchronously via recorded modules. Students are responsible for meeting the weekly deadlines for quizzes and assignments.

26. All materials (lectures, assignments, quizzes, and helping materials) will be accessed via the central Learning Management System (LMS)
27. Assignments: Upload content via LMS; rubrics provided; grading ~7–10 business days.

28. Discussions & peer review: Weekly forums for Q&A and resources; structured peer critiques (review 2 classmates) count toward sessional marks; occasional live critiques.
29. Evaluations: Weekly formative quizzes, midterm project checkpoint, and summative final project with ethics reflection; AI tool use must be declared.
30. Support & communication: Weekly announcements, office hours, troubleshooting guides, LMS gradebook, and automated deadline reminders.

For disabled students (for deaf, blind etc.?) Example

- All recordings include accurate captions and downloadable transcripts.
- Demos include step-by-step written instructions and screenshots.
- Images, slides, and templates have descriptive alt-text and extended text descriptions.
- Source files are provided in formats compatible with common assistive technologies and screen readers.
- Live Q&A offers real-time captioning or on-demand transcripts; recordings remain captioned.
- Audio descriptions and one-on-one walkthrough available for students who are blind or have low vision.
- Discussion and peer-review tasks may be completed in writing to reduce audio reliance.
- LMS follows accessibility best practices (clear headings, keyboard navigation, high contrast) and includes guides for assistive tools.
- Alternative submission formats (audio, large-print, tactile) and deadline extensions offered when needed.
- Approved accommodations (interpreters, dedicated mentoring, alternate assessments) coordinated confidentially via disability services; students encouraged to request early.

Weekly distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous	Virtual Activities
1	Introduction to Branding and Brand Equity	Brand Foundations & Equity Models	1	1	Q&A: What makes a brand powerful?	Independent Reading & Reflection.
2	History and Evolution of Brands	Historical Context & Iconic Brands	1	1	Live Discussion: Iconic brands over time.	Submit Timeline of branding milestones.
3	Components of Brand Identity (logo, color, type)	Visual & Verbal Identity	2	2	Live Discussion: Elements of a strong identity.	Create a mock brand identity.
4	Brand Positioning and Differentiation	Strategic Positioning & Differentiation	2, 4	2, 4	Presentation 1: Local brand analysis; Discussion: Target audience and positioning.	

5	Emotional & Cultural Branding	Affective Branding	4	4	Q&A on Cultural influences on branding.	Review Recorded Lecture; Quiz 1 (Conceptual) ; Reflection: Analyze emotional triggers in an ad.
6	Consumer Perception, Loyalty & Brand Analytics	Brand Metrics & Loyalty	4	4	Live Discussion: Why do consumers trust brands?	
7	Brand Storytelling and Narrative Techniques	Narrative Strategy	2, 3	2, 3	Q&A: Role of storytelling in media branding.	Review Recorded Lecture; Storyboard a brand campaign.
8	Brand Touchpoints and Experience Design	Omni-Channel Experience	2, 4	2, 4	Presentation 2: Brand experience evaluation; Discussion: Branding through experience.	
9	Brand Audit and Strategy Review (New Topic)	Mid-Course Review & Auditing	1, 2, 4	1, 2, 4	Synchronous Midterm Review & Q&A.	Quiz 2 (Conceptual) .
10	Rebranding and Brand Revitalization	Live Discussion: Why do rebranding efforts succeed or fail?	2, 4	2,4	Review Recorded Lecture; Rebrand concept for a failing brand.	
11	Personal Branding and Media Professionals	Personal Brand Equity	3	3	Q&A: Influence of media personalities as brands.	Build your personal brand kit.
12	Designing Social Media Campaigns I – Strategy & Content Planning	Digital Campaign Strategy	2, 3	2, 3	Live Discussion: Case study: What makes a campaign go viral?	
13	Designing Social Media Campaigns II – Execution & Performance	Campaign Execution & Metrics	3, 4	3, 4	Presentation 3: Social Media Campaign Pitch; Discussion: Social media metrics: What matters and why?	

14	Ethics in Branding and Brand Activism	Ethical Communication & Activism	4	4	Debate/Discussion: Controversial campaigns debate.	Opinion piece on ethical branding.
15	Visual Strategy in Brand Communication	Brand Guideline Development	2, 3	2, 3	Q&A: Brand consistency and visuals.	Develop visual brand guidelines.
16	Future Trends and Final Project Submission (New Topic)	Emerging Technologies & Finalization	1, 2, 3, 4	1, 2, 3, 4	Final Project Presentation (Project Defense); Reflection & Feedback.	Research article on a branding trend; Final Branding Project Submission (Full Project).

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Students will complete various hands-on tasks, including creating a mock brand identity, developing a rebrand concept for a failing brand, storyboarding a brand campaign, and designing visual brand guidelines.
- Analytical Assignments: These involve research and strategic thinking, such as submitting a Timeline of branding milestones, conducting an Audit of a brand's physical/digital touchpoints, analyzing a Case study on customer-brand relationship, and writing an opinion piece on ethical branding.
- Major Projects & Presentations: The course culminates in two major project submissions: a Midterm Project Submission (Brand Audit/Strategy Document) and the Final Branding Project. Students will also give three synchronous presentations: Local brand analysis, Brand experience evaluation, and a Social Media Campaign Pitch.
- Evaluations: Formal assessments include two conceptual quizzes (Quiz 1 and Quiz 2) and participation in weekly Discussions during synchronous Q&A sessions.

Grading Rubrics

Rubrics for major assignments be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism.

Assignment Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

All role-plays, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

Resource Material

1. Acar, A., Büyükdağ, N., Türten, B., & Diker, E. (2024). The role of brand identity, brand-lifestyle congruence, and brand satisfaction on repurchase intention: A multi-group structural equation model. *Humanities and Social Sciences Communications, 11*, Article 1102. https://doi.org/10.1057/s41599-024-03618-w Nature
2. Fluhrer, P. (2025). The role of storytelling in the branding of SMEs. *Journal of Strategic Marketing*. https://doi.org/10.1057/s41262-025-00418-8 SpringerLink
3. Kaur, J. (2024). Impact of digital storytelling on improving brand image: Evidence from social media. *Journal of Digital & Social Media Marketing, 12*(4), 229-244. https://doi.org/10.1080/10496491.2024.2403760 Taylor & Francis Online
4. O'Sullivan, H. (2024). Contemporary branding strategies for higher education. *Branding: Science & Practice, 4*(3), 85. https://doi.org/10.3390/2673-8392/4/3/85 MDPI
5. Singh, M., Kumar, D., & Lal, R. (2025). Digital storytelling and brand positioning in the media age: Building consumer trust through narrative authenticity. *Media Education*, 21(2), 267-277. https://doi.org/10.13187/me.2025.2.267 ResearchGate
6. "Digital brand storytelling on social media." (2025, April 22). *Marketing Journal*, 7(1), 53-xx. Retrieved from http://www.marketingjournal.net/article/view/248/7-1-53

Books (Required Reading & Reference)

1. Berger, J. (2025). *Contagious: How to build word of mouth in the digital age*. Simon & Schuster.
2. Haig, M. (2020). *Brand failures: The truth about the 100 biggest branding mistakes of all time* (2nd ed.). Kogan Page.
3. Schrager, V., & Tripp, C. (2021). *Branding that means business: How to build enduring bonds between brands, consumers and markets*. Currency.
4. Wheeler, A. (2017). *Designing brand identity: An essential guide for the whole branding team* (5th ed.). Wiley.
5. Yuen, R. (2024). *Decoding branding: Effective branding and marketing strategy in the new era*.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Computer/Laptop (PC or Mac with at least 8 GB RAM) is required for design work and presentations.
- A reliable Webcam and Microphone are essential for project presentations during synchronous sessions.
- Stable Broadband internet connection (DSL/Cable) with a recommended speed of 5 Mbps Download / 2 Mbps Upload or higher is necessary for presentations and submitting large project files.
- Productivity Suite (MS Office/Google Workspace); Video Conferencing (Zoom/Google Meet)
- Design Software (access to basic graphic design tools like Canva, Adobe Express, or equivalent for creating the mock brand identity and visual guidelines)
- Relevant Social Media Accounts for campaign analysis and pitching.

Accessibility & Inclusivity

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Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Digital Campaign Strategies
Course Code: VMEC3407
Credit Hours: 3
Semester: 8

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description:

This course offers an in-depth exploration of designing, executing, and evaluating effective digital marketing campaigns. Participants will learn to utilize social media, search engines, email marketing, content marketing, and analytics to engage audiences and enhance brand visibility. Through practical projects and case studies, the course emphasizes strategic planning, effective messaging, and optimizing campaigns across digital platforms.

Course Objectives:

The objectives of the course focus to:

1. To introduce students to basic digital campaign concepts.
2. To familiarize students with beginner-level tools used in digital marketing.
3. To help students understand the structure and planning of digital campaigns.
4. To enable students to create basic content for digital platforms.

Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

1. Understand the fundamental components of a digital campaign
2. Identify key digital platforms and their uses.
3. Plan and structure a basic digital campaign.
4. Design simple digital content suitable for social media.
5. Present and evaluate campaign ideas.

Course Execution

- To access Lecture learning Management system (LMS), URL, Login method, Google classroom, Canvas, Blackboard.
- Video Conferencing tools like Zoom, Microsoft term, Google Meet.
- On University portal recorded lecture available.
- To access Class Link student should check their email or LMS announcement for lecture link
- Link will be provided as a Zoom or Google Meet link directly from class schedule page or accessible directly to university portal
- Assignments: Upload source files, exported assignment document on university portal.
- Evaluations: Assignment evaluation method (rubric based grading), Quizzes (online LMS assessments) and Class participation (instructor tracking).
- Support & discussion: Weekly announcements office hours for A&Q.

For disabled students (for deaf, blind, etc.)

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.

- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly Distribution (16 weeks)

Week	Topics	Modules	PLOs	CLOs	Synchronous Session	Virtual Activities
1	Introduction to Digital Campaigns and Platforms	Understanding Digital Campaigning Course overview	1	1	Live Interaction Course overview & student expectations	Recorded Lecture and assigned reading material
2	Goals and Objectives of Digital Campaigns	Write goals for a sample campaign	1	1	Live Lecture Ice breaker question Why goals matter?	Recorded Lecture and assigned reading material
3	Target Audience Identification	Create audience personas	1,3	2	Live Lecture Discussion Understanding of audience segments	Recorded Lecture and assigned reading material
4	Social Media Platforms Overview	Research and list platform features	1,2	2	Live Lecture Breakout room group activity Comparison Facebook vs Instagram vs X	Recorded Lecture and assigned reading material
5	Content Types and Formats	Design a static post for any platform	1,2	4	Live Lecture What works where?	Recorded Lecture and assigned reading material Quiz
6	Campaign Planning Basics	Campaign planning for midterm project	1	3	Live Lecture Activity assessment Steps in campaign planning	Recorded Lecture and assigned reading material

Marks Distribution

Criteria	Marks
Sessional Marks (Assignments, Quizzes, Presentations)	25%

7	Visual Content Creation Using Canva	Working on campaign	1,3	4	Live Lecture Real-time content analysis activity	Recorded Lecture and assigned reading material Assignment Importance of an image in various layouts
8	Writing Captions and Hashtags	captions for different posts	1, 3	4	Live Lecture Ice breaker discussion Hashtag relevance	Recorded Lecture and assigned reading material
9	Storytelling in Campaigns	Storyboard for a digital post series	1, 2	3, 5	Live Lecture Ice breaker question Why storytelling matters?	Recorded Lecture and assigned reading material
10	Basic Metrics and Performance Tracking	List of basic metrics	1, 2	2	Live Lecture Discussion Reach vs Engagement	Recorded Lecture and assigned reading material
11	Influencers and Collaboratio n Basics	Find and list 3 influencers per niche	1,3	3	Live Lecture Discussion Role of micro influencers	Recorded Lecture and assigned reading material
12	Campaign Budgeting (Intro Level)	Budget a small campaign	3	3	Live Lecture Activity Cost-effective strategies	Recorded Lecture and assigned reading material Quiz
13	Scheduling and Publishing Tools	Try and report: Meta Planner/ Buffer	3	3, 4	Live Lecture Discussion on Tool comparisons	Recorded Lecture and assigned reading material
14	Classificatio n of Media and its importance in campaigns	Print Electronic Digital media	3	5	Live Lecture Ice breaker Discussion How advertisers choose which media, type, and brand to partner with	Recorded Lecture and assigned reading material
15	Basics of Digital Advertising: Google Ads and Meta Ads	Create a sample Google or Meta ad (text + image) for a campaign idea	1, 3	2, 3, 4	Live Lecture Where do we see these ads? How do they affect us?	Recorded Lecture and assigned reading material

16	Final Project Submission and Review	Final Project	1, 2, 3	1-5	Live Lecture Reflection and review	

Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Live Participation Rubric: Presence, engagement, professionalism, and peer support will be assessed in synchronous sessions.
- Online Quizzes and Polls
- Case Analysis Report: Analyze a case study on Theoretical perspectives
- Creating Infographics and Media Inventory
- Writing Reflection Articles,
- Watching a Documentary and writing an analysis presentation of the Theoretical Frameworks

Grading Rubrics

Rubrics for major assignments, including the video, short essay, Assignment, media inventory, case studies and reflection articles will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Sample Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Campaign Planning	Comprehensive, feasible strategy	Mostly complete	Some gaps	Incomplete or unrealistic
Creativity & Innovation	Highly creative, engaging	Moderately creative	Somewhat creative	Lacks creativity
Data & Analytics	Uses strong data to support strategy	Uses some data	Limited data	No data or irrelevant data
Presentation & Organization	Clear, professional, visually appealing	Mostly clear	Somewhat organized	Poorly presented
Implementation Feasibility	Practical, actionable, realistic	Moderately feasible	Somewhat feasible	Not feasible

Confidentiality & Ethics in Simulations

All assignments, case discussions, and video submissions are for educational purposes only. Students must maintain confidentiality and uphold ethical standards during peer interactions, supervision, and assessments. Breaches may result in academic penalties.

References:

1. Digital Marketing Institute. (2025, April 22). *What are the digital marketing trends for 2025?* Retrieved from https://digitalmarketinginstitute.com/blog/digital-marketing-trends-2025 ([turn0search0])

2. Mocanu, A. A., & Szakal, A. C. (2023). Digital marketing strategies: A comprehensive literature review. *Bulletin of the Transilvania University of Braşov. Series V: Economic Sciences*, 16(2), –. https://doi.org/10.31926/but.es.2023.16.65.2.4 ([turn0search5])
3. Sharabati, A.-A. A., Ali, A. A. A., Allahham, M. I., Hussein, A. A., Alheet, A. F., & Mohammad, A. S. (2024). The impact of digital marketing on the performance of SMEs: An analytical study in light of modern digital transformations. *Sustainability*, 16(19), Article 8667. https://doi.org/10.3390/su16198667 ([turn0search7])
4. Smart Insights. (2025). *Digital marketing strategy: How to structure a plan for 2025?* Retrieved from https://www.smartinsights.com/digital-marketing-strategy/ ([turn0search9])
5. Jaiswal, A. (2025). Using predictive analytics to optimize digital ad campaigns. *SSRN*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5403034 ([turn0search4])
6. Sokolova, Y. (2025). Using big data to develop digital marketing strategy: A case-study of big-data applications for digital marketing. *Journal of Advanced Technology & Innovation* (Vol. 103 No. 8). ([turn0search10])
7. Camphouse. (2025, July 26). *5 best digital marketing campaigns to inspire you in 2025*. Retrieved from https://camphouse.io/blog/5-best-digital-marketing-campaigns-2025.

Suggested Readings:

- Hernandez, M. L. (2025). *Media Design with Generative AI: Strategies for Digital Creativity*. Springer.
- Wilson, R. A. (2024). *AI and Visual Culture: A Creative Guide for Media Students*. Routledge.
- Brattoli, B. (2022). *Artificial Intelligence for Media: How AI Is Changing the Media Landscape*. Apress.
- McKinlay, A., & McVittie, C. (2018). *Digital media and society: An introduction*. Sage Publications.
- Lupton, E., & Phillips, J. C. (2015). *Graphic design: The new basics* (2nd ed.). Princeton Architectural Press.
- Ze-Nian, L., Drew, M. S., & Liu, J. (2014). *Fundamentals of multimedia* (2nd ed.). Springer.

Videos

- Leaders Talk. (2024, July 20). *What is Marketing? | Marketing Mix (4 Ps of marketing) | Types of Marketing* [Video]. YouTube. https://www.youtube.com/watch?v=zslTD2MqO0E (Retrieved on 11/19/2025)
- Leaders Talk. (2024, July 20). *Marketing Management: Core concepts with examples in 14 min* [Video]. YouTube. https://www.youtube.com/watch?v=65MQnEMf-uI (Retrieved on 11/19/2025)

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will hold weekly virtual office hours. Students may contact the instructor via email (xyz@fui.edu.pk) or LMS messaging. Typical response time is within 48 hours. Urgent concerns related to simulations or emergencies should be flagged clearly in subject lines.

Digital Literacy Support
Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Course Title: Sustainable Development Goals and Media
Course Code: VMEC3508
Credit Hours: 3
Semester: 7

Mode of Teaching: Asynchronous Primary with Synchronous Support

Course Description

This virtual course examines the role of media in promoting, shaping, and communicating the United Nations' Sustainable Development Goals (SDGs). Students will explore how traditional and digital media platforms influence public awareness, policymaking, and social action on global and local sustainability issues. Through recorded lectures, case studies, and online collaborative exercises, students will critically analyze media campaigns, framing techniques, and ethical considerations in reporting on environmental, social, and economic development.

Note: Students must meet minimum technical requirements to participate effectively in virtual components (mentioned below).

Course Objectives

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

1. Understand the concept, history (MDGs), and significance of the 17 Sustainable Development Goals (SDGs).
2. Analyze the role of media in raising awareness and mobilizing action toward SDGs.
3. Examine media campaigns and communication strategies used to promote sustainable development funds and international collaborations.
4. Critically assess significance of SDGs connecting with betterment of society and sustainability.
5. Design and produce media content that effectively communicates SDG-related initiatives.

Course Learning Outcomes (CLOs)

After successful completion, students will be able to:

1. Evaluate the effectiveness of media campaigns in promoting SDGs.
2. Critically analyze how media framing influences public perception and policy regarding sustainability.
3. Assess the ethical implications of media representation of SDG-related issues.
4. Produce media materials (articles, videos, social media posts) that align with SDG objectives.

Course Execution

- Lecture Access: Asynchronous recorded tutorials + downloadable case studies, research templates, and example media campaigns; optional weekly 10–20 min live Q&A sessions (recorded).
- Assignments: Upload essays, SDG media campaign analyses, presentations, and reflective reports via LMS; grading rubrics provided; feedback within 7–10 working days.
- Discussions & Peer Review: Weekly forums for Q&A, collaborative discussions, and structured peer critiques; peer assessments count toward sessional marks.

- Evaluations: Weekly quizzes, midterm research paper, and summative final project/exam; AI tool use must be declared.
- Support & Communication: Weekly announcements, office hours, LMS gradebook, automated reminders, and technical support.

2. For disable students (for deaf, blind etc.?) Example

- Provide screen readers and text-to-speech tools for visually impaired students.
- Use closed captions and sign language support in online lectures.
- Offer voice recognition software for students with physical disabilities.
- Design accessible course materials with readable fonts and alt text for images.
- Allow flexible assessments like oral, written, or video submissions.
- Record all lectures so students can learn at their own pace.
- Provide online counseling and technical support for disabled students.
- Ensure the LMS platform (like Moodle or Canvas) meets accessibility standards.
- Use inclusive teaching methods with clear speech and simple language.
- Encourage peer support or buddy systems in virtual classes

Weekly distribution (16 weeks)

Week	Topic	Modules	PLOs	CLOs	Synchronous Session (Should be mentioned as per need of the topic)	Virtual Activities (Sample, you can change as per need)
1	Overview of Course & SDGs	Introduction, Course Structure, Assessment	1	1	Guided demo (optional)	Recorded lecture, forum discussion
2	Understanding SDGs	History, Goals, Global & Local Context	1,3	1	–	Quiz 1, group discussion on SDGs
3	Media & Awareness	Role of traditional and digital media	2,4	1,2	–	Analysis of media coverage on SDGs
4	Framing Sustainability	Media framing, narratives, and ethics	3	2	–	Critical analysis of news and campaigns
5	Social Media for SDGs	Platforms, engagement strategies, virality	3	2	–	Group activity: SDG social media mapping
6	Campaigns & Advocacy	Case studies of media campaigns	4	3	–	Assignment: Analyze an SDG media campaign

7	Ethical & Cultural Considerations	Representation, misinformation, bias	2	3	–	Recorded lecture, discussion forum
8	Media Literacy & Sustainability	Critical thinking, public interpretation	2	3	–	Reflective exercises and forum discussion
9	Designing SDG Media Campaign	Project planning, storytelling techniques	2	4	–	Project proposal submission, group activity
10	Production of Media Materials	Content creation: articles, videos, social posts	1,2	4	–	Creation of SDG media content
11	Campaign Presentation	Peer review and feedback	1,2	4	–	Presentation of media projects
12	Evaluating Impact	Measuring engagement, effectiveness, reach	1,2	4	–	Case study analysis and discussion
13	Media, Policy & SDGs	Media influence on SDG policy and decision-making	1,2	4	–	Group discussion and critical review
14	Challenges & Opportunities	Global and local barriers to SDG media communication	1,2	4	–	Reflection exercises
15	Connection between MDGs & SDGs and implications around the world	SDGs Implications	1,2,3	1,2,3,4		
16	Course Recap & Integration	Summary, reflection, future directions	1–4	1–4	–	Final project submission, discussion forum

Marks Distribution

Criteria	**Marks**
Sessional Marks (Assignments, Quizzes, Presentations)	25%
Mid Term	25%
Final Term	50%
Total Marks	**100%**

Activities Breakdown:

- Students select one Sustainable Development Goal and create a short media product (poster, infographic, 1-minute video, or social media reel) aimed at raising public awareness. They must highlight the problem, its local relevance, and one actionable solution for communities. Projects will be shared in class for peer feedback.
- Students analyze how mainstream or digital media platforms (TV news, newspapers, YouTube, Instagram, TikTok) portray a chosen SDG. The analysis must examine tone, accuracy, framing, and visibility of the issue, and identify gaps in awareness or misinformation. Students submit a brief report with findings and objectives.

Grading Rubrics

Rubrics for major assignments—including the video essay, emergency protocol, and therapy toolkit—will be shared via LMS. These rubrics outline expectations for content, creativity, theoretical integration, and professionalism. A sample rubric is given below for reference:

Assignment Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Coverage of Techniques	All major models covered	Most covered	Some covered	Few or missing
Organization & Design	Clear, creative layout	Functional layout	Basic layout	Disorganized
Accuracy of Content	Theoretically sound	Mostly accurate	Some errors	Major errors
Practical Usefulness	Highly applicable	Moderately useful	Limited use	Not useful
Originality	Unique and thoughtful	Some originality	Generic	Copied or unclear

Confidentiality & Ethics in Simulations

● Preserve student privacy: remove or anonymize any personal identifiers (names, photos, emails) before sharing simulation outputs, peer reviews, or gallery submissions.
● Be transparent about AI: disclose when AI tools or automated processes were used in assignments or demos, including key assumptions, limitations, and any human edits made.
● Ensure informed consent and fairness: obtain consent for recorded critiques or public showcases, design simulations to avoid biased representations, and provide a clear channel for reporting ethical or accessibility concerns.

References:

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10. Kamalipour, Y. R., & Pavlik, J. V. (2023). *Communicating Global Sustainability: Media, Politics, and Public Engagement.* Rowman & Littlefield.
11. UN. (2023). *Transforming our world: The 2030 Agenda for Sustainable Development.* United Nations.

Technical Requirements

To fully engage with the virtual components of this course, students must ensure they meet the following minimum technical requirements:

- Stable internet connection (minimum 4 Mbps recommended)
- Laptop or desktop device with webcam and microphone
- Access to the university's Learning Management System (LMS)
- Ability to view and upload PDFs, Word documents, and video files
- Familiarity with Zoom or other video conferencing platforms

Accessibility & Inclusivity

Foundation University Islamabad is committed to inclusive education. Students with learning, physical, or psychological challenges are encouraged to contact the instructor for accommodations. Course materials aim to be accessible, and alternative formats can be provided upon request.

Instructor Communication Policy

The instructor will maintain weekly office hours and respond to emails (e.g., [xyz@fui.edu.pk]) or LMS messages within 48 hours. Urgent matters should be clearly marked in the subject line.

Digital Literacy Support

To effectively engage with digital media for SDGs, students will receive support to enhance their digital literacy skills. This includes using social media platforms, content creation tools, and multimedia software to design impactful SDG campaigns. Students will learn to critically evaluate online information, address misinformation, and ensure ethical communication. Collaborative online exercises and analytics tools will help measure campaign effectiveness and audience engagement. These resources ensure all students can produce, analyze, and share media content that promotes awareness and action toward the SDGs.

Digital Literacy Support

Students unfamiliar with digital tools (e.g., Zoom, Canva, LMS) are encouraged to attend tutorials and guides that will be made available on the LMS to support navigation and submission processes.

Scheme of Studies
For

BACHELOR OF STUDIES IN ENGLISH (VIRTUAL)
(BS ENGLISH VIRTUAL)

Effective Spring 2026

INTRODUCTION

The BS English program is structured in accordance with the Higher Education Commission's Undergraduate Education Policy V 1.1 (2023) and has been successfully offered by the Department of English for approximately nine years as a progressive replacement for the former MA English program. Drawing upon the academic strengths and curricular foundations of the MA program, this virtual undergraduate degree is designed to provide students with a comprehensive and interdisciplinary understanding of English language, literature, and linguistics in both historical and contemporary contexts. Since its introduction, the program has established itself as a core academic offering of the department and remains fully aligned with HEC policies and national quality standards, while expanding access through online and technology-mediated instruction.

Throughout the program, students engage with a wide range of literary texts, linguistic theories, and communicative practices to develop critical awareness of language, culture, identity, ideology, and meaning making. The curriculum combines foundational and advanced courses in English Literature and English Linguistics with carefully selected electives that reflect global trends, local relevance, and emerging interdisciplinary areas such as discourse studies, sociolinguistics, digital humanities, and language technology. Interactive virtual lectures, discussion forums, digital libraries, and research-based assignments support an engaging and academically rigorous learning environment.

In line with HEC requirements, a compulsory capstone project enables students to apply their learning to real-world linguistic, literary, or cultural issues, demonstrating research competence, critical thinking, and advanced academic communication skills. The program prepares graduates for diverse careers in academia, education, media, publishing, research, and language-related industries, while also serving as a vital foundation for advanced study at the MS and PhD levels.

NOMENCLATURE

	Degree Title	Description
	Bachelor of Studies in English (Virtual) BS English (Virtual)	(136 credit hours)

PROGRAM OBJECTIVES

The BS English (Virtual) program aims to:

1. Provide students with a strong theoretical and conceptual foundation in English language, literature, and linguistics by engaging them with key theories, critical traditions, and scholarly approaches in English studies.
2. Develop students' ability to apply interdisciplinary perspectives in the analysis of literary texts, discourse, and language use across diverse historical, cultural, social, and technological contexts.
3. Equip students with advanced analytical, interpretive, and communicative skills, including close reading, critical thinking, academic writing, linguistic analysis, and effective oral expression in academic and professional settings.
4. Enhance students' critical awareness of the relationship between language, literature, culture, and society, enabling them to examine issues of identity, ideology, power, and representation in both local and global contexts.
5. Integrate digital tools, AI applications, and emerging media technologies into teaching, learning, research, and communication practices in order to prepare students for evolving academic, creative, and professional environments.
6. Prepare graduates for diverse academic and career pathways, including teaching, research.

PROGRAMME LEARNING OUTCOMES

By the completion of Bachelor of Studies in English (Virtual), the graduates will be able to:

a. Understand and explain core concepts, theories, and critical traditions in English studies.

b. Apply interdisciplinary approaches to critically examine texts, discourse, and language use across historical, cultural, and technological contexts.

c. Demonstrate proficiency in interpretive, analytical, and communicative skills, including close reading, critical writing, linguistic analysis, and oral expression.

d. Recognize the role of language, literature, and culture in shaping social identities, power dynamics, and worldviews in both local and global contexts.

e. Integrate emerging technologies including AI and media technologies in the study and application of English studies to respond to contemporary societal and professional needs.

[Source: HEC policy document]

CREDIT HOURS

Minimum Credit Hours: 36

Maximum Credit Hours: 148

ADMISSION REQUIREMENTS

ACADEMIC REQUIREMENTS:

The BS English (Virtual) is open to students with 45% marks in HSSC (or equivalent) examination. Applicants with a qualification other than HSSC will need to furnish an equivalence certificate from Inter-Board Chairman Committee, Islamabad.
The programme is targeted towards students with good English proficiency who aspire to pursue a path through linguistics and literature.
*Candidates who have a master's degree in English (MA English, MA ELT, MA TEFL, etc) may be inducted in the fifth semester of the BS programme.
TECHNOLOGY REQUIREMENTS FOR STUDENTS
Students must have access to:

- A computer/laptop/tablet with webcam and microphone
- Stable internet connection (minimum recommended: 4 Mbps)
- Basic proficiency in using online tools (email, LMS, word processing, video conferencing)

DURATION

The BS Programme is an eight semester (12 maximum), 4 years (6 maximum) programme with two regular semesters—spring and fall—in a year. The programme also features a summer semester to allow the students to pass failed courses and to improve courses offered at the discretion of the FUI.
The maximum duration for the programme is 12 semesters/6 years.

ASSESSMENT

Assessment of the students for each course in the BS programme will be carried out according to the following formula.

Assessment Tool	**Marks**
Assignments, Projects, Quizzes, Presentations spread through the semester (on Line)	15
Midterm examination of **1.5** hours duration (on Campus)	25
Term paper/major written assignment and presentation (on Line)	10
Final Term examination of **3** hours duration (on Campus)	50
Total	100

Students registered in the BS English (Virtual) programme are required to maintain a CGPA of higher than 2.0 out of 4. A CGPA of less than 2.0 will place them on a probation and three consecutive probations will lead to expulsion from the university. The students registered in the BS English (Virtual) programme will be governed by the statutes approved by the FUI which may be changed from time to time.

Program Structure

The structure of the BS English (Virtual) degree program is designed to balance general education, disciplinary, interdisciplinary, and practical requirements to enhance the likelihood of student success. As per HEC CURRICULUM FOR ENGLISH DEGREE PROGRAMS (2025), (HEC Ref: No. HEC/CD/NCRC/ENGLISH/2025/7582), it is comprised of the following set of mandatory requirements.

Minimum Credit Hours (including all program related requirements)		136
General Education		34 credit hours (15 courses)
Major	**a) Compulsory**	63 credit hours (21 courses) Mandatory courses as reflected in the scheme of study, irrespective of the area of specialization (where applicable).

	b) Mandatory Electives	21 credit hours (7 courses) (to be opted from either general pool of electives or from a particular specialization)
	Total Major Requirement	84 credit hours (28 courses)
Interdisciplinary Courses		12 credit hours (4 courses)
Internship		3 credit hours
Capstone Project		3 credit hours
Program Duration		Minimum: 4 Years Maximum: 6 Years (further extendable to another year subject to approval of university's statutory body)
Semester Duration		16-18 weeks for regular semesters (1-2 weeks for examination) 8-9 weeks for summer semesters (1 week for examination)
Course Load (per semester)		15-18 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial / deficiency / failure / repeat courses only)
3 Credit Hours (Theory)		3 classes (1 hour each) **OR** 2 classes (1.5 hour each) **OR** 1 class (3 hours) per week throughout the semester
Delivery Mode		**Virtual:** Asynchronous Mode and Synchronous Mode
Assessment Mode		**Sessional:** Online assignments/course work submission, online quizzes **Mid-Term & Terminal Exams** with in-person sit-in exams at designated premises.

A description and breakdown of these course types is given under.

GENERAL EDUCATION (GENED) REQUIREMENTS

This component comprises of the mandatory courses of general education aimed at preparing students to refine their scholarly abilities to reason and communicate clearly and effectively. In the virtual mode of delivery, these courses are structured to engage students through interactive online learning environments, ensuring accessibility, flexibility, and active participation. The provision of general education courses ensures that every student is acquainted with the broad variety of fields of inquiry and approaches to knowledge and skills. It offers students an intellectual foundation for their academic, professional, and personal attributes while focusing on critical thinking and writing, speaking or quantitative skills. The minimum requirement for the general education component is 30 credits in BS English program. The detailed breakdown of GenEd courses is given below:

General Education Courses	Required Courses	Credit Hours
Arts and Humanities	1	2
Natural Sciences	1	3 (2+1)
Social Sciences	1	2
Functional English	1	3
Expository Writing	1	3
Quantitative Reasoning	2	6
Islamic Studies OR Religious Education / Ethics (for Non-Muslims only)	1	2
Ideology or Constitution of Pakistan	1	2 (2+1)
Application of Information & Communication Technologies	1	3
Entrepreneurship	1	2
Civics or Community Engagement	1	2
Understanding of Quran (Fehm e Quran)	2	2
Pakistan Studies	1	2
Total	15	34

ARTS AND HUMANITIES:

The purpose of introducing a course in the domain of Arts and Humanities in a virtual learning environment is to familiarize students with key concepts in the disciplines such as Philosophy, History, Creative Arts, etc. Delivered through online instructional modes, these subjects are designed to help students understand human experience, cultivate an appreciation of the past, enhance their capacity to meet contemporary challenges in their lives, and strengthen their ability to engage effectively with diverse cultures and civilizations.

NATURAL SCIENCES:

A course in the domain of Natural Sciences has been introduced with an aim to promote an understanding and appreciation of the physical and natural world through virtual observation, interactive simulations, and guided online experimentation. Within the Natural Sciences, the course familiarizes students with theoretical analyses, virtual laboratory methods, and pragmatic problem-solving techniques facilitated through digital learning environments. The study of subjects such as Geology, Biology, and Ecology enables students to develop the critical faculties required to evaluate natural phenomena and to appreciate the beauty of the natural and physical worlds much of which remains hidden from casual observation but becomes accessible through virtual tools and resources.

SOCIAL SCIENCES:

A course in the domain of Social Sciences has been introduced with the aim of providing students, through virtual instruction, with a comprehensive understanding of the individual and society. In the online learning environment, the study of subjects such as Anthropology, Economics, Psychology, Sociology, Social Work, Political Science, and International Relations equips students with the foundational knowledge necessary for informed and effective civic engagement.

FUNCTIONAL ENGLISH AND EXPOSITORY WRITING:

The ability to communicate effectively remains one of the essential competencies of an educated individual and is indispensable for professional success. In the virtual mode of instruction, the course Functional English focuses on foundational aspects of the English language including grammar, vocabulary, and the use of English in authentic communicative contexts through online learning activities and digital resources. Similarly, the course Expository Writing is offered with the aim of enhancing students' academic writing skills, particularly technical and report writing, by utilizing virtual platforms that support interactive writing practice, feedback, and collaboration.

QUANTITATIVE REASONING:
In the present context, early exposure to quantitative reasoning has become essential for professional success across all fields. To meet this need in a virtual learning environment, two Quantitative Reasoning courses are offered to equip students with the ability to effectively use quantitative information, interpret and evaluate data, and draw valid conclusions in situations influenced by multiple factors.

IDEOLOGY AND CONSTITUTION OF PAKISTAN:
Pakistan Studies (Virtual Mode): This course is designed to familiarize students with the historical events that shaped the ideology of Pakistan and to provide an understanding of the core provisions of the Constitution of the Islamic Republic of Pakistan, particularly regarding the fundamental rights and responsibilities of Pakistani citizens. The course is adapted for virtual delivery, employing online lectures, interactive discussions, and digital resources to facilitate learning in a remote environment.
Islamic Studies (Virtual Mode): The Islamic Studies course, offered in a virtual format, provides students with a comprehensive overview of the fundamental aspects of Islam, including its history, beliefs, practices, and influence on society. The course is designed to equip students with a solid foundation for understanding Islam from both academic and cultural perspectives. Ethics will be integrated throughout the course to foster among students an appreciation of the universal ethical values promoted by Islam.
* Alternatively, the university may offer a course on Theology/Religious Studies/Ethics for non-Muslim students without altering the prescribed credit hours for the course.

APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT):
This course is introduced with the aim of providing students with a practical understanding of how information and communication technologies (ICT) are utilized across various fields and industries in a virtual learning environment. The course covers areas of knowledge related to the application of ICT tools, software, and systems to enhance productivity, communication, decision-making, and problem-solving across different domains. Students will engage in interactive online activities, virtual projects, and digital assignments designed to reinforce their understanding of ICT applications in a remote setting.

ENTREPRENEURSHIP:
This virtual course aims to provide students with a foundational understanding of the principles and practices of entrepreneurship. It is designed to cultivate an entrepreneurial mindset while equipping students with the knowledge and skills necessary to start, manage, and grow their own ventures. The course also integrates online learning components in Financial Literacy and Export Management, ensuring that students gain a holistic understanding of business, particularly in the priority areas of the economy, through a flexible and interactive virtual learning environment.

CIVICS AND COMMUNITY ENGAGEMENT:
This course aims to foster responsible citizenship and active engagement between Universities/HEIs (through their students) and local communities in a virtual learning environment. The course will provide students with a foundational understanding of the principles, institutions, and processes of civic engagement in a democratic society. Moreover, it will build students' capacities as leaders and influencers by developing a fundamental understanding of leadership, citizenship, communication, advocacy, and network-building, while facilitating opportunities for virtual and remote participation in community development initiatives through online volunteer activities and digitally mediated projects.
A complete list of General Education Courses is given further below under the lists of courses.

MAJOR COMPULSORY COURSES

These courses constitute the central part of the program and include a blend of courses from language, literature, and linguistics, delivered through virtual instruction. Students must complete at least 63 credit hours (21 courses). To fulfill the degree credit hour requirements, students may also be required to undertake additional courses from the major or elective domain.
A complete list of major compulsory courses is given further below under the lists of courses.

MAJOR MANDATORY ELECTIVE COURSES

Students will be offered an additional 21 credit hours (7 courses) from a pool of electives, delivered in a virtual learning format. These electives will be organized under three specializations. Students may choose courses from multiple specializations to fulfill the general degree requirements, or they may opt to complete all 7 courses (21 credit hours) within a single specialization.

INTERDISCIPLINARY / ALLIED REQUIREMENTS

As per the current HEC policy, all undergraduate degree programs, including those offered in virtual mode, must incorporate a mandatory set of at least 12 credit hours for interdisciplinary/allied courses. These courses, delivered online in allied or complementary disciplines, aim to reinforce interdisciplinary competency and broaden the academic horizon of the major discipline, i.e., English.
A complete list of these course is given further below under the lists of courses.

INTERNSHIP

Field experience is a professional learning opportunity that provides meaningful and practical work experience related to a student's field of study or career interests. It allows students to apply knowledge gained in the classroom in a practical setting. For the virtual mode of study, students are required to complete a mandatory internship either in an educational institution (school, college, or university) or a suitable organization that can accommodate remote or online work, in order to fulfill the degree requirements.

Capstone Project

A capstone project in a virtual learning environment allows students to integrate the concepts, principles, and methods they have learned throughout their course of study and to apply their knowledge and acquired competencies to address real-world problems. Students may conduct extensive research or complete a practical project, leveraging digital tools and online collaboration platforms to accomplish their work.

Scheme of Studies

The complete breakdown of the program, adapted for virtual delivery, according to the discipline and number of courses offered in each semester, is provided below.

General Education Courses	Required Courses	Required CrH	Total Courses
Arts and Humanities	1	2	1
Natural Sciences	1	3	1
Social Sciences	1	2	1
Functional English	1	3	1
Expository Writing	1	3	1
Quantitative Reasoning	2	6	2
Islamic Studies OR Religious Education / Ethics (for Non-Muslims only)	1	2	1
Ideology or Constitution of Pakistan	1	2	1

Application of Information & Communication Technologies	1	3	2
Entrepreneurship	1	2	0
Civics or Community Engagement	1	2	1
Understanding of Quran (Fehm-e-Quran)	2	2	2
Pakistan Studies	1	2	1

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	Required Courses	Required CrH	Semester [no of courses per semester]								Courses Offered
			1	2	3	4	5	6	7	8	
General Education Courses	15	34	5	5	4	1					15
Major Compulsory Courses	21	63	2	2	3	5	3	5	1		28
Major Mandatory Elective Courses * #	7	21							4	3	
Inter-disciplinary Courses	4	12					3			1	4
Internship	1	3							1		1
Capstone	1	3								1	1
Total (crh)	49	136	7 (18)	7 (17)	7 (18)	6 (17)	6 (18)	5 (15)	6 (18)	5 (15)	49

BS English (Virtual) – Road Map

The following is a sample roadmap detailing courses offered in each semester for the virtual mode of study. Please note that these, or different, courses may be offered in different semesters at the discretion of the department and subject to the availability of necessary resources and faculty.

SEMESTER I			
	COURSE	**CREDIT HOURS**	**CATEGORY**
1.	VLIT 1010 Introduction to Literary Studies	3 (3-0)	Major
2.	VLIN 1010 Intro to Linguistics	3 (3-0)	Major
3.	VGER 1300 Quantitative Reasoning - I	3 (3-0)	General Education
4.	VGER1200 Functional English	3 (3-0)	General Education
5.	VGER2400 Islamic Studies (Religious Edu / Ethics for non-Muslim students)	2 (2-0)	General Education

6.	VGER1100 Applications of ICT	3 (2-1)	General Education
7.	VGER 4402 Understanding of Quran -1	1 (0-1)	General Education
	Total Credits Hours = 18		

SEMESTER II			
	COURSE	**CREDIT HOURS**	**CATEGORY**
1.	VLIT 1101 History of English Literature I	3 (3-0)	Major
2.	VLIN 1120 Phonetics & Phonology	3 (3-0)	Major
3.	V???? Quantitative Reasoning – II *	3 (3-0)	General Education
4.	VGER4401 Pakistan Studies	2 (2-0)	General Education
5.	V??? Expository Writing *	3 (3-0)	General Education
6.	VGER 1502 Fundamentals of Philosophy	2 (2-0)	General Education
7.	VGER 4403 Under-standing of Quran -2	1 (0-1)	General Education
	Total Credits Hours = 17		

SEMESTER III			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	VLIT 4810 Essays and Short Stories	3 (3-0)	Major
2	VLIN 2210 Intro to Morphology and Syntax	3 (3-0)	Major
3	VLIT 2102 History of English Literature II	3 (3-0)	Major
4	VLIT 2210 Poetry I	3 (3-0)	Major
5	VGER 2714 Fundamentals of Sociology	2 (2-0)	General Education
6	**???** Civics & Community Engagement *	2 (2-0)	General Education
7	**???** Ideology & Constitution of Pakistan *	2 (2-0)	General Education
Total Credit Hours = 18			

SEMESTER IV			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	VLIN 2430 Intro to Semantics	3 (3-0)	Major
2	VLIT 3410 Novel I	3 (3-0)	Major
3	VLIT 3310 Drama I	3 (3-0)	Major
4	VGER 2602 Fundamentals of Geography	3 (3-0)	General Education
5	VLIT 3220 Poetry II	3 (3-0)	Major
6	VGER 2800 Entrepreneurship	2 (2-0)	General Education
Total Credit Hours = 17			

SEMESTER V			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	VLIT 3510 Literary Criticism	3 (3-0)	Major
2	VLIN 3610 Intro to Sociolinguistics	3 (3-0)	Major
3	VLIT 3320 Drama II	3 (3-0)	Major
4	Interdisciplinary Course – I *****	3	Interdisciplinary
5	Interdisciplinary Course – II *****	3	Interdisciplinary
6	Interdisciplinary Course – III *****	3	Interdisciplinary
Total Credit Hours = 18			

SEMESTER VI			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	VLIT 4420 Novel II	3 (3-0)	Major
2	VLIT 3530 Literary Theory	3 (3-0)	Major
3	VLIN 3710 Intro to Psycholinguistics	3 (3-0)	Major
4	VLIT 3610 Introduction to Stylistics	3 (3-0)	Major
5	VLIN 3450 Intro to Pragmatics	3 (3-0)	Major
Total Credit Hours = 15			

SEMESTER VII			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	Elective – I ******	3	Major
2	Elective – II ******	3	Major
3	Elective – III ******	3	Major
4	Elective – IV ******	3	Major
5	Research Methods for English Studies	3 (3-0)	Major
Total Credit Hours = 15			

SEMESTER VIII			
S.N.	**COURSE**	**CREDIT HOURS**	**CATEGORY**
1	Elective – V ******	3	Major
2	Elective – VI ******	3	Major

3	Elective – VII ******	3	Major
4	Language & Technology in the Digital Age *****	3 (3-0)	Interdisciplinary (Mandatory)
5	Capstone Project	3	Capstone
Total Credit Hours = 15			

List of Courses

Area		Course Code and Course Title	Credit Hours	Suggested mode
GENERAL EDUCATION	**Arts and Humanities**	1. VGER 2700 Professional Practices	2	
		2. VGER 2701 Fundamentals of Fine Arts	2	
		3. VGER 2702 Anthropology	2	
		4. VGER 2703 History	2	
		5. VGER 2704 Archaeology	2	
		6. VGER 2705 Heritage Conservation	2	
		7. VGER 2706 Philosophy	2	
		8. VGER 2707 Performing Arts	2	
		9. VGER 2708 Photography	2	
		10. VGER 2709 History of Art and Design	2	
		11. VGER 2710 Culture Studies	2	
		12. VGER 2711 Language and Literature	2	
		13. VGER 2712 Curatorial Studies	2	
		14. VGER 2713 Psychology	2	
		15. VGER 2714 Fundamentals of Sociology	2	
		16. VGER 2715 Professional Ethics	2	
	Natural Sciences	17. VGER 2600 Applied Physics	3	
		18. VGER 2601 Biology	3	
		19. VGER 2602 Fundamentals of Geography	3	
		20. VGER 2603 Environmental Sciences	3	
		21. VGER 2604 Differential Equations	3	
		22. GER 2605 Multivariable Calculus	3	
	Social Sciences	23. GER 1500 Fundamentals of Management	2	
		24. VGER 1501 Fundamentals of Mass Communication	2	
		25. VGER 1502 Fundamentals of Philosophy	2	
		26. VGER 1503 Fundamentals of Psychology	2	
		27. VGER 1504 Sociology	2	
	Functional English	28. VGER 1200 Functional English	3	**S**
	Functional English	29. VGER 1201 Expository Writing	3	**S**
		30. VGER 1202 English Composition	3	**S**
		31. VGER 1203 Technical Report Writing	3	**S**
	Quantitative Reasoning	32. VGER 1300 Quantitative Reasoning - I	3	
		33. VGER 1301 Quantitative Reasoning – II	3	

		34. VGER 1302 Linear Algebra	3	
		35. VGER 1303 Discrete Structures	3	
		36. VGER 1304 Calculus & Analytical Geometry	3	
		37. VGER 1305 Probability & Statistics	3	
	Islamic Studies OR Religious Education / Ethics (for Non-Muslims	38. VGER 2400 Islamic Studies	3	
		39. VGER 2403 Ethics and Tolerance	2	
	Ideology or Constitution of Pakistan	40. VGER 2401 Ideology and Constitution of Pakistan	2	
	Application of Information & Communication Technologies	41. VGER 1100 Applications of Information & Communication Technologies (ICT)	3	
	Civics or Community Engagement	42. VGER 2402 Civics and Community Engagement	2	
	Entrepreneurship	43. GER 2800 Entrepreneurship		
	Understanding of Quran	44. VGER 4401 Understanding of Quran -1 / Fehm-e-Quran 1	1	S
		45. VGER 4402 Understanding of Quran -2 / Fehm-e-Quran 2	1	S
	Pakistan Studies	46. VGER 4401 Pakistan Studies	2	
MAJOR IN ENGLISH		47. VLIN 1010 Intro to Linguistics	3	**AS+ S**
		48. VLIN 1120 Phonetics & Phonology	3	**AS+ S**
		49. VLIN 2210 Intro to Morphology and Syntax	3	**AS+ S**
		50. VLIN 2430 Intro to Semantics	3	AS
		51. VLIN 3450 Intro to Pragmatics	3	S
		52. VLIN 3610 Intro to Sociolinguistics	3	**AS+ S**
		53. VLIN 3710 Intro to Psycholinguistics	3	**S**
		54. VLIN 4410 Intro to Discourse Analysis	3	**AS+ S**
		55. VLIN 4250 Advanced Syntax	3	S
		56. VLIN 4710 Intro to Corpus Linguistics	3	S
		57. VLIN 4810 Intro to Translation Studies	3	AS
		58. VLIN 4540 Second Language Acquisition	3	S
		59. VRES 4110 Introduction to Research Methodology	3	S
		60. VLIT 1101 History of English Literature I	3	AS
		61. VLIT 2102 History of English Literature II	3	AS
		62. VLIT 2210 Poetry I	3	**AS+ S**
		63. VLIT 3510 Literary Criticism	3	AS
		64. VLIT 3410 Novel I	3	AS
		65. VLIT 3310 Drama I	3	AS
		66. VLIT 3530 Literary Theory	3	AS
		67. VLIT 3220 Poetry II	3	AS
		68. VLIT 3320 Drama II	3	**AS+ S**

	69. VLIT 3610 Introduction to Stylistics	3	**AS+ S**
	70. VLIT 4420 Novel II	3	AS
	71. VLIT 4710 American Literature	3	AS
	72. VLIT 4730 World Literature in English	3	AS
	73. VLIT 4950 Intro to Postmodern Literature	3	**AS+ S**
	74. VLIT 4810 Essays and Short Stories	3	AS
	75. VLIT 4770 Postcolonial Women's Writing	3	**AS+ S**
	76. VELT 4510 Teaching of English as Second/Foreign Language	3	**AS+ S**
	77. VELT 4530 Testing and Assessment	3	**AS+ S**
	78. VELT 4560 English for Specific Purposes	3	**AS+ S**
	79. VELT 4570 Computer Assisted Language Learning	3	AS
INTERDISCIPLINARY	80. ??? Language & Technology in the Digital Age (Compulsory)	3	
	81. VPSY 3110 Educational Psychology	3	
	82. VPSY 4035 Stress and Conflict Management	3	
	83. VPSY 2108 Social Psychology	3	
	84. VCOM 3141 Business Communication	3	
	85. VMCO 3305 Theories of Communication	3	
	86. VMCO 3021 International Relations	3	
	87. VMCO 3120 Language and Media	3	
	88. VMCO 3130 Content / Journalistic Writing	3	
	89. VMCO 4131 Digital Content Making	3	
	90. VMCO 3103 Reporting and News Writing	3	
INTERNSHIP	91. VINT 4060 Internship	3	
CAPSTONE	92. VRES 5090 Research Project	3	
Key: AS: Asynchronous, S: Synchronous, OC: On Campus Mode			

Note: **GENERAL EDUCATION courses are to be prepared by Allied faculty**

GENERAL EDUCATION

VGER 1200 Functional English

Mode of Teaching: Synchronous

The course is delivered through real-time online sessions. Students participate actively through:

- Zoom / MS Teams (live lectures, breakout rooms, polls)
- Google Docs / OneDrive (collaborative writing & editing)
- LMS (weekly materials, submission, feedback)
- Padlet, Mentimeter, Jamboard (interactive brainstorming & reflections)
- Pronunciation & audio tools: YouGlish, Forvo, Speech-to-Text tools

Digital Skills Required:

- Navigating LMS

- Using virtual meeting tools (mute/unmute, reactions, breakout rooms)
- Collaborative editing and peer-review
- Using online dictionaries, corpus tools, and grammar checkers
- Basic file creation and formatting

Course Description

This course develops students' functional command of English language structures, academic and professional communication, and critical comprehension skills. Through interactive synchronous sessions, students explore vocabulary development, communicative grammar, sentence structuring, sound production, academic reading strategies, and professional writing genres. The course integrates epistemological and linguistic perspectives, allowing students to understand how language functions across personal, academic, cultural, and professional contexts.

Course Objectives (COs)

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

a. Demonstrate foundational knowledge of English language structures, vocabulary, and rhetorical conventions.

b. Apply linguistic and communicative principles to produce coherent, accurate, and context-appropriate academic and professional texts.

c. Critically interpret spoken and written texts using analytical and epistemological approaches.

d. Exhibit effective, inclusive, and ethical communication practices in academic and professional settings.

Course learning outcomes:

The students will be able to:

1. **Identify and explain** core elements of vocabulary, grammar, and sentence structure. *(PLO: a)*
2. **Apply** functional linguistic principles to construct clear, accurate, and coherent sentences and paragraphs. *(PLO: b, c)*
3. **Analyze** written and spoken discourse for purpose, audience, assumptions, tone, stereotypes, and underlying philosophical/epistemic positions. *(PLO: b, d)*
4. **Produce** effective academic, interpersonal, and professional communication using appropriate conventions and inclusive language. *(PLO: c, d)*
5. **Demonstrate oral communication skills**, including public speaking, pronunciation, and presentation delivery. *(PLO: c)*

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1.	**Foundations of Functional English & Epistemology of Language** • What is "functional" language? Language as action, meaning-making, social practice • Epistemological lenses: how we know language, how meaning is constructed • Vocabulary basics: contextual meaning,	Diagnostic test, live semantic-mapping, breakout discussion on "knowledge through language"	**CLOs:** 1, 3 • **PLOs:** a, d

	denotation, connotation		
2.	**Communicative Grammar II + Sentence Structure** • Verb tenses (advanced), articles, determiners • Sentence types: simple, compound, complex, compound–complex • Stylistic clarity & logic	Breakout-room sentence combining, peer grammar feedback circles	**CLOs:** 1, 2 • **PLOs:** a, b
3.	**Communicative Grammar I** • Subject–verb agreement, tense consistency • Fragments, run-ons, comma splices • Modifiers & misplaced modifiers	Real-time grammar correction, collaborative Google Doc sentence reconstruction	**CLOs:** 1, 2 • **PLOs:** a, c
4.	**Communicative Grammar II + Sentence Structure** • Verb tenses (advanced), articles, determiners • Sentence types: simple, compound, complex, compound–complex • Stylistic clarity & logic	Breakout-room sentence combining, peer grammar feedback circles	**CLOs:** 1, 2 • **PLOs:** a, b
5.	**Sound Production & Pronunciation** • Phonemes, stress, rhythm, intonation • Common pronunciation challenges in South Asian Englishes • Pronunciation tools (YouGlish, Forvo)	Live pronunciation drills, speech-to-text analysis, student microphone practice	**CLOs:** 1, 5 • **PLOs:** a, c
6.	**Reading Comprehension & Interpretation I** • Purpose, audience, context • Tone, stance, bias	Live annotation on shared screen, breakout room "bias-detection" tasks	**CLOs:** 3 • **PLOs:** b, d
7.	**Reading Comprehension & Interpretation II** • Critical reading, inference, assumptions, stereotypes • Reading strategies: skimming, scanning, SQ4R	Real-time SQ4R demonstration, collaborative inference tasks	**CLOs:** 3 • **PLOs:** b, d
8.	**Active Listening & Critical Listening** • Focused listening strategies • Overcoming listening barriers • Listening for tone, credibility, logical flow	Audio clips + live questioning, mini listening test	**CLOs:** 3, 5 • **PLOs:** c
9.	**Midterm Examination**		
10.	**Principles of Effective Communication** • Clarity, conciseness, coherence, courtesy, correctness • Ethical communication & inclusivity • Gender-neutral language, cultural sensitivity	Breakout role-play; rewriting biased texts	**CLOs:** 3, 4 • **PLOs:** c, d
11.	**Structuring Academic & Professional Documents** • Introductions, thesis statements, unity,	Live paragraph-writing lab, peer review	**CLOs:** 2, 4 • **PLOs:** b, c

	cohesion • Paragraph patterns: comparison, cause–effect, argument, definition • Formatting conventions		
12.	**Professional Writing I** • Email etiquette, formal vs. informal registers • Memos, notices, short reports • Politeness strategies & tone management	Real-time email editing, report skeleton creation	**CLOs:** 4 • **PLOs:** c
13.	**Professional Writing II** • Extended reports, proposals, summaries • Visual elements: headings, tables, bullets, clarity design	Collaborative report-writing in Google Docs	**CLOs:** 4 • **PLOs:** b, c
14.	**Public Speaking & Presentation Skills** • Overcoming speaking anxiety • Voice modulation, pace, articulation • Body language and visual aids	Mini speeches in breakout rooms; peer evaluation rubrics	**CLOs:** 5 • **PLOs:** c
15.	**Informal Communication & Social Interaction** • Small talk, networking, conversational strategies • Pragmatics: implicature, politeness, turn-taking • Communication styles across cultures	Networking simulation; conversational role-play	**CLOs:** 4, 5 • **PLOs:** c, d
16.	**Integrated Skills Practice (Capstone Task)** • Combining reading, writing, speaking, listening in real-world scenarios • Peer–peer microteaching communication tasks	Group presentations + analytical reflection	**CLOs:** 2, 4, 5 • **PLOs:** b, c
17.	**Course Recap, Reflection, Review** • Synthesis of functional communication skills • Reflective discussion on epistemology, language use & identity	Reflection circle + Q/A	**CLOs:** All • **PLOs:** All
18.	**Terminal Examination**		

Weekly Synchronous Tasks (Virtual Mode)

(Concise set created by merging weeks as instructed)

1. **Collaborative Grammar & Vocabulary Lab**
    - Group correction tasks, vocabulary mapping, sentence reconstruction
2. **Critical Reading & Listening Workshop**
    - Live annotation, inference-making, stereotype/bias identification
3. **Pronunciation & Speaking Practice Circles**
    - Pronunciation drills, micro-speeches, feedback loops

4. **Professional Writing Clinic**
    - Real-time email/report writing, peer editing in Google Docs
5. **Inclusive & Ethical Communication Role-plays**
    - Rewriting biased texts, cultural sensitivity simulations
6. **Presentation & Visual Communication Task**
    - Short presentations with peer evaluation
7. **Capstone Integrated Skills Task**
    - Group scenario-based communication performance

Grading Rubric

Component	Weight	Criteria
Midterm Exam	20%	Grammar, vocabulary, reading comprehension, short writing tasks
Assignments (Synchronous participation + written tasks)	20%	Accuracy, participation quality, clarity, timely submission
Quizzes & In-class Tasks	10%	Mastery of weekly topics, engagement, improvement
Project / Capstone Task	20%	Integration of reading–writing–speaking, creativity, coherence, professional formatting
Final Exam	30%	Comprehensive coverage: grammar, reading, writing, speaking analysis

Recommended Readings

Classic / Foundational

- Crystal, D. (2003). *The Cambridge encyclopedia of the English language* (2nd ed.). Cambridge University Press.
- Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Edward Arnold.
- Gopen, G. D., & Swan, J. A. (1990). The science of scientific writing. *American Scientist*, 78(6), 550–558.

Contemporary / Applied

- Truss, L. (2004). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. Gotham Books.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
- Janzen, M. (2022). *Professional communication and workplace writing*. Broadview Press.
- Dunbar, N. E., & Burgoon, J. K. (2021). *Human communication theory and research*. Routledge.

VGER 1201 Expository Writing –

Mode of Teaching: Synchronous

The course is delivered through **live virtual class sessions** using digital tools that support interactive learning:

Digital Tools

- **Zoom / MS Teams** – live lectures, breakout rooms, screen-sharing
- **Google Docs / MS Word Online** – collaborative drafting and peer review
- **Jamboard / Miro** – brainstorming, mapping ideas
- **LMS (Moodle/Google Classroom)** – assignment submission & feedback
- **Grammarly / Quillbot (free features)** – surface-level editing and proofreading
- **Turnitin** – plagiarism prevention and citation integrity
- **Padlet** – class discussion boards

Skills Required

- Basic digital literacy for writing tools
- Real-time communication & collaboration skills
- File organization and academic document formatting
- Ability to engage in peer review synchronously

Course Description

This course introduces students to the principles, techniques, and practices of expository writing with an emphasis on clarity, coherence, logical development, and audience awareness. Students engage with different expository modes—definition, comparison, cause–effect, problem–solution, and process explanation—to develop analytical, interpretive, and academic writing skills. The course incorporates philosophical and epistemological perspectives on knowledge construction, neutrality, and objectivity in writing. Students will produce short expository assignments, participate in synchronous workshops, and complete an extended expository paper.

Course Objectives (COs)

- **a.** Develop foundational knowledge of expository writing, its forms, and epistemological assumptions underlying academic discourse.
- **b.** Apply analytical and organizational skills to produce coherent, logically structured expository texts.
- **c.** Demonstrate effective use of evidence, research integration, and citation conventions in expository writing.
- **d.** Cultivate ethical, unbiased, and responsible writing practices reflecting academic values and critical self-reflection.

Course Learning Outcomes (CLOs) **(Aligned with COs & PLOs)**

CLO	Description	Aligned CO(s)	Aligned PLO(s)
CLO 1	Explain key concepts, modes, and epistemological bases of expository writing.	a	a, b
CLO 2	Produce coherent paragraphs and essays using appropriate organizational patterns.	b	b, c
CLO 3	Apply analytical reasoning to compare, classify, define, and explain concepts using evidence-based exposition.	b	a, b, c
CLO 4	Integrate research through paraphrasing, summarizing, quoting, and APA citation while avoiding plagiarism.	c	b, c
CLO 5	Demonstrate ethical, neutral, and audience-appropriate tone and voice in academic writing.	d	c, d

Module Breakdown and Delivery Framework

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Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs

1.	**Introduction to Expository Writing** Definition, purpose; epistemology of "truth" in exposition; differences among expository, descriptive, argumentative writing; characteristics (clarity, neutrality).	Live mini-lecture; Jamboard "What counts as knowledge?"; group discussion on neutrality.	**CLO–PLO:** CLO1 → PLO a, b
2.	**The Writing Process:** Pre-writing (brainstorming, clustering, mapping); audience analysis; drafting structure; tone; global vs. local revision; proofreading.	Collaborative mind-map; instructor-guided live revision of a sample draft.	**CLO–PLO:** CLO1, CLO2 → PLO b, c
3.	**Paragraph Unity and Coherence:** Topic sentences; controlling idea; supporting details; transitions; logical order; eliminating redundancy and fragments.	Breakout groups identify controlling ideas; rewrite incoherent paragraphs.	**CLO–PLO:** CLO2 → PLO b, c
4.	**Expository Modes I** (Description, Illustration)**:** Sensory-neutral description; illustrative evidence; avoiding subjectivity.	Live demonstration of descriptive → expository adaptation; group illustration exercise.	**CLO–PLO:** CLO3 → PLO a, c
5.	**Expository Modes II** (Classification, Comparison, Process Analysis)**:** Block vs. point-by-point; directive vs informative processes; criteria setting; sequential markers.	Collaborative classification chart in Miro; comparative paragraph drafting.	**CLO–PLO:** CLO3 → PLO b, c
6.	**Organization Patterns in Expository Writing:** Essay structure: introduction, thesis, body, conclusion; logical sequencing (chronological, spatial, emphatic); choosing patterns (classification, contrast, cause–effect, problem–solution).	Live thesis-building exercise; breakout outlining activity.	**CLO–PLO:** CLO2, CLO3 → PLO b, c
7.	**Writing Definitions & Explanations:** Formal/informal/extended definition; negation, stipulation; explanatory strategies.	Group creation of extended definitions; peer critique.	**CLO–PLO:** CLO3 → PLO a, b
8.	**Review + Workshop:** Revision of modes; clarity and logic checks; how to evaluate exposition.	Peer-review workshop; rubric-based evaluation session.	**CLO–PLO:** CLO2, CLO3 → PLO b, c
9.	**Midterm Examination**		
10.	**Cause-and-Effect Exposition:** Causal logic; multiple vs. single causes; avoiding fallacies;	Group analysis of flawed causal explanations; drafting a causal paragraph.	**CLO–PLO:** CLO3 → PLO a, c

	distinguishing correlation/causation.		
11.	**Problem–Solution Writing:** Identifying workable problems; evidence-based solutions; academic tone; logical feasibility.	Live problem-solution essay outline; group feedback	**CLO–PLO:** CLO3, CLO5 → PLO b, c, d
12.	**Critical Reading for Expository Writing:** Analyzing published expository models; recognizing thesis, evidence, coherence; philosophy of reading as inquiry.	Shared screen annotation of a model text.	**CLO–PLO:** CLO1, CLO3 → PLO a, b
13.	**Research-Based Expository Writing:** Paraphrasing; summarizing; quoting; APA basics; avoiding plagiarism; research ethics.	Live paraphrasing workshop; Turnitin demo.	**CLO–PLO:** CLO4 → PLO b, c
14.	**Style, Tone, and Voice in Exposition:** Objectivity; academic diction; removing bias; ethical language; clarity markers.	Breakout rewriting biased excerpts into neutral academic style.	**CLO–PLO:** CLO5 → PLO c, d
15.	**Writing Expository Essays (Short Form):** Thesis clarity; background setting; paragraph development; transitions; mini-workshop.	Instructor-guided essay drafting; peer-support groups.	**CLO–PLO:** CLO2 → PLO b, c
16.	**Extended Expository Papers (1500–2500 words):** Structuring long papers; using headings; sustained cohesion; academic editing.	Collaborative outline clinic; instructor comments on sample extended paper.	**CLO–PLO:** CLO2, CLO4 → PLO b, c
17.	**Review Workshops & Peer Editing:** Revision strategies; addressing instructor feedback; strengthening logic. **Final Submission & Reflection:** Final paper submission; reflective writing; metacognition in writing.	Peer-editing roundtables on Google Docs. Oral reflection presentations; course wrap-up dialogue.	**CLO–PLO:** CLO2, CLO5 → PLO c, d **CLO–PLO:** CLO5 → PLO c, d
18.	**Terminal Examination**		

Grading Rubric (Key Criteria)

Component

- Class Participation & Synchronous Engagement
- Short Writing Tasks (Weeks 3–10)

- Midterm Workshop Performance
- Research-Based Expository Essay (Short)
- Final Extended Expository Paper (1500–2500 words)
- Reflective Writing Portfolio

Grading Rubric (Key Criteria)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Clarity & Coherence	Ideas flow logically; excellent transitions	Mostly clear with minor issues	Some lapses in coherence	Disorganized, unclear
Structure	Strong thesis, effective paragraphs	Adequate structure	Weak thesis or inconsistent paragraphs	No clear structure
Use of Evidence	Accurate, relevant, well-integrated	Some evidence misaligned	Limited or weak evidence	No meaningful evidence
Style & Tone	Consistently objective and formal	Mostly formal	Some informality or bias	Inappropriate tone
Research Integration	Excellent paraphrasing & citation	Minor citation issues	Weak integration	Plagiarism/incorrect citation
Mechanics	Very few errors	Some errors	Frequent errors	Excessive errors

Recommended Readings

Primary Texts (Classic + Contemporary)

- Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Pearson.
- Williams, J. M., & Bizup, J. (2017). *Style: Lessons in clarity and grace* (12th ed.). Pearson.
- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction* (30th anniversary ed.). HarperCollins.
- Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W. W. Norton.

Supplementary Readings

- Harris, J. (2006). *Rewriting: How to do things with texts*. Utah State University Press.
- Lunsford, A. A. (2019). *The St. Martin's handbook* (9th ed.). Bedford/St. Martin's.
- Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. Penguin.
- Greene, S., & Lidinsky, A. (2018). *From inquiry to academic writing: A practical guide* (4th ed.). Bedford/St. Martin's.

Expository Models

- Orwell, G. (1946). *Politics and the English language*. Horizon.
- Didion, J. (1968). *Slouching towards Bethlehem*. Farrar, Straus & Giroux.

VGER 1202 English Composition

Mode of Teaching: Synchronous
This course is delivered through **weekly synchronous sessions**, combining instructor-led workshops, collaborative writing, live demonstrations, breakout-room tasks, and real-time feedback.

Digital Tools Used

- **Learning Management System (LMS):** Google Classroom / Moodle (submission & announcements)
- **Video Conferencing:** Zoom / MS Teams (live sessions, breakout rooms)
- **Collaborative Writing:** Google Docs (peer review, drafting)
- **Interactive Boards:** Jamboard / Miro (brainstorming, mapping)
- **Plagiarism Check:** Turnitin (academic integrity)
- **Language Support Tools:** Grammarly (self-editing), Padlet (idea boards)

Digital Skills Developed

- Real-time collaborative writing
- Live peer-review and annotation
- Digital research & citation skills
- Using online linguistic corpora for clarity and precision
- Managing drafts, revisions, and feedback cycles

Course Description

This course develops foundational and advanced academic writing skills essential for undergraduate work in English Studies and Linguistics. It covers the epistemology, philosophy, and practice of writing; composing coherent paragraphs and essays; critical reading–writing connections; rhetorical awareness; audience awareness; genre conventions; drafting, revising, editing; and reflective writing. Through virtual synchronous workshops, peer collaboration, and guided writing tasks, students learn to produce clear, structured, and persuasive academic prose appropriate for disciplines within English Studies.
Course Objectives

a. **Demonstrate foundational knowledge of academic writing, composition theories, and epistemologies.**
b. **Apply writing strategies—including planning, drafting, revising, and editing—to produce coherent academic texts.**
c. **Analyze and evaluate texts using rhetorical, linguistic, and stylistic tools to improve composition.**
d. **Develop values of academic integrity, collaboration, and reflective thinking in writing practices.**
e. **Communicate ideas clearly and logically in a variety of written academic genres.**

Course learning outcomes:

1. Explain fundamental principles of academic writing, composition philosophy, and rhetorical theory. PLO a
2. Apply writing processes (brainstorming, outlining, drafting, revising) to produce organized paragraphs and essays. PLO b, c
3. Analyze texts for structure, argumentation, coherence, and rhetorical effectiveness using interdisciplinary tools. PLO b, c
4. Compose clear, cohesive, grammatically accurate academic writing suited to audience and purpose. PLO c

5. Reflect critically on one's writing practices, recognizing social, cultural, and linguistic influences. PLO d

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1.	**Introduction to Expository Writing:** What is exposition? Writing as epistemology; philosophy of clarity; purpose & audience.	Live orientation; Jamboard: "Writing as Knowledge"; mini-lecture; diagnostic writing.	CLO1 → PLO a
2.	**Writing Processes & Stages:** Prewriting strategies; freewriting; mind mapping; recursive drafting.	Collaborative planning in breakout rooms; Google Docs co-drafting session.	CLO2 → PLO b
3.	**Sentence Skills & Clarity:** Grammar for writers; types of sentences; avoiding fragments/run-ons; concision.	Live sentence-level editing workshop; shared editing on LMS.	CLO3 → PLO c
4.	**Paragraph Structure:** Topic sentences; unity; coherence; transitions; paragraph development patterns.	Group writing of paragraphs; peer evaluation using rubric.	CLO3 → PLO c
5.	**Rhetorical Modes I: Description & Illustration:** Sensory detail; precision; purpose-driven examples; clarity of illustration.	Live drafting of descriptive paragraph; breakout group feedback.	CLO1, 3 → PLO a, c
6.	**Rhetorical Modes II: Comparison & Contrast:** Point-by-point vs. block structure; transitions; analytical comparisons.	Team comparison chart on Miro; writing a comparison paragraph.	CLO3 → PLO c
7.	**Rhetorical Modes III: Cause & Effect:** Causal chains; distinguishing cause from correlation; logical sequencing	Live group mapping of causes/effects; writing task on shared Doc.	CLO2, 3 → PLO b, c
8.	**Rhetorical Modes IV: Process Analysis:** Directive vs. informative process; chronological clarity; step precision.	Students demonstrate a process using slides; peers write analysis.	CLO3 → PLO c
9.	**Midterm Examination**		
10.	**Rhetorical Modes V: Definition Writing:** Formal, extended, and stipulative definitions; abstract concept clarification.	Definition-writing workshop; Padlet concept board.	CLO1, 4 → PLO a, d
11.	**Textual Analysis & Critical Reading:** Identifying claims, assumptions, ideology; linguistic analysis of texts.	Live textual analysis; small-group rhetorical dissection.	CLO4 → PLO d

12.	**Logical Reasoning & Fallacies:** Deductive/inductive logic; bias; fallacies affecting clarity.	Fallacy-detection games; student-led case examples.	CLO4 → PLO
13.	**Essay Structure: Introduction, Thesis, Body, Conclusion:** Strong thesis crafting; paragraph ordering; coherence across essay.	Live thesis-writing clinic; guided essay outline creation.	CLO3 → PLO c
14.	**Drafting the Expository Essay:** Integrating evidence; quoting, paraphrasing; academic tone.	Real-time collaborative drafting; instructor feedback in breakout rooms.	CLO2, 3 → PLO b, c
15.	**Revising, Editing & Proofreading:** Macro vs. micro revision; editing for style; digital editing tools.	Peer-review workshop using rubric; Grammarly/Turnitin training.	CLO5 → PLO c
16.	**Writing, Culture & Power:** Language & identity; discourse and power; ethical writing practices.	Discussion on writing and social identity; reflective task.	CLO4, 5 → PLO d, c
17.	**Final Expository Essay Workshop:** Integrating feedback; refining arguments; final essay polishing. **Course Recap & Reflection:** Metacognitive reflection; growth in writing; portfolio preparation.	One-on-one consultations; breakout drafting sessions. Reflection circle; oral presentations; submission of final writing portfolio.	CLO3, CLO5 → PLO c CLO1–5 → PLO a–d
18.	**Terminal Examination**		

Weekly Synchronous Tasks (Virtual Mode)

Component	Criteria
Class Participation & Synchronous Engagement	Active contribution, collaboration, preparedness
Weekly Writing Tasks	Completion, relevance, clarity, coherence
Midterm Expository Essay	Organization, development, argument clarity, mechanics
Peer Review & Revision Work	Depth of critique, constructive feedback, revisions applied
Final Expository Essay	Strong thesis, logical flow, evidence, style, correctness, originality
Reflective Portfolio	Critical insight, growth reflection, metacognition

Recommended Readings

Primary Texts (Classic & Contemporary)

- Orwell, G. (1946). *Politics and the English language*. Horizon.
- Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). Pearson.
- Zinsser, W. (2006). *On writing well* (30th anniversary ed.). HarperCollins.
- Williams, J. M., & Bizup, J. (2016). *Style: Lessons in clarity and grace* (12th ed.). Pearson.

Supplementary / Contemporary Texts

- Graff, G., & Birkenstein, C. (2021). *They say/I say: The moves that matter in academic writing* (5th ed.). W. W. Norton.
- Lunsford, A. (2021). *The St. Martin's handbook* (9th ed.). Bedford/St. Martin's.
- Coates, T.-N. (2015). *Between the world and me*. Spiegel & Grau.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

VGER 1203 Technical Report Writing

Mode of Teaching: Asynchronous

The synchronous virtual mode blends real-time interaction with guided digital practice.

Digital platforms and tools used:

- **LMS** (Google Classroom / Moodle) for resources, submissions
- **Zoom / MS Teams** for weekly synchronous sessions
- **Breakout Rooms** for collaborative drafting and peer editing
- **Miro / Jamboard** for planning, outlining, and visual mapping
- **Google Docs / MS Word Online** for co-writing
- **Grammarly / Hemingway / Quillbot (ethically framed)** for revision support
- **MS Excel / Google Sheets** for data visualisation
- **Reference Managers:** Zotero / Mendeley

Digital skills required: Academic digital literacy, collaborative writing etiquette, cloud-based document management, citation tools, visual-design basics, ethical source handling, and familiarity with virtual communication norms

Course Description

This course equips students with the theoretical foundations and applied practices of technical communication. It introduces the epistemology of technical discourse, how knowledge is formed, verified, communicated, and ethically represented in professional and scientific contexts. Students learn to plan, research, design, draft, and edit technical reports while attending to audience needs, workplace conventions, digital environments, and responsible communication. Virtual learning provides a dynamic space where students work through simulations, collaborative writing, multimodal drafting, and peer-review activities using digital tools aligned with contemporary professional standards.

Course Objectives

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

a. Explain core principles, theories, and ethical foundations of technical communication.
b. Apply research, analytical, and organizational skills to plan and structure technical reports.
c. Produce coherent, objective, and well-formatted technical documents using digital tools.
d. Demonstrate responsible communication practices, including accuracy, ethics, and inclusive language.

Course learning outcomes:

Aligned with PLOs (a–d) & HEC Undergraduate Framework.

1. Describe foundational concepts, epistemological assumptions, and purposes of technical communication. *(PLO a)*
2. Apply analytical and interdisciplinary strategies to plan, research, and organize technical information. *(PLO b, c)*

3. Draft clear, coherent, and audience-appropriate technical report sections using suitable language and tone. *(PLO c)*
4. Integrate visuals, data, and formatting conventions while maintaining ethical reporting standards. *(PLO b, d)*
5. Revise, edit, and finalize a complete technical report demonstrating accuracy, integrity, and professional design. *(PLO c, d)*

Module Breakdown and Delivery Framework

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Mode Activities & Teaching Methods	CLOs / PLOs
1	**Foundations of Technical Communication: Nature, scope, and epistemology of technical communication; workplace & academic contexts**. Knowledge formation; audience expectations; genres of technical discourse. Synchronous	Activities: Interactive concept map (Miro); discussion on "What counts as technical knowledge?"	CLO1 → PLO a
2	**Principles of Effective Technical Writing: Clarity, conciseness, coherence.** Objectivity**;** tone in scientific prose; avoiding ambiguity**.**	**Live rewriting lab in Teams; collaborative editing of flawed paragraphs.**	**CLO3 → PLO c**
3	**Technical Style & Language: Sentence patterns; nominal style; parallel structures.** Logical progression; hedging; precision.	**Style surgery in breakout rooms; sentence-reconstruction puzzles. Alignment:**	**CLO3 → PLO c**
4	**Report Types: Informational vs analytical reports:** Routine, progress, feasibility, research reports.	**Genre comparison board on Jamboard; analysis of real-world samples.**	**CLO1, CLO2 → PLO a, b**
5	**Ethics & Integrity in Technical Documents: Accuracy, verification, documentation ethics:** Plagiarism; bias; responsible reporting; transparency.	**Case-based ethical debate; source evaluation exercise.**	**CLO4 → PLO d**
6	**Planning Technical Reports: Purpose, audience, and constraints:** Timelines; deliverables; scope definition.	**Real-time planning sheet; project charter drafting.**	**CLO2 → PLO b**
7	**Research Methods for Technical Reports: Primary/secondary data:** Source evaluation; documentation; reliability hierarchy**.**	**Mini research scavenger hunt; bibliography building workshop.**	**CLO2 → PLO b, c**
8	**Organizing Technical Information: IMRaD; problem–solution; process descriptions:** Outlining; logical flow; mapping relationships. Activities:	**Outline creation in Miro; peer criticism of sequencing.**	**CLO2 → PLO b**

9	**Midterm Examinations** **Based on conceptual + applied questions**		
10	**Drafting Report Sections I: Introductions, Background, Problem Statement:** Contextual grounding; framing purposes; defining scope	**Collaborative drafting clinic; peer-generated problem statements.**	**CLO3 → PLO c**
11	**Drafting Report Sections II: Methods, Procedures, Results:** Procedural clarity; objective reporting; process descriptions.	**Comparative analysis of method sections; rewriting vague procedures.**	**CLO3 → PLO c**
12	**Analytical Discussion & Conclusion: Interpretation of findings:** Reasoned recommendations; implication mapping.	**Data interpretation workshop; recommendation-building group task.**	**CLO3 → PLO c**
13	**Visuals in Technical Reports: Tables, graphs, charts:** Integration with text; captions; numbering; activity.	**Hands-on creation using Sheets/Excel; caption-writing activity.**	**CLO4 → PLO b, d**
14	**Document Design & Layout: Typographic choices; spacing; headings; page design:** Readability principles; navigational cues.	**Design critique of sample documents; layout practice on Word templates.**	**CLO4 → PLO c**
15	**Revising, Editing & Proofreading: Levels of revision:** Global vs sentence-level edits; accuracy checks; consistency**.**	**Peer editing roundtable; instructor-led revision walkthrough.**	**CLO5 → PLO c, d**
16	**Final Report Preparation: Packaging the document.** Executive summaries; abstracts; appendices; reference management.	**Abstract-writing mini-studio; final checklist creation**	**CLO5 → PLO c, d**
17	**Course Recap & Reflection:** Meta-reflection on learning; epistemic shifts; report writing as discourse practice**.**	**Reflective discussion; report showcase; feedback dialogic circle**	**CLO1–5 (holistic integration)**
18	**Terminal Examinations**		

Weekly Synchronous Tasks (Virtual Mode)

Concept Foundations Cluster (Weeks 1–3):
Reflection post, style-rewriting activity, short quiz on principles.

Genre & Ethics Cluster (Weeks 4–5):
Short genre analysis sheet; ethical evaluation of a flawed sample.

Research & Planning Cluster (Weeks 6–7):
Source-evaluation grid; preliminary project plan; annotated bibliography (5 entries).

Organization Cluster (Week 8):
Submission of detailed outline + sequencing map.

Drafting Cluster (Weeks 10–12):
Draft of Introduction, Methods, and Discussion (iterative).

Design & Visuals Cluster (Weeks 13–14):
Visuals set (3–4 visuals) + layout template trial.

Revision & Finalization Cluster (Weeks 15–16):
Peer-review sheet; revised final report; executive summary.

Grading Rubric

Rubric (Key Criteria)

Criteria	**Excellent (A)**	**Good (B)**	**Satisfactory (C)**	**Poor (D/F)**
Conceptual Understanding	Demonstrates nuanced grasp; integrates theory & epistemology	Solid understanding; minor gaps	Basic comprehension	Major conceptual errors
Organization & Research	Logical, well-supported, rigorous	Mostly coherent; minor breaks in logic	Adequate; some weaknesses	Disorganized; insufficient research
Clarity & Technical Style	Highly precise, objective, cohesive	Generally clear; occasional lapses	Uneven clarity; several issues	Frequent ambiguity; weak tone
Use of Visuals & Design	Accurate, integrated, professionally formatted	Mostly accurate; minor inconsistencies	Acceptable but not polished	Poorly executed visuals; inconsistencies
Ethics & Integrity	Exemplary documentation; transparent and responsible	Minor referencing lapses	Acceptable referencing	Plagiarism, distortion, or serious ethical issues
Editing & Mechanics	Almost flawless	Few non-disruptive errors	Noticeable errors	Persistent erro

Recommended Readings

Classic:

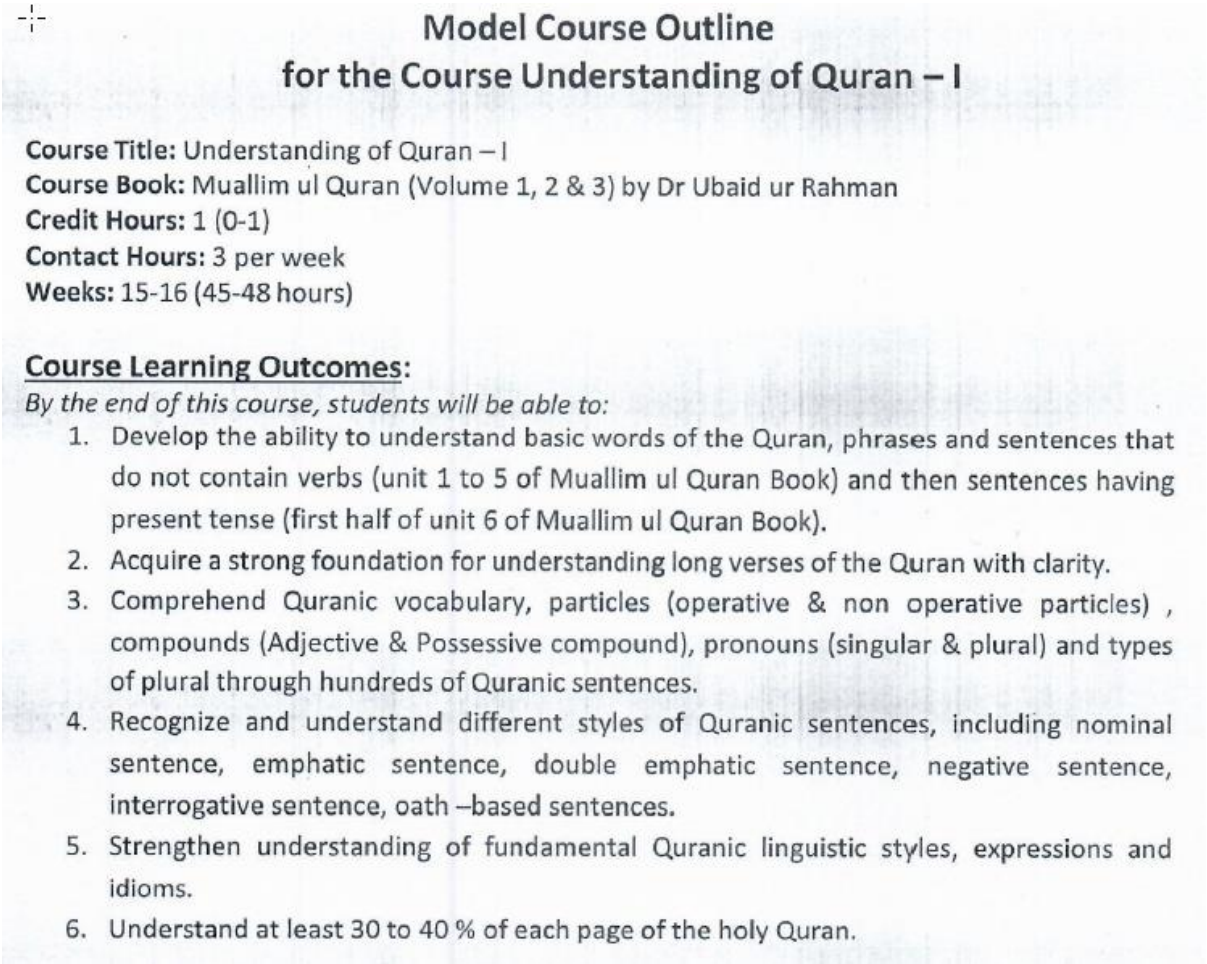
- Gerson, S. J., & Gerson, S. M. (2017). *Technical communication: Process and product* (9th ed.). Pearson.
- Markel, M. (2015). *Technical communication* (11th ed.). Bedford/St. Martin’s.
- Sally, L. Lordeon *Writing technical reports basics and others*
- Strunk, W., & White, E. B. (2000). *The elements of style*. Pearson.

Contemporary:

- Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2019). *The professional writer's handbook* (12th ed.). Bedford/St. Martin's.
- Tebeaux, E., & Dragga, S. (2020). *The essentials of technical communication* (5th ed.). Oxford University Press.
- Winsor, D. A. (2003). *Writing power: Communication in an engineering center*. SUNY Press.
- Kynell, T., & Moran, M. (Eds.). (2018). *Keystrokes: Professional writing in a digital age*. Routledge.

VGER 4401 Understanding of Quran -1 / Fehm-e-Quran 1

Mode of Teaching: Synchronous



Model Course Outline
for the Course Understanding of Quran – I

Course Title: Understanding of Quran – I
Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:
By the end of this course, students will be able to:

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles) , compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plural through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the holy Quran.

Course Outline:

Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذا- هذه) Demonstrative Noun (This & That for Feminine) (ذلك- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words , phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle إن Preposition "For" (اللام) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على- من- إلى)
4.	1.	2	7- 9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exceptive Particle (لا النافية (ما النافية)(إلّا)(للجنس
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction(أن), Was (كان), Vocative Particle(حرف النداء)

5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6 -7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He(هو المنفصل) Possessive Pronoun His ه المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3 -4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You(أنت المنفصل) Possessive Pronoun Your ك المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، منك، فيك
	2.	Mid Term			

9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She(هي المنفصل) Possessive Pronoun Her ها المتصل) Possessive Pronoun with prepositions في بيتها like Pronoun "Her" with prepositions like لها،
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (أنا المنفصل) Possessive Pronoun Her ي المتصل) Possessive Pronoun with prepositions like في بيتيPronoun "My" with prepositions like لي
10.	1	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم المسبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم المسبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) Possessive Pronoun Their هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهمPronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (أنتم المنفصل) Possessive Pronoun Your كم المتصل) Possessive Pronoun with prepositions

					like في بيتكم
13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المنفصل) Possessive Pronoun Our نا المتصل)
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions في بيتنا like Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما ،) (ألم، أن، بل، كان (ألا، أليس، اليوم، يومئذ، سبحان، مابينهما، قل، إذن، بلى، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، دينا(تمييز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs &Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4 -5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون

VGER 4402 Understanding of Quran -2 / Fehm-e-Quran 2

Mode of Teaching: Synchronous

Model Course Outline
for the Course Understanding of Quran – II

Course Title: Understanding of Quran – II
Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubaid ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Provision of material, content and books:

- **Paper book**: All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صیغة جمع مذکر غائب مثل یعبدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صیغة جمع مذکر غائب مثل یعبدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صیغة مفرد مذکر مخاطب (تعبد) وجمع مذکر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صیغة جمع مذکر مخاطب (تعبدون)

					صيغة المتكلم (أعد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعِدْ لا تعدوا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر موؤل)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood(لام الجحود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد الغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المفرد الغائب
	2.			MID TERM	
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع الغائب عدوا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع الغائب عدوا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع الغائب عدوا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع الغائب عدوا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم عدنا
	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم عدنا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم عدنا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع المتكلم عدنا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع المخاطب عدتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع المخاطب عدتم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المذكر والمخاطب عد ت ، عد ْ ت
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المؤنث الغائب عد َ تْ
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول المفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول الجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

MAJOR IN ENGLISH

VLIN 1010 Intro to Linguistics

Mode of Teaching: Asynchronous + Weekly Synchronous Support Sessions
This course is delivered primarily in asynchronous mode. Students access weekly recorded lectures, reading materials, discussion forums, and self-paced analytical tasks through the LMS. A **1–1.5 hour synchronous session each week** focuses on:

- Collaborative discussion
- Guided linguistic analysis (sounds, words, structures, meaning, discourse)
- Breakout-room problem-solving
- Instructor-led clarification and practice

Virtual Tools Used
Zoom/Teams, LMS forums, collaborative whiteboards (Jamboard, Miro), Padlet, Google Docs, interactive IPA charts, sound analysis tools (Praat), and digital linguistic corpora.

Course Description
This course introduces students to the scientific study of language and its structural, cognitive, and social foundations. It explores how languages are organized at the levels of sound, word, sentence, and meaning, while emphasizing universal principles that underlie linguistic systems. Students examine major subfields including phonetics, phonology, morphology, syntax, semantics, pragmatics, psycholinguistics, and sociolinguistics. Foundational theories of language acquisition, language cognition, and human communication are also addressed. Through analytical exercises, students develop core linguistic skills, learn to describe and analyze linguistic data systematically, and reflect critically on the nature of human language.

Course Objectives

a. By the end of the course, students will be able to:
a. Explain foundational concepts and terminologies across major subfields of linguistics.
b. Analyze linguistic data from phonetic, phonological, morphological, syntactic, and semantic perspectives.
c. Identify cross-linguistic similarities and variation in language structures and patterns.
d. Apply linguistic frameworks to real-world language phenomena in cognitive, social, and cultural contexts.
e. Communicate linguistic analysis effectively through written and oral presentations.

Course Learning Outcomes (CLOs)
By the end of this course, students will be able to:

1. **Define and explain** key concepts and theories in major areas of linguistics. *(PLO a)*
2. **Analyze** phonetic, phonological, morphological, syntactic, and semantic data using standard linguistic frameworks. *(PLO b & c)*
3. **Apply interdisciplinary perspectives** to understand how language relates to cognition, communication, and social structure. *(PLO c & d)*
4. **Interpret and evaluate** real-world linguistic data including speech, text, and multimodal communication. *(PLO c & d)*
5. **Produce organized linguistic descriptions and analyses** in written and oral formats appropriate for a virtual-learning environment. *(PLO c)*

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Activities & Methods	CLOs / PLOs
1	**Introduction to Linguistics:** Nature of language; human vs. animal communication; origins of language	Ice-breaker; concept-mapping on "What is language?"	CLO 1 → PLO a
2	**Psycholinguistics Foundations**: Language and brain; innateness; behaviorism vs. mentalism	Brain-lateralization online demo; discussion in breakout rooms	CLO 1, 3 → PLO a, d
3–4	**Phonetics & Phonology:** Sounds, IPA, vocal tract, phonemes/allophones	Live IPA practice; sound analysis using Praat; transcription exercises	CLO 2 → PLO b
5–6	**Morphology:** Words, morphemes, word-formation processes, lexical categories	Word-building games; morphological tree drawing in collaborative boards	CLO 2 → PLO b, c
7–8	**Syntax:** Grammar, sentence structure, phrase types, PS rules	Syntactic tree-building workshop; sentence analysis challenges	CLO 2 → PLO b
9	**Midterm Examination**		
10	**Semantics:** Meaning, sense/reference, semantic relations	Concept-check tasks; collaborative semantic mapping	CLO 2, 3 → PLO c
11	**Pragmatics:** Context, inference, reference, hidden meaning	Pragmatics case tasks (digital chat snippets)	CLO 3, 4 → PLO c, d
12–13	**Sociolinguistics:** Dialects, idiolects, language and society, standardization	Debate: "Is Standard English neutral?"; community language profiles	CLO 3 → PLO d
14	**Language and Culture:** Categories, prestige, gender, identity	Identity-mapping reflective discussion	CLO 3 → PLO d
15	**Applied Linguistics:** Forensic linguistics & language in real-world contexts	Forensic text-analysis mini-lab	CLO 4, 5 → PLO c
16–17	Student Presentations + Course Consolidation	Guided workshop: designing micro-linguistic studies; revision quiz	CLO 5 → PLO c
18	**Final Examination**		

Weekly Asynchronous Tasks (Virtual Mode)

1. Understanding Language & Human Communication (Weeks 1–2)
- Discussion-board introductions
- Short reflections on human vs. animal communication
- Mini reading quiz on language origins

2. Sound, Structure & Phonetic Awareness (Weeks 3–4)
- IPA chart practice using interactive tools
- Collaborative annotation of speech samples
- Short transcription assignment

3. Words & Morphological Building Blocks (Weeks 5–6)
- Morphological segmentation tasks
- Word-formation categorization on Padlet
- Short comparative reflection on morphology in different languages

4. Syntax & Structural Reasoning (Weeks 7–8)
- Constructing phrase structure trees using Google Jamboard
- Error-analysis tasks: finding structural ambiguity
- Syntactic mini-quiz

5. Meaning & Context (Weeks 10–11)
- Identifying semantic relations
- Pragmatics tasks: implicature, reference, inference in digital messages
- Short context-analysis worksheet

6. Language, Society & Identity (Weeks 12–14)
- Dialect mapping activity
- Online discussion forum: "How does language shape identity?"
- Case study analysis on prestige and standardization

7. Applied Linguistics & Mini-Project (Weeks 15–17)
- Forensic linguistic case snippet analysis
- Final mini-project: choose a linguistic dataset (speech/text), analyze and report
- Peer review + ethical reflection post

Grading Rubric
(Parallel to sample — adapted for linguistics)

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Understanding	Comprehensive understanding of linguistic concepts	Strong understanding with minor inaccuracies	Basic understanding; some gaps	Limited understanding; significant misconceptions
Application & Analysis	Accurate, insightful analysis of linguistic data	Mostly accurate analysis	Partial or surface-level analysis	Incorrect or incomplete analysis
Critical Thinking	Deep evaluation of linguistic structure & patterns	Some critical insight	Limited critical analysis	Minimal or no critical engagement
Communication	Clear, organized, academically sound explanation	Generally clear; minor issues	Adequately expressed but uneven	Unclear, disorganized
Participation	Consistent, meaningful contribution	Regular participation	Occasional participation	Rarely participates

Recommended Readings
Primary Textbook

- Yule, George. *The Study of Language* (7th Edition).

Core Linguistics References

- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language*. Cengage.
- O'Grady, W., et al. (2017). *Contemporary Linguistics*. Bedford/St. Martin's.

Phonetics & Phonology

- Ladefoged, P., & Johnson, K. (2014). *A Course in Phonetics*. Cengage.
- Odden, D. (2005). *Introducing Phonology*. CUP.

Morphology & Syntax

- Aronoff, M., & Fudeman, K. (2010). *What is Morphology?* Wiley-Blackwell.
- Carnie, A. (2013). *Syntax: A Generative Introduction*. Wiley.

Semantics & Pragmatics

- Saeed, J. (2016). *Semantics*. Wiley-Blackwell.
- Yule, G. (1996). *Pragmatics*. OUP.

Psycholinguistics & Sociolinguistics

- Carroll, D. W. (2008). Psychology of Language. Cengage.
- Meyerhoff, M. (2018). Introducing Sociolinguistics. Routledge.

VLIN 1120 Phonetics & Phonology

Mode of Teaching

Asynchronous + Weekly Synchronous Support Sessions

This course is delivered primarily through asynchronous learning on the LMS, where students access weekly recorded lectures, reading materials, transcription exercises, and discussion forums.

A 1–1.5 hour synchronous session is held weekly to:

- guide learners in articulatory phonetics practice,
- conduct live IPA transcription workshops,
- analyze English phonemes and suprasegmental features,
- practice connected speech phenomena,
- clarify concepts through instructor-led demonstrations.

Virtual tools include Zoom/Teams, LMS discussion boards, Padlet, collaborative whiteboards, Google Docs, online IPA charts, Praat demonstrations, and audio/video pronunciation databases.

Course Description

This course provides a comprehensive introduction to English phonetics and phonology, equipping students with both theoretical knowledge and practical transcription skills. Beginning with English orthography and the phonemic transcription system, the course explores the physiology of speech, the articulatory classification of English consonants and vowels, phonemes and allophones, phonological rules, and suprasegmental features such as stress and intonation. Students gain hands-on experience in IPA transcription, analysis of connected speech processes, and application of phonological concepts to real English data. Emphasis is placed on the systematic relationship between speech production, sound patterns, and the organization of linguistic sounds within English.

Course Objectives

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

a. Explain foundational concepts in articulatory phonetics and phonology.
b. Distinguish between English orthography and the phonemic transcription system.
c. Identify and classify English consonants and vowels using articulatory and acoustic criteria.
d. Analyze phonemes, allophones, syllable structure, and phonological rules in English.
e. Apply suprasegmental features and connected speech phenomena to spoken and transcribed data.
f. Demonstrate proficiency in using the IPA system to transcribe words, phrases, and connected speech.

Course Learning Outcomes (CLOs)

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

1. Define and explain core concepts in phonetics and phonology including phonemes, allophones, features, and articulatory processes. (PLO a)
2. Distinguish English orthography from phonemic transcription, demonstrating accurate use of the IPA. (PLO b)
3. Identify and classify English consonants and vowels based on place, manner, voicing, height, and backness. (PLO b, c)
4. Apply phonological rules and principles such as assimilation, elision, weak forms, and syllable structure to linguistic data. (PLO b, c)
5. Analyze suprasegmental features including word stress, sentence stress, rhythm, and intonation. (PLO b, c, d)
6. Transcribe speech sounds, words, and connected speech demonstrating practical mastery of the IPA and phonological analysis. (PLO c)

Communicate phonetic and phonological insights clearly in written, oral, and digital formats. (PLO c)

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Mode Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Phonetics & Phonology** • Basic terminology and concepts • Scope of phonetics vs phonology	Concept-mapping; identification of everyday sound patterns; collaborative definitions	CLO 1 → PLO a
2	**Orthography vs Phonemic Transcription** • Inconsistencies of English spelling • Problems for foreign learners	Live demonstration of spelling-sound mismatches; IPA warm-up activities	CLO 2 → PLO b
3	**Physiology of Speech** • Organs of speech • Speech production	Vocal-tract labeling; guided articulation exercises	CLO 1 → PLO a
4	**Phonemic Alphabet** • IPA introduction • Plosives; fortis–lenis distinction	IPA chart exploration; plosive articulation drills	CLO 2, 3 → PLO b
5–6	**Phonemes & Allophones** • English consonants and vowels • Distinctive features	Minimal-pair practice; allophone identification tasks	CLO 3, 4 → PLO b, c
7	**English Consonants I** • Place of articulation	Consonant classification workshop; audio recognition tasks	CLO 3 → PLO b
8	**English Consonants II**		

	• Manner of articulation	Collaborative consonant chart creation; production-accuracy drills	CLO 3 → PLO b
9	**Midterm Examination**		
10	**English Vowels I** • Monophthongs; basic vowel system	Listening discrimination tasks; vowel chart practice	CLO 3 → PLO b
11	**English Vowels II** • Diphthongs and triphthongs	Guided transcription of vowel sequences; video pronunciation analysis	CLO 3, 6 → PLO b, c
12	**Phonemic Transcription Practice** • Transcribing words from various courses	Intensive IPA transcription workshop	CLO 6 → PLO c
13	**Syllable Structure** • Syllables; onset–nucleus–coda • Word stress patterns	Syllable division tasks; stress marking in multisyllabic words	CLO 5 → PLO c
14	**Supra-segmental Features** • Sentence stress; rhythm; intonation patterns	Audio analysis of stress/intonation; pitch contour exercises	CLO 5 → PLO c, d
15–16	**Connected Speech** • Weak forms • Assimilation • Elision • Linking /r/ etc.	Listening lab using connected speech corpora; guided transcription of real speech	CLO 4, 6 → PLO c
17	**Recap & Revision** • Consolidation of key topics • Q&A	Mock transcription test; review activities	CLO 1–6
18	**Terminal Examination**		

Weekly Synchronous Tasks (Virtual Mode)

1. Foundations & Organs of Speech (Weeks 1–3)

Short reflections on the nature of phonetics; labeling diagrams of the vocal tract; watching assigned pronunciation videos.

2. IPA Basics & Transcription (Weeks 2–4)

IPA matching exercises; transcription of simple English words; peer feedback on accuracy.

3. Consonants & Vowels (Weeks 5–8)

Classification charts for consonants/vowels, minimal-pair worksheets, personal articulation logs.

4. Vowel Systems & Diphthongs (Weeks 10–11)

Students record themselves pronouncing target vowel sets and compare them with model audios.

5. Syllables, Stress, Rhythm (Weeks 12–14)

Annotating stress patterns; syllable tree diagrams; rhythm identification tasks in short sentences.

6. Connected Speech (Weeks 15–16)

Students mark connected speech features in transcribed dialogues; submit short analyses of real spoken clips.
7. Final Review Portfolio (Week 17)
Students compile selected transcription exercises, reflections, and analyses into a mini-portfolio.

Grading Rubric

Grading Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Understanding	Deep understanding of phonetic/phonological concepts	Good understanding with minor gaps	Basic understanding	Limited or inaccurate understanding
Transcription Skills	Highly accurate IPA transcription of words & connected speech	Mostly accurate transcription	Reasonable but inconsistent accuracy	Frequent errors and weak IPA mastery
Application & Analysis	Applies phonological rules skillfully to real data	Mostly accurate rule application	Partial or uneven application	Incorrect or missing application
Suprasegmental Analysis	Clear and accurate marking of stress/intonation	Mostly accurate	Partially correct	Little understanding shown
Participation/Performance	Consistently engaged in drills and activities	Regular participation	Occasional participation	Rare or no participation

Recommended Readings

Core Coursebooks

1. Akmajian, Adrian. *Linguistics: An Introduction to Language and Communication*. MIT Press, 2001.
2. Yule, George. *The Study of Language.* Cambridge University Press, 1997.
3. Fromkin, V., & Rodman, R. *An Introduction to Language*. Thomson Wadsworth, 2003.
4. Tench, Paul. *Pronunciation Skills*. Macmillan, 1981.
5. Stageberg, Norman C. *An Introductory English Grammar*. Holt, Rinehart & Winston, 1997.
6. Roach, Peter. *English Phonetics and Phonology*. Cambridge University Press, 2004.
7. Cruttenden, Alan (Rev.). *Gimson's Pronunciation of English*. Hodder Education, 2008.

VLIN 2210 Intro to Morphology and Syntax

Pre-Requisite:

Any student who wants to take this course should have passed (preferably with excellent grades) the following three course in the first two semesters:

- LNX401 – Introduction to Linguistics [compulsory]

Mode of Teaching (Asynchronous supported with Synchronous

The synchronous component of the course consists of a weekly 1.25-hour live online session delivered through platforms such as Zoom or Microsoft Teams. These sessions include interactive lectures, breakout-room discussions, live demonstrations of morphological and syntactic analysis, collaborative problem-solving tasks, real-time question-and-answer segments, synchronous quizzes using tools like Kahoot or Google Forms, and dedicated virtual office hours for student support.

The asynchronous component, requiring approximately 3–4 hours per week, includes pre-recorded microlectures, Virtual University video lectures (VUPk), and assigned textbook readings from the Course Reader and Denham & Lobeck. Students also participate in LMS-based discussion forums, complete weekly annotation tasks, engage with online exercises using syntactic tree generators, attempt auto-graded quizzes, write reflective journals, and submit assignments through the LMS.

Course Description

This virtual course introduces students to the core concepts of Morphology and Syntax using a blended digital environment designed for flexible learning. The course begins by revisiting foundational concepts in linguistics, language acquisition, and the nature of grammar, before moving into the structure of words including morphemes, word classes, and word formation processes. Students will learn to analyze and represent morphological structures using tree diagrams. The syntax component explores constituency, phrase structure, grammatical relations, clause types, hierarchical structure, ambiguity, and syntactic rules. The course culminates with an introduction to the X-Bar Theory and foundational elements of the Minimalist Program. Through a mix of synchronous discussions, interactive tasks, and asynchronous multimedia learning, students develop analytical skills to examine English and other languages at an intermediate level of morpho-syntactic complexity.

Course Objectives

The course aims to:

- **a.** Introduce students to key concepts in the study of word structure and sentence structure.
- **b.** Develop understanding of morphemes, morphological processes, and typology.
- **c.** Build analytical skills in identifying morphological patterns across languages.
- **d.** Introduce phrase structure, constituent tests, and rules for syntactic analysis.
- **e.** Train students to represent sentence structure using tree diagrams.
- **f.** Develop foundational understanding of X-Bar Theory and Minimalist syntax.
- **g.** Encourage comparative linguistic analysis using English and local languages.
- **h.** Strengthen students' independent learning through asynchronous multimedia and digital tools.

Course learning outcomes:

	Course Learning Outcome	**Matching PLO(s)**
CLO1	Demonstrate understanding of core concepts in morphology, syntax, language structure, and linguistic theory.	**PLO (a)** – Understanding core concepts & theories
CLO2	Identify and classify morphemes, word classes, and morphological systems across languages.	**PLO (a), (c)** – Knowledge; Analytical/interpretive skills
CLO3	Apply analytical techniques to perform morphological and syntactic analysis using appropriate tools and theoretical models.	**PLO (c)** – Analytical & linguistic skills

CLO4	Analyze sentence structure using constituency tests, phrase structure rules, and syntactic trees.	**PLO (b), (c)** – Interdisciplinary analysis; Analytical skills
CLO5	Apply elements of X-Bar theory and Minimalist syntax to examine structural properties of English sentences.	**PLO (a), (b)** – Knowledge; Interdisciplinary theoretical analysis
CLO6	Conduct comparative morpho-syntactic analysis of English and Pakistani/local languages to understand linguistic diversity and cultural context.	**PLO (b), (d)** – Interdisciplinary awareness; Language & culture
CLO7	Use digital tools, AI applications, and technological platforms for linguistic analysis and presentation of findings.	**PLO (e)** – Technology integration

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Activities (Live / Zoom)	Asynchronous Activities (LMS / Self-paced)	CLOs
1	**What is Language; Acquisition vs Learning** • Human vs Animal Communication • Grammar: Types, Rules, UG	Lecture + discussion; breakout activity on language features	Read pp.1–20; Watch VU videos; Discussion post	CLO1
2	**Human Capacity for Language:** • Child Language Acquisition • SLA, Bilingualism, Brain & Language	Interactive Q&A; example analysis of child speech & bilingual data	Read pp.32–62; Reflection journal	CLO1
3	**Words & Their Parts:** • Types of Morphemes; Root/Base/Affix	Guided examples; vocabulary test activity	Read pp.141–151; Online quiz	CLO1, CLO2
4	**Word Classes & Mental Lexicon:** • Derivational Morphology	Group classification tasks; affix identification	Read pp.151–176; Problem set	CLO2, CLO3
5	**Inflectional Morphology:** • Morphological Analysis Workshop	Live analysis on sample words; peer checking	LMS worksheet; practice quiz	CLO2, CLO3
6	**Morphological Typology (Synthetic, Analytic, Mixed)** • Word Formation Processes I	Urdu/Pakistani data analysis; mini-presentations	Read pp.183–208; Short research task	CLO2, CLO6

7	**Word Formation II:** Compounding, Semantic Change • Common Morphological Processes	Demo + student examples; group tasks	Presentation upload; LMS discussion	CLO1, CLO3, CLO6
8	• Quiz & Review Session	Live quiz; revision Q&A	Review readings; pre-midterm practice	CLO1–CLO3
9	**Midterm Examination**			—
10	• **Intro to Syntax; Syntactic Rules; Sentence Types**: • Evidence for Phrases & Clauses	Syntactic tests; sentence-type classification	Reading pack; practice exercises	CLO4
11	**Phrase Structure Rules**: PS Rules I (NP, VP, Aux) • PS Rules II (AdjP, AdvP, PP)	Live tree-building; group derivations	Read pp.215–236; Homework set	CLO4, CLO5
12	**Clauses: Structure, Types, Categories:** • Review / Short Quiz	Clause identification; debate on syntax vs grammar	Read pp.237–243; Online quiz	CLO4
13	**Ambiguity (Lexical/Structural)** • Recursion & Hierarchical Structure • Silent Syntax	Live ambiguity-solving tasks; tree construction	Read pp.251–283	CLO4, CLO5
14	• **Deep & Surface Structure;** Movement • Universal Grammar	Movement exercises; constraint-identification	Reading pack; worksheet	CLO5
15	**Langue vs Parole**; Competence vs Performance • **X-Bar Theory I**	Build XP structures; guided tree work	Online practice using syntree tools	CLO5
16	**X-Bar Theory II** • Minimalist Program I (Merge, Move)	Live MP examples; derivational steps	Assigned readings; video lectures	CLO5
17	**Minimalist Program II** • Pre-Final Revision Session	Full derivation workshop; Q&A	Final practice set	CLO5
18	**Terminal Examination**			—

Recommended Readings

1) Essential Texts:
   a) Book 1: Morphology and Syntax – Course Reade
   b) Book 2: Linguistics for Everyone: An Introduction (Second Edition)
      Kristin Denham, Anne Lobeck
      2013, Wadsworth, Cengage Learning
      (PDF Available on Course site / LMS/CMS)
   c) Book 2: Linguistics for Everyone: An Introduction (Second Edition)
      Kristin Denham, Anne Lobeck
      2013, Wadsworth, Cengage Learning
      (PDF Available on Course site / LMS/CMS)
2) Supplementary Texts
   a) Herman, W. (1996). *A Modern Course in English Syntax*.
   b) Carstairs-McCarthy, A. *An Introduction to English Morphology*.
   c) Radford, A. (2009). *Analysing English Sentences: A Minimalist Introduction*.
3) Other Resources:
   a) *Syntax* http://englishlangkan.com/produk/E%20Book%20A%20Modern%20Course%20In%20English%20Syntax%20Herman%20W%201996.pdf
   b) *An Introduction to English Morphology* http://dinus.ac.id/repository/docs/ajar/[Andrew_Carstairs-McCarthy]_An_Introduction_to_Eng(BookFi).pdf
   c) *Analyzing English Sentences* https://www.amazon.com/Analysing-English-Sentences-Minimalist-Linguistics/dp/0521731917
   d) *Video Lectures on Morphology and Syntax – Virtual University, Pakistan (Important)* https://ocw.vu.edu.pk/CourseDetails.aspx?cat=English&course=ENG509
   e) *Syntax Tree Generator* http://mshang.ca/syntree/
4) *Software Tools*
   a) *Syntax tree visualizers*
   b) *Annotation tools (Hypothes.is, Kami)*
   c) *LMS Discussion Boards*
   d) *Zoom/Teams for synchronous classes*

VLIN 2430 Intro to Semantics

Mode of Teaching: Asynchronous
Virtual Teaching & Learning Mode (Asynchronous)
The course is delivered entirely online through asynchronous learning. Students access multimedia lectures, digital readings, discussion boards, and interactive exercises according to their own schedule each week.
Digital Tools & Skills Required:
LMS (video lectures, readings, quizzes)
• Padlet / Miro (semantic maps & field diagrams)
• Google Docs (collaborative glossing & semantic annotation)
• Online corpora (COCA, BNC)
• Discussion Boards (argumentation & interpretive debates)
• Quizzes & auto-graded tasks
• Basic academic digital literacy (uploading tasks, navigating LMS, hyperlinking sources)

Asynchronous delivery encourages autonomy, reflective depth, slow-thinking analysis, and multimodal engagement with meaning phenomena.

Course Description

This course explores how linguistic meaning is created, structured, interpreted, and negotiated across contexts. Students journey from classical semantic theories to contemporary cognitive accounts of meaning, examining how words, sentences, and conceptual structures encode human understanding. The module establishes semantics as a scientific discipline rooted in philosophy, logic, cognitive science, and linguistic theory, while foregrounding its relationship with syntax and pragmatics. In the virtual mode, the course blends conceptual study with analytical tasks, digital exploration, discussion-board reasoning, and hands-on meaning-analysis using authentic linguistic data.

Course Objectives

a. Demonstrate foundational understanding of major semantic concepts, theories, and frameworks.
b. Apply semantic tools to analyse words, predicates, sense relations, and meaning structures.
c. Interpret linguistic meaning critically using interdisciplinary, cognitive, and philosophical lenses.
d. Reflect ethically and analytically on how meaning shapes social identities, cultural discourse, and power.

Course learning outcomes:

Explain core semantic terms, theories, and traditions with conceptual clarity. *(Aligned with PLO a)*

1. Analyse lexical and sentential meaning using classical and contemporary semantic tools. *(Aligned with PLO b)*
2. Apply semantic reasoning to real linguistic data and produce structured analytical interpretations. *(Aligned with PLO c)*
3. Evaluate how meaning interacts with culture, cognition, and ideology. *(Aligned with PLO d)*
4. Produce well-structured semantic reports using academic conventions. *(Aligned with PLO c)*

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Asynchronous Mode Activities & Teaching Methods	CLOs / PLOs
1.	**Introduction to Semantics as a Scientific Discipline** • Meaning as an object of study • Semantics vs. pragmatics vs. syntax • Epistemological foundations: truth, knowledge, human categorisation • Why semantics is scientific: logic, cognitive science, philosophy	**Asynchronous Activities:** Video lecture, short epistemology-based reflection, Padlet map "What is Meaning?"	CLO1 | PLO a
2.	**Basic Ideas in Semantics** • Sentences, utterances, propositions	**Activities:** Discussion-board	CLO1 | PLO a

	• Reference vs. sense (intro) • Compositionality of meaning	analysis of sample utterances; LMS quiz	
3.	**Week 3** **Nature & Types of Meaning** • Speaker meaning vs. sentence meaning • Word meaning vs. utterance meaning • Literal vs. non-literal meaning (intro)	Annotate examples in Google Docs; COCA search for ambiguity	CLO2 | PLO b
4.	**Linguistic Sign** • Saussure: signifier/signified, arbitrariness • Ogden & Richards' meaning triangle • Components of word meaning (denotation, connotation)	Miro diagramming; create semantic triangles for 5 items	CLO1, CLO2 | PLO a, b
5.	**Reference & Sense (Advanced)** • Referring expressions, predicates • Universe of discourse • Definiteness, deixis, indexicality	Video lecture; online corpus examples of deictic shifts	CLO2 | PLO b
6.	**Sense Relations I** • Synonymy (types; limits) • Antonymy: complementaries, gradable, converses • Oppositeness as a semantic scale	Semantic relation worksheet; COCA search for gradable antonyms	CLO2 | PLO b
7.	**Sense Relations II** • Homonymy • Polysemy • Hyponymy • Distinguishing polysemy vs. homonymy (tests)	Discussion board: "Is *bank* one meaning or two?"	CLO2 | PLO b
8.	**Semantic (Lexical) Fields** • Types of fields: taxonomic, thematic, associative • Collocations & idioms • Semantic prosody	Padlet field-mapping; corpus search of idioms	CLO2, CLO3 | PLO b, c
9.	**Midterm Examinations**		
10.	**Week 10** **Figurative Speech** • Metaphor (classical, conceptual) • Metonymy • Conventional vs. creative figurativity	Short analysis of metaphors in news; Miro conceptual metaphor mapping	CLO3 | PLO b, c
11.	**Traditional vs. Cognitive Approaches to Non-literal Meaning** • Literalism & truth-conditional theory • Cognitive semantics foundations • Embodiment, image schemas	Video lecture; reflection on embodied meaning	CLO4 | PLO d

12.	**Cognitive Semantics I** • Prototype theory • Categorisation processes • Radial networks	Create radial categories for kinship or color terms	CLO3, CLO4 | PLO b, d
13.	• Extensions, prototypes • Naming & categorising objects • Cultural cognition in categorisation	COCA search for cultural variation in lexical extensions	CLO3, CLO4 | PLO b, d
14.	**Traditional vs. Cognitive Approaches to Word Meaning** • Dictionary meaning vs. conceptual meaning • Encyclopaedic semantics • Conceptual blending (intro)	Discussion board: "Is meaning in the mind or in the dictionary?"	CLO4 | PLO d
15.	**Semantics & Syntax; Semantics & Pragmatics** • Compositionality revisited • Argument structure & semantic roles • Pragmatic intrusion	Sentence analysis grid; short semantic-role assignment worksheet	CLO2, CLO3 | PLO b, c
16.	**Syntactic Semantics** • Contradiction • Ambiguity • Semantic anomaly • Entailment • Presupposition	Google Doc: semantic anomaly spot-analysis; LMS quiz	CLO2, CLO3 | PLO b, c
17.	**Course Recap & Reflection** • Review across classical → cognitive → applied semantics • Executive summaries and abstracts • Reference lists & appendices (semantic reports) • Reflective closure	Recorded reflection; summary submission	CLO5 | PLO c
18.	**Terminal Examinations**		

Weekly Synchronous Tasks (Virtual Mode)

(To reduce weekly load while consolidating skills)

1. **Task 1 (Weeks 1–2):** Epistemology of meaning + mapping reference vs. sense using corpus data.
2. **Task 2 (Weeks 3–4):** Construct semantic triangles + annotate speaker vs. sentence meaning.
3. **Task 3 (Weeks 5–7):** Sense relations portfolio—collect, classify, and justify examples.
4. **Task 4 (Weeks 8–10):** Lexical-field diagram + figurative language analysis mini-project.
5. **Task 5 (Weeks 11–13):** Cognitive semantics toolkit—prototype networks & categorisation tests.
6. **Task 6 (Weeks 14–16):** Interface analysis—semantic roles, entailments, presuppositions.
7. **Task 7 (Week 17):** Final semantic report with abstract, references, appendices.

Grading Rubric (General Asynchronous Assessment)

Component	Weight	Performance Indicators
Quizzes (Auto-graded)	20%	Accuracy, clarity of concepts, ability to apply definitions
Asynchronous Tasks Portfolio	25%	Quality of analysis, depth of reasoning, evidence use, originality
Discussion Board Contributions	15%	Relevance, critical engagement, clarity, interaction
Midterm Exam	20%	Conceptual mastery, analytical application
Final Semantic Report	20%	Structure, interpretation, academic writing, semantic rigor

Recommended Readings

Classic / Foundational

Cruse, D. A. (1986). *Lexical semantics*. Cambridge University Press.
de Saussure, F. (1983). *Course in general linguistics* (C. Bally & A. Sechehaye, Eds.). Duckworth.
Lyons, J. (1977). *Semantics* (Vols. 1–2). Cambridge University Press.
Ogden, C. K., & Richards, I. A. (1923). *The meaning of meaning*. Routledge.

Contemporary / Cognitive

Croft, W., & Cruse, D. A. (2004). *Cognitive linguistics*. Cambridge University Press.
Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Routledge.
Goddard, C., & Wierzbicka, A. (2014). *Words and meanings: Lexical semantics across domains, languages, and cultures*. Oxford University Press.
Murphy, M. L. (2010). *Lexical meaning*. Cambridge University Press.
Taylor, J. R. (2003). *Linguistic categorization*. Oxford University Press.

Applications / Interface Work

Crain, S., & Thornton, R. (2011). *Syntax and semantics in language acquisition*. Wiley.
Levinson, S. C. (2004). *Deixis and pragmatics*. In L. Horn & G. Ward (Eds.), *The handbook of pragmatics* (pp. 97–121). Blackwell.

VLIN 3450 Intro to Pragmatics

Mode of Teaching: Synchronous

Teaching & Learning Mode (Virtual)

Students work at their own pace before the live session. Weekly 60–90 min live sessions via Zoom/Teams. Activities include breakout-room tasks, collaborative annotation, data analysis, simulations of speech acts, digital ethnography discussions, and Q&A. Sessions emphasize interaction, problem-solving, and application, supporting virtual learning engagement with a focus on collaborative problem-solving, guided analysis of discourse data, breakout-room activities, and instructor feedback.

Course Description

This course introduces students to the core concepts, theories, and analytical tools of Pragmatics: the study of how meaning is shaped by context. It examines how speakers use language to perform actions, build social relationships, and negotiate meaning across different communicative situations. Key topics include deixis, implicature, presupposition, speech acts, politeness, context

models, and pragmatic practices in digital communication. The course also highlights the philosophical and epistemological foundations of meaning, especially intention, interpretation, and contextual reasoning.
Designed for a virtual synchronous mode, the course provides short recorded lectures, guided readings, and online discussion tasks. Weekly synchronous sessions offer interactive opportunities for clarification, collaborative analysis, and practical application of concepts in a supportive virtual environment.

Course Objectives

a. By the end of the course, students will accurately explain and differentiate key pragmatic concepts (e.g., deixis, presupposition, implicature, speech acts) in weekly asynchronous tasks and synchronous discussions, demonstrating mastery of foundational theories with at least 80% accuracy in quizzes and concept checks.

b. Students will apply appropriate pragmatic frameworks to analyze at least three types of authentic data (spoken, written, and digital) during synchronous breakout-room activities and written assignments, producing analyses that meet rubric standards for accuracy, relevance, and coherence.

c. Students will critically interpret and evaluate communicative actions across cultural, historical, and digital contexts, producing a minimum of two analytical reflections that successfully incorporate epistemological perspectives on meaning, intention, and interpretation.

d. Students will demonstrate ethical and respectful communication in all virtual interactions (Zoom/Teams sessions, collaborative tasks, and discussion boards), meeting professional conduct criteria in at least 90% of monitored sessions and peer-based evaluations.

Course learning outcomes
By the end of this digitally mediated course, students will be able to:
1. Explain core concepts, theories, and traditions in Pragmatics (e.g., speech acts, implicature, presupposition, and deixis).
2. Describe the epistemological and philosophical foundations of meaning, intention, and interpretation.
3. Apply pragmatic frameworks to analyze authentic spoken, written, and digital texts.
4. Critically interpret discourse across cultural, historical, and technological contexts.
5. Exhibit ethical and respectful communication in collaborative virtual academic spaces.

(Aligned with PLOs A–D)

Module Breakdown and Delivery Framework

Week	**Core Topics & Subtopics**	**Synchronous Mode Activities & Teaching Methods**	**CLOs / PLOs**
1	*Introduction to Pragmatics* Definition, scope; micro- vs. macro-pragmatics; context	Icebreaker: students analyze short text messages; instructor-led demonstration on "context layering"	CLO1 → PLO A
2	*Philosophical & epistemological foundations* Meaning, intention, reference, Grice; inferential models	Guided discussion of philosophical readings; breakout groups on "intention vs interpretation"	CLO2 → PLO A, D

3	*Foundational Concepts of Context* Physical, cognitive, social, cultural context; co-text	Live collaborative annotation of sample dialogues; visual context-mapping activity	CLO1, CLO2 → PLO A, D
4	*Deixis I* Person, spatial, temporal deixis	Breakout activity: students rewrite narratives shifting deixis; peer feedback	CLO1, CLO3 → PLO A, C
5	*Deixis II & Social Deixis* Politeness markers, address terms, honorifics	Annotation of multilingual data (where possible); debate on power and social identity	CLO4 → PLO B, D
6	**Speech Act Theory I** Austin, Searle; locution/illocution/perlocution	Speech-act simulation activity; group identification of illocutionary force in clips	CLO1, CLO3 → PLO A, C
7	*Speech Acts II* Indirectness, conventions, cultural variation	Mini ethnography presentations on indirect speech acts in local context	CLO4 → PLO B, D
8	**Implicature I** Gricean maxims, conversational implicature	Live analysis of sitcom/dialogue clips; identify maxims observed and flouted	CLO1, CLO3 → PLO A, C
9	**Midterm Examinations**		
10	*Implicature II* Generalized implicature, scalar implicature	Collaborative problem-solving dataset; constructing scalar implicatures	CLO3 → PLO C
11	**Presupposition I** Triggers, tests, projection	Shared Google Doc analysis of presupposition triggers in news headlines	CLO1, CLO3 → PLO A, C
12	**Presupposition II** Cancelability, accommodation	Instructor-led discussion then student-generated examples	CLO3, CLO4 → PLO B, C
13	*Politeness & Facework I* Goffman, Brown & Levinson	Students analyze WhatsApp/Instagram conversation excerpts (anonymized)	CLO4 → PLO B, D
14	*Politeness II & Impoliteness* Power, hierarchy, cultural norms	Discussion: language, identity & power; cross-cultural comparisons	CLO4, CLO5 → PLO C, D
15	*Context Models* Cognitive models, shared knowledge, common ground	Live collaborative mind-mapping of "context models" for digital discourse	CLO2, CLO3 → PLO A, C
16	*Pragmatics in Digital Communication* Emojis, multimodality, typing indicators, memes	Digital ethnography breakout task; micro-analysis of screenshots	CLO3, CLO4 → PLO B, C
17	*Integrative Pragmatic Analysis* Combining deixis, implicature, politeness in full-text analysis *Ethics & Virtual Communication* Respectful academic conduct; netiquette; collaborative writing	Students conduct holistic analysis of authentic discourse chunk in groups Simulation: online debate requiring respectful communication; peer evaluation	CLO3, CLO4 → PLO B, C CLO5 → PLO C, D

18	**Terminal Examinations**		

Weekly Synchronous Tasks (Virtual Mode)

Each week features a focused **60–90 minute** live session for interaction, clarification, and application of asynchronous content.

Weeks 1–2:
Icebreaker and context-mapping using short online dialogues, followed by a guided discussion on intention vs. interpretation.

Weeks 3–4:
Collaborative annotation of dialogues to identify contextual cues and practice recognizing types of deixis using shared digital texts.

Weeks 5–6:
Breakout analysis of social deixis and power markers, followed by speech-act simulations to identify illocutionary force in short clips.

Weeks 7–8:
Cultural comparison of indirect speech acts across communities and analysis of maxim-flouting in media clips, including brief scalar-implicature tasks.

Week 10: Identifying presupposition triggers in news headlines
Week 11: Applying presupposition tests to student-generated examples
Week 12: Politeness strategies in anonymized digital conversations
Week 13: Debate on politeness, impoliteness, and identity in online spaces
Week 14: Collaborative construction of context models using case data
Week 15: Micro-analysis of digital discourse (emojis, memes, markers)
Week 16: Group analysis of a complete discourse sample (integrated features)
Week 17: Virtual seminar on ethical communication with peer feedback

Pragmatics (BS English – Virtual)

Rubrics for major assignments (e.g., discussion tasks, short analyses, virtual activities, and end-term projects) will be uploaded on the LMS. The following is a simplified sample rubric for student reference.

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Understanding of Pragmatic Concepts	Clearly explains key concepts (e.g., implicature, speech acts, deixis) with accurate examples.	Mostly clear, with minor gaps.	Basic understanding; examples limited or partially correct.	Concepts unclear or incorrect; missing key ideas.

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Application to Real Data / Examples	Uses relevant, well-chosen examples from real discourse; strong analysis.	Examples mostly relevant; analysis generally sound.	Simple or partially accurate examples; weak analysis.	Examples missing, unclear, or inaccurately interpreted.
Organization & Clarity	Well-structured, easy to follow, clear virtual presentation or written layout.	Generally well-organized, minor issues.	Some organization but may be unclear or uneven.	Disorganized, difficult to follow.
Accuracy of Content	Information is correct and reflects accurate understanding of pragmatics theories.	Mostly accurate with minor errors.	Some inaccuracies or oversimplifications.	Major inaccuracies or misunderstandings.
Originality & Effort	Shows independent thinking and careful effort; creative use of virtual tools.	Some originality and effort.	Basic work with limited originality.	Minimal effort; copied or unclear work.

RECOMMENDED READINGS

Core Texts (Classic)

- Grice, H. P. (1975). *Logic and Conversation.*
- Austin, J. L. (1962). *How to Do Things with Words.*
- Searle, J. R. (1969). *Speech Acts.*
- Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Usage.*
- Levinson, S. C. (1983). *Pragmatics.*

Contemporary Readings

- Yule, G. (2010). *Pragmatics.* (Accessible introduction for online learners)
- Archer, D., Aijmer, K., & Wichmann, A. (2012). *Pragmatics: An Advanced Resource Book.*
- Culpeper, J. (2011). *Impoliteness: Using Language to Cause Offence.*
- Kecskes, I. (2014). *Intercultural Pragmatics.*
- Dynel, M. (2020). *Internet Pragmatics: Theory and Practice.*
- Haugh, M. (2018). *The Making of Meaning in Interaction.*
- Locher, M., & Graham, S. (eds.) (2010). *Interpersonal Pragmatics.*
- Tagg, C. (2015). *Exploring Digital Communication.*

Supplementary Articles (Digital & Applied Pragmatics)

- Heritage, J. (2012). “Epistemics in Action”
- Giles, H. (2008). “Communication Accommodation Theory”
- Bravo, D. (2019). *Politeness in Online Interaction*

VLIN 3610 Intro to Sociolinguistics

Mode of Teaching: Virtual Teaching (Asynchronous + Synchronous)

- **Asynchronous delivery:**
  Pre-recorded micro-lectures, curated readings, LMS discussion boards, and weekly reflective tasks.
- **Weekly synchronous sessions (60–90 mins):**
  Interaction-focused: application, clarification, data analysis, and collaborative problem-solving.
- **Digital tools used:** LMS (Moodle/Google Classroom) for content access & submissions; Zoom/Google Meet for live sessions; Padlet/Jamboard for collaborative mapping; Google Docs for shared annotation; Mentimeter for polls; Corpus/dataset snippets (LDL/YouTube/News headline samples); Multimodal analysis (audio/text/video).

Course Description

This course introduces students to the foundational concepts, methods, and debates in sociolinguistics—the study of how language interacts with society, culture, identity, and power. Students will explore variationist approaches, linguistic anthropology, multilingualism, language attitudes and ideologies, language and gender, and the politics of standardization. The course progresses from basic definitional frameworks to advanced sociolinguistic analysis, enabling learners to critically examine real-world language use in diverse digital and cultural contexts.

Course Objectives

a. Define and explain key concepts, domains, and approaches in sociolinguistics.
b. Analyze linguistic variation using sociolinguistic data and frameworks.
c. Evaluate language attitudes, ideologies, and power relations across contexts.
d. Demonstrate ethical and respectful engagement with linguistic diversity.
e. Communicate sociolinguistic insights clearly using academic conventions.

Course learning outcomes: (CLOs) → aligned with PLOs

1. Explain core sociolinguistic concepts, scope, and theoretical foundations. → **PLO a**
2. Analyze regional, social, and cultural language variation using appropriate frameworks. → **PLO b & c**
3. Examine multilingual practices and contact phenomena in real-world contexts. → **PLO b**
4. Critically evaluate language attitudes, ideologies, and linguistic prejudice. → **PLO c & d**
5. Reflect on the relationship between language, identity, and power across communities. → **PLO d**

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Mode Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Sociolinguistics & its Scope**: language, society, culture; epistemological roots.	**Activity:** Icebreaker + concept-mapping	. **CLO 1 → PLO a**
2	**Foundations & Key Concepts**: linguistic vs. sociolinguistic competence; variation vs. change.	**Activity:** Mini-lecture Q&A + Jamboard distinctions.	**CLO 1 → PLO a**

3	**Language Varieties**: dialect, sociolect, idiolect, register, style, jargon; speech community.	**Activity:** Shared-text identification task.	**CLO 1 → PLO a, d**
4	**Variationist Sociolinguistics**: variables, indicators, markers; Labovian paradigm.	**Activity:** Micro-dataset coding practice.	**CLO 2 → PLO b, c**
5	**Regional & Social Variation**: isoglosses, rhoticity, class-based markers.	**Activity:** Breakout map-reading + media samples.	**CLO 2 → PLO c**
6	**Multilingualism & Bilingualism**: societal vs. individual; domains of use.	**Activity:** Poll + case-study comparison.	**CLO 3 → PLO b**
7	**Language Contact Phenomena**: borrowing, code-switching, code-mixing; diglossia.	**Activity:** Clip-based coding of switches.	**CLO 3 → PLO b**
8	**Pidgins & Creoles**: formation, decreolization, super/substrate theory.	**Activity:** Group charting of lifecycle stages.	**CLO 3 → PLO b**
9	**Midterm Examination**		
10	**Linguistic Anthropology**: ethnography of speaking, communicative competence.	**Activity:** Hymes SPEAKING model worksheet.	**CLO 2 → PLO b, d**
11	**Language Attitudes & Ideologies**: standardization, prestige, covert norms.	**Activity:** Media headlines evaluation.	**CLO 4 → PLO c, d**
12	**Linguistic Prejudice & Discrimination**: accentism; linguistic racism.	**Activity:** Case-based ethical debate.	**CLO 4 → PLO d**
13	**Language & Gender**: deficit/dominance/difference; gendered styles.	**Activity:** Analyzing anonymized transcripts.	**CLO 5 → PLO d**
14	**Language & Power**: hegemony, institutional language, gatekeeping.	**Activity:** Critical discourse indicators.	**CLO 5 → PLO d**
15	**Language, Identity & Community**: indexicality; stance; enregisterment.	**Activity:** Identity-marker mapping.	**CLO 5 → PLO d**
16	**Language in Digital Spaces**: emojis, memes, online variation, global Englishes.	**Activity:** Micro-analysis of digital discourse.	**CLO 2 & 5 → PLO b, d**
17	**Sociolinguistic Research Methods**: data collection, ethical considerations, observer's paradox.	**Activity:** Mini-proposal scaffold.	**CLO 2 → PLO b, c**
	Consolidation & Reflection: epistemological reflections; applied sociolinguistics.	**Activity:** Virtual seminar + peer feedback.	**CLO 1–5 → PLO a–d**
18	**Terminal Examinations**		

Weekly Asynchronous Tasks (Virtual Mode)

- Interaction, Context-Mapping & Basic Pragmatic Awareness

- Collaborative Annotation & Contextual Cue Identification
- Micro-lecture viewing
- Short readings with guided notes
- LMS forum reflections
- Weekly terminology quizzes
- Short data-observation tasks (1–2 examples)
- Annotation of transcripts or headlines
- 3-minute voice/typed responses

Grading Rubric

Component	Weight	Criteria (Brief)
Weekly Asynchronous Tasks	25%	Completion, relevance, clarity
Synchronous Participation	15%	Engagement, collaboration, preparedness
Mid-Term Assignment (Data Analysis)	25%	Accurate application, interpretation, academic writing
Final Project (Mini Sociolinguistic Study)	35%	Research design, analysis, critical insight, presentation, ethics

Recommended Readings

Classic Works

Primary / Classic

- Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior*. Aldine.
- Hymes, D. (1974). *Foundations in sociolinguistics: An ethnographic approach*. University of Pennsylvania Press.
- Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press.
- Sapir, E. (1921). *Language: An introduction to the study of speech*. Harcourt, Brace.
- Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press.
- Trudgill, P. (1983). *On dialect: Social and geographical perspectives*. Blackwell.

Contemporary

- Meyerhoff, M. (2019). *Introducing sociolinguistics* (3rd ed.). Routledge.
- Milroy, J., & Milroy, L. (2012). *Authority in language: Investigating language prescription and standardisation* (4th ed.). Routledge.
- Eckert, P. (2012). Three waves of variation study. *Annual Review of Anthropology, 41*, 87–100.
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press

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VLIN 3710 Intro to Psycholinguistics

Mode of Teaching: Synchronous

Asynchronous + Weekly Synchronous Support Sessions
This course is delivered primarily through asynchronous instruction, where students access pre-recorded lectures, weekly readings, discussion forums, and self-paced activities through the LMS. A 1–1.5 hour synchronous class each week focuses on:

- Guided walkthroughs of experiments and psycholinguistic models
- Analysis of speech samples, error data, and comprehension tasks
- Breakout-room problem solving and simulations
- Instructor-led clarification of core theories and debates

Virtual tools include Zoom/Teams, Google Docs, Padlet, LMS forums, digital corpora, and cognitive-task demonstrations.

Course Description
This course introduces students to psycholinguistics: the scientific study of how the human mind/brain supports the comprehension, production, acquisition, and storage of language. Students explore how linguistic behavior emerges from cognitive processes, neurological structures, and developmental patterns. Key themes include the biology of language, mental grammar, language disorders, learning vs. acquisition, critical period hypotheses, bilingualism, and major theoretical frameworks in first and second language acquisition.
The course emphasizes analytical skills, interdisciplinary inquiry, and an understanding of how psychological and neurological mechanisms shape human language ability.

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

a. Explain foundational psycholinguistic concepts, theoretical models, and cognitive mechanisms involved in language processing.

b. Analyze real-world linguistic performance data (errors, slips, comprehension delays) to infer mental processes.

c. Compare major theories of language acquisition and evaluate their assumptions about cognition, input, universality, and development.

d. Examine the relationship between brain structures and linguistic functions, including language disorders.
e. Apply psycholinguistic insights to understand learning, bilingualism, and classroom language development.

Course Learning Outcomes (CLOs)
By the end of the course, students will be able to:

1. Define and explain core concepts in psycholinguistics, including mental representation, processing, and neurological foundations. (PLO a)
2. Analyze the cognitive processes underlying language comprehension and production through real and simulated data. (PLO b)
3. Differentiate between language learning and acquisition, and evaluate major theoretical frameworks in L1 and L2 acquisition. (PLO c)
4. Interpret the neurological basis of language, including hemispheric functions, disorders, and localization. (PLO b, d)
5. Communicate psycholinguistic insights clearly in written and oral formats within a virtual-learning environment. (PLO c)

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Activities & Teaching Methods	CLO → PLO
1	**Introduction to Psycholinguistics** Scope; development of the field; innate capacity for language; human vs animal communication	Ice-breaker; concept mapping: "How does the mind process language?"; video comparison (human vs primate communication)	CLO 1 → PLO a
2	**Language and the brain** mind–brain dichotomy; neurological tests (fMRI, dichotic listening, EEG)	Live demonstration of classic experiments; breakout interpretation of brain-scan visuals	CLO 4 → PLO b, d
3	**Localization of language** Broca's and Wernicke's areas; modularity	Case-study analysis: aphasia patient speech samples	CLO 4 → PLO b, d
4	Language disorders; aphasia types; speech production breakdowns	Collaborative diagnosis activity: classify aphasia types using transcripts	CLO 4 → PLO d
5	**Hemisphere specialization** lateralization; role of right hemisphere	Guided analysis of right-brain language tasks; metaphor & humor identification	CLO 4 → PLO b
6	**Behaviorism vs Mentalism** intelligence & language learning	Debate: "Is language a learned behavior or an innate system?"	CLO 3 → PLO c
7	**Chomsky's theories:** critical age hypothesis; competence vs performance; surface vs deep structure; Saussure's langue–parole	Timeline building; theory-to-data matching exercise	CLO 3 → PLO c
8	**Review & Quiz;** Assignment 1 Submission	Synchronous revision games; Q&A; mini-assessment	CLO 1–4
9	**Midterm Examinations**		
10	**Language learning theories** (behaviorist, cognitive, social interactionist, usage-based)	Group analysis of L1 acquisition videos; theory classification	CLO 3 → PLO b, c
11	**First language acquisition** stages of development; lexical storage & retrieval	Error analysis: children's early-word data; simulation tasks	CLO 2, 3 → PLO b
12	**Second language acquisition** Krashen's hypotheses	Breakout groups: evaluate Krashen using learner samples	CLO 3 → PLO c
13	**Role of L1 in L2 acquisition** transfer; bilingual minds	Comparative bilingual data analysis	CLO 2, 3 → PLO b, c
14	**Errors vs mistakes** contrastive analysis; error analysis	Collaborative annotation of learner errors; error taxonomy	CLO 2 → PLO b

15–16	**Student-led presentations** applied psycholinguistic tasks	Micro-teaching with psycholinguistic reflections	CLO 5 → PLO c
17	**Course recap** integration of theories; exam preparation	Cognitive-process mapping; open Q&A	CLO 1–5
18	**Terminal Examination**		

Weekly Asynchronous Tasks (Virtual Mode)

1. Foundations & Cognitive Mapping (Weeks 1–2)
Students complete interactive modules on human vs animal language, perform short reflection posts, and take a self-paced quiz on brain–language basics.
2. Brain & Language Disorders Analysis (Weeks 3–4)
Students annotate speech samples from aphasia patients using shared tools (Padlet/Hypothesis).
3. Theoretical Debates & Competence/Performance (Weeks 5–7)
Students respond to prompts comparing behaviorism vs mentalism, and complete short tasks on Chomskyan models.
4. Acquisition Frameworks (Weeks 8–11)
Students analyze child-language transcripts and classify them under specific theories.
5. SLA & Bilingualism (Weeks 12–13)
A discussion forum evaluates Krashen's hypotheses and L1 transfer patterns.
6. Error Analysis Lab (Week 14)
Students perform micro error analyses of learner data and post annotated examples.
7. Final Project & Reflection (Weeks 15–17)
Mini-research task involving observation, recording, or dataset analysis; students upload a reflective commentary.

Grading Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Understanding of Concepts	Demonstrates a clear, accurate, and deep understanding of psycholinguistic theories, methods, and pragmatic phenomena.	Demonstrates good understanding with minor gaps or inaccuracies.	Shows partial understanding; some key concepts are misunderstood.	Limited understanding; significant misconceptions present.
Application & Analysis	Applies theories and methods accurately to analyze data or situations; strong critical thinking evident.	Applies theories and methods reasonably well; analysis mostly accurate.	Some application of theory; analysis limited or partially correct.	Rare or incorrect application; analysis largely missing.
Participation & Engagement	Actively participates in synchronous tasks; contributes original ideas; collaborates effectively.	Participates regularly; contributes useful ideas; collaborates adequately.	Participates occasionally; contributions minimal; limited collaboration.	Rarely participates; contributions missing or irrelevant.

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Communication & Presentation	Presents ideas clearly, logically, and professionally; uses appropriate terminology.	Presents ideas clearly but with minor lapses in clarity or terminology.	Presentation partially clear; terminology or organization inconsistent.	Poorly presented; difficult to understand; incorrect terminology.
Creativity & Critical Reflection	Demonstrates originality and insightful reflection in tasks and discussions.	Shows some creativity and thoughtful reflection.	Limited creativity or reflection; mostly descriptive.	Lacks creativity; minimal or no reflection.

Notes:

- Each criterion is graded 1–5; total score out of 25.
- Participation in synchronous sessions is mandatory; points allocated according to rubric.
- Tasks like group discussions, role-plays, and mini-experiments are graded using this rubric.

Recommended Readings

Core Texts:

Core Texts

- Aitchison, J. *The Articulate Mammal* (1989).
- Thomas, S. *Psycholinguistics* (1998).

Supplementary Texts

- Fromkin, V. (Ed.) *Errors in Linguistic Performance*.
- Harley, T. *The Psychology of Language*.
- Steinberg, D. & Sciarini, N. *An Introduction to Psycholinguistics*.

- Garnham, A., & Oakhill, J. (2015). *Thinking and reasoning with language*. Psychology Press.
- Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). Psychology Press.
- Clark, H. H. (1996). *Using language*. Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An introduction to language* (11th ed.). Cengage Learning.
- Saussure, F. (1916). *Course in general linguistics*. Open Court.
- Chomsky, N. (2006). *Language and mind* (3rd ed.). Cambridge University Press.

VLIN 4410 Intro to Discourse Analysis

Mode of Teaching: Synchronous + Weekly Synchronous Support Sessions

This course is taught in asynchronous mode, where students access weekly recorded lectures, readings, discussion forums, and self-paced tasks through the LMS.

A 1–1.5 hour synchronous session each week focuses on: collaborative discussion, guided analysis of linguistic data (texts, discourse, speech samples, digital interactions), breakout-room problem solving, instructor-led clarification
Virtual tools include Zoom/Teams, LMS discussion boards, collaborative whiteboards, Padlet, Google Docs, and multimodal digital corpora.

Any student who wants to take this course should have passed (preferably with excellent grades) all the courses offered in the first five semesters.

Course Description

This course introduces the ways in which language varies according to subject area, social setting, communicative purpose and the social roles and identities of those involved. It examines the workings of various forms of speaking and writing such as casual conversation, interviews and interrogations, public speaking, emailing and mobile phone texting and mass media articles. Students will study the nature of meaning, how people usually convey more than what they actually say or write, the role of politeness in verbal communication, the necessarily cooperative nature of most forms of communication, and what makes texts cohesive and coherent. The course is particularly focused on working with text, that is, larger units of meaning than a clause or sentence. Students will develop practical skills in analysing the properties of different texts, in distinguishing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings.

Course Objectives

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

- **a.** Explain key theories, concepts, and traditions in Discourse Analysis.
- **b.** Apply interdisciplinary approaches to analyse texts and discourse across social, cultural, political, and technological contexts.
- **c.** Employ James Paul Gee's building tasks and tools of inquiry to interpret spoken, written, and multimodal discourse.
- **d.** Examine how language constructs identity, ideology, and power relations in local and global contexts.
- **e.** Use digital and AI-based tools responsibly for discourse analysis, annotation, and interpretation.
- **f.** Support students to critically evaluate their own and others' written texts.

Course learning outcomes:

CLO Code	Learning Outcome	Mapped Program Learning Outcomes
CLO 1	Define and explain fundamental concepts and theoretical foundations of Discourse Analysis	PLO a
CLO 2	Apply linguistic and interdisciplinary tools to analyse spoken, written, and digital discourse	PLO b & c
CLO 3	Evaluate how discourse constructs identities, ideologies, and power relations	PLO d
CLO 4	Conduct discourse analysis using Gee's framework and CDA approaches	PLO b, c, d
CLO 5	Communicate discourse analysis effectively in oral and written academic formats	PLO c
CLO 6	Integrate AI and digital tools ethically in discourse analysis	PLO e

Module Breakdown and Delivery Framework

Week	Activities / Online Lecture	Weekly Synchronous Activities	Weekly Asynchronous Tasks (Virtual Mode)	CLO
1	**Introduction to Discourse Analysis**: Scope and foundations	Online Lecture / Discussion	Weeks 1–2 Reflection posts on discourse, identity, and ideology	CLO1
2	**Language as social practice:** Meaning, identity, power	Online Lecture / Discussion		CLO1
3	**Speech Act Theory:** Cooperative Principle speech acts	Online Lecture / Discussion	Identification of speech acts & politeness strategies	CLO2
4	**Politeness Theory** & Face politeness strategies	Online Lecture / Discussion		CLO2
5	**Gee's Building Tasks** – Part I	Online Lecture / Discussion	Application of Gee's 7 Building Tasks to selected media texts	CLO4
6	**Gee's Building Tasks** – Part II	Online Lecture / Discussion		CLO4
7	**Social Languages;** Discourses; Intertextuality	Online Lecture / Discussion		CLO2
8	**Situated meanings**; Figured Worlds	Online Lecture / Discussion	Context mapping and intertextual analysis	CLO2
9	**Mid-Term Examination**			
10	**Context models & ideology**	Online Lecture / Discussion	Context mapping and intertextual analysis	CLO3

11	**Transcription & ethical data collection**	Online Lecture / Discussion	Discourse analysis of advertisements and political texts	CLO6
12	**Discourse of Advertising**	Online Lecture / Discussion		CLO3
13	**Political Discourse & Media**	Online Lecture / Discussion		CLO3
14	**Educational Discourse**	Online Lecture / Discussion	Digital discourse & AI-generated text analysis	CLO3
15	**Critical Discourse Analysis (CDA)**	Online Lecture / Discussion		CLO4
16	AI & digital mediated discourse	Online Lecture / Discussion		CLO6
17	Student Mini-Projects & Revision	Online Lecture / Discussion	Mini-project completion & reflective portfolio	CLO5
18	**Final Examination / Viva**			

Weekly Synchronous Tasks (Virtual Mode)

Discourse Analysis

Take any five items of your choice from the following topic areas and analyse each according to Gee's framework, exploring the nuances of language use, identity construction, and the influence of context.

Instructions:

1. **Select Media Items:** Choose any five items from the provided topic areas.
    i. 5x TV Advertisements
    ii. 5x News items [not from editorial page]
    iii. 5 x Editorial items [from newspaper editorial pages]
    iv. 5 x Billboard advertisements
    v. 5 x Posters
    vi. 5 x Political Speeches
    vii. 5 x Drama Clips [scenes]
    viii. 5 x Movie Clips [scenes]
    ix. 5 x radio Announcements

2. **Apply Gee's 7 Building Tasks:** For each selected item, analyze instances that align with Gee's 7 Building Tasks. Discuss how language is used, identities are constructed, and social practices are reflected within the chosen media.
3. **Utilize All Tools of Inquiry:** In your analysis, utilize all tools of inquiry as outlined by Gee. These include mechanisms such as intertextuality, discourse communities, and situated meaning.
4. **Explore Multiple Interpretations:** Provide two instances for each media item where the text could be interpreted in multiple ways. Discuss the implications of these interpretations and how they might be perceived differently by various audiences.
5. **Examine Changes in Context:** Identify two instances where a change in context could result in a meaning different from the intended one. Discuss how altering the context influences the interpretation of the discourse.
6. **Analyze Conveyance of Multiple Meanings:** Explain how more meanings have been conveyed in the discourse than explicitly stated. Consider implied meanings, connotations, and any subtext that contributes to a richer understanding.

Grading Rubric

- 75% attendance is mandatory in Synchronus classes
- Students are expected to watch 100% of video/online lectures
- All assignments/projects will be run through Turnitin with the mandatory HEC permitted Similarity Index of 19%.
    - Quiz, Assignment x 2
    - Journal Article Review / Presentation x 1
    - Field Work/Extended Assignment /Project

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
Application of Gee's 7 Building Tasks	Demonstrates a thorough understanding and application of all 7 building tasks for each item.	Applies Gee's model effectively, addressing most aspects of the 7 building tasks.	Applies Gee's model but may lack depth or clarity in addressing some building tasks.	Demonstrates minimal understanding or application of Gee's 7 building tasks.	Fails to apply Gee's model.
Utilization of Tools of Inquiry	Effectively employs all tools of inquiry to analyze each media item.	Utilizes most tools of inquiry, demonstrating a clear understanding of their relevance.	Uses some tools of inquiry, but may lack consistency or depth in application.	Demonstrates limited understanding or inconsistent application of tools of inquiry.	Fails to use tools of inquiry.
Exploration of Multiple Interpretations	Presents two instances for each item where the text could be interpreted in multiple ways.	Provides instances of multiple interpretations, but the analysis may lack depth or clarity.	Offers some examples of multiple interpretations, but the analysis is limited.	Presents minimal examples of multiple interpretations.	Fails to identify instances of multiple interpretations.
Examination of Changes in Context	Identifies two instances per item where a change in context alters the meaning.	Identifies instances of changes in context, but the analysis may lack depth or clarity.	Identifies some instances of changes in context, but the analysis is limited.	Presents minimal examples of changes in context.	Fails to identify instances of changes in context.
Analysis of Conveyance of Multiple Meanings	Clearly explains how more meanings are conveyed in each discourse than explicitly stated.	Explains how more meanings are conveyed, but the analysis may lack depth or clarity.	Provides some explanation of how more meanings are conveyed, but the	Presents minimal explanation of how more meanings are conveyed.	Fails to explain how more meanings are conveyed.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
			analysis is limited.		

Note:

- The assignment should be well-organized, with each media item clearly labeled and discussed separately.
- Provide specific examples from each media item to support your analysis.
- Ensure clarity, coherence, and proper referencing of Gee's model in your analysis.
- Every submitted work should be around 2000-2500 words.
- Formatting
    - Follow APA format, with the following adjustments
    - No Title Page
    - Single Space / Double Sided,
    - Calibri or Times New Roman , size 12
    - If submitted electronically, Filename must be in the format [F25- DA- Project-StudentName], eg. “F25-DA-Project-SabaSikander”
- Submission Link: [include link here]
- Deadline: MMM DD, YYYY

Recommended Readings

Core Text / Reading List:

1. ***An Introduction to Discourse Analysis*** (Book)
   James Paul Gee
   2011, Routledge
   PDF Available on Course site / LMS/CMS)
   Students must have a paper copy in class

Additional Readings / Reference:

1. Woods, Nicola. *Describing Discourse – A Practical Guide* (Book)
2. Wodak, P R and Meyer, M. ***Methods of Critical Discourse Analysis*** (Book)
3. Lock, Terry. *Critical Discourse Analysis* (Book)
4. Cameron, Deborah. *Working with Spoken Discourse* (Book)
5. Van Dijk T.T. *Aims of Critical Discourse Analysis* (Chapter)

VLIN 4250 Advanced Syntax

Mode of Teaching: Synchronous
Delivered through real-time virtual engagement, combining:

- **Weekly live sessions** (Zoom/MS Teams)
- **Interactive tools:** Padlet, Jamboard, Mentimeter, Miro
- **Tree-drawing software:** TrEd, SyntaxTree, draw.io
- **LMS integration:** quizzes, submissions, breakout tasks
- **Digital Skills Required:** Navigating LMS and digital resources, Collaborative annotation and screen-sharing, Tree construction using online tools, Corpus sampling using COCA/AntConc (introductory level)

Course Description

This digitally mediated course offers an in-depth exploration of theoretical and applied aspects of syntax within generative linguistics. Students examine how syntactic structures are formed, represented, and interpreted across languages, with a focus on English. Beginning with core epistemological and philosophical foundations of linguistic theory, the course advances toward complex syntactic phenomena including argument structure, movement, binding, and Minimalism. Emphasis is placed on data-driven inquiry, analytical reasoning, and cross-linguistic awareness through synchronous problem-solving. The course prepares students to interpret syntactic theories, analyze real linguistic data, and understand how syntactic structures shape meaning, identity, and communication in diverse contexts. .

Course Objectives

a. Demonstrate advanced understanding of syntactic theories, concepts, and philosophical foundations of grammar.

b. Apply theoretical models to analyze and construct syntactic representations using empirical linguistic data.

c. Critically evaluate competing syntactic frameworks and their explanatory adequacy.

d. Recognize how syntactic structures shape meaning, identity, and social relations across linguistic communities.

e. Produce well-formed syntactic analyses using tree diagrams and argumentation aligned with current theoretical approaches.

Course learning outcomes (CLOs) & PLO Alignment

1. Explain advanced syntactic concepts and underlying epistemological frameworks. PLO a, d
2. Apply syntactic tests and represent structures using X-bar and Minimalist notation. PLO b, c
3. Analyze linguistic data to identify structural relations, movement, and argument patterns. PLO b, c
4. Evaluate syntactic theories and interpret cross-linguistic variation. PLO a, b, d
5. Construct original syntactic analyses using digital tools and present findings professionally. PLO c, d

Module Breakdown and Delivery Framework

Week	**Core Topics & Subtopics**	**Synchronous Mode**	**CLOs / PLOs**

		Activities & Teaching Methods	
1	**Introduction to Syntax at an Advanced Level** • Review of basic syntactic concepts • Competence vs. performance • Grammar models (Traditional, Structural, Generative) • Philosophy of linguistic knowledge: What counts as evidence?	Activities: Diagnostic quiz; LMS orientation; Jamboard concept mapping	CLO–PLO: CLO1 → PLO a, d
2	**Architecture of Grammar & Epistemology** • Components of grammar • Lexicon and features • Interface relations (syntax–semantics/phonology) • Where Do Rules Come From? – rule-governed vs emergent grammar • Modeling Syntax: formal vs cognitive models	Activities: Breakout discussion + Mentimeter polling	CLO–PLO: CLO1 → PLO a, d
3	**Generative Grammar Foundations** • Chomskyan assumptions • Competence and I-language • Levels of representation • Universal Grammar as epistemic claim	Activities: Mini-lecture + tree-identification exercise	CLO–PLO: CLO1 → PLO a
4	**Structural Relations** • Domination, precedence, c-command • Grammatical relations • Government & locality	Activities: Live annotation of sentence structures (Miro)	CLO–PLO: CLO2 → PLO b, c
5	**X-Bar Theory** • X-bar schema • Specifiers, complements, adjuncts • Bar-level projections • Parameters of word order • Drawing trees in X-bar notation	Activities: Syntax Tree practice + peer feedback	CLO–PLO: CLO2 → PLO b, c
6	**Syntactic Categories & Features** • Lexical vs functional categories • φ-features, case, tense, aspect • Feature checking	Activities: Identification tasks + feature-matching puzzle	CLO–PLO: CLO2 → PLO b

7	**Theta Theory & Argument Structure** • Theta roles • Theta-criterion • Linking & valency • Argument alternations	Activities: Data-driven breakout analysis	CLO–PLO: CLO3 → PLO b, c
8	**Case Theory** • Structural vs inherent case • Case assignment (T and v) • Burzio's Generalization	Activities: Guided problem set + collaborative solutions	CLO–PLO: CLO3 → PLO b, c
9	**Midterm Examinations**		
10	**Binding Theory** • Coindexing & antecedents • Principles A–C • Locality & distribution of pronouns/R-expressions	Activities: Live error-diagnosis tasks	CLO–PLO: CLO3 → PLO b
11	**Movement (A- & A-Bar)** • Motivations for movement (EPP, features) • Passives, raising • Wh-movement, topicalization • Constraints & islands	Activities: Sentence transformation workshop	CLO–PLO: CLO3 → PLO b, c
12	**Clause Types & CP System** • Finite vs non-finite clauses • Complementizers & spec-CP • Embedded clauses	Activities: Breakout presentations with tree justification	CLO–PLO: CLO4 → PLO a, b
13	**Ellipsis & Non-Canonical Constructions** • VP-ellipsis, gapping, sluicing • Extraposition, clefts, pseudo-clefts • Inversion	Activities: Data corpus sampling using COCA (guided)	CLO–PLO: CLO4 → PLO b, c
14	**Cross-Linguistic Syntax** • Head-directionality • Parametric variation Ellipsis & Non-Canonical Constructions • VP-ellipsis, gapping, sluicing • Extraposition, clefts, pseudo-clefts • Inversion • **English vs Urdu/regional languages**	Activities: Data corpus sampling using COCA (guided) Activities: Student-led	CLO–PLO: CLO4 → PLO b, c CLO–PLO: CLO4 → PLO b, d

		comparative analysis	
15	**Minimalist Program (Intro)** • Merge & economy • Derivation by phase • Features & interfaces	Activities: Model-buildin g using draw.io	CLO–PLO: CLO2,4 → PLO a, b
16	Current Directions in Syntax • Distributed Morphology (overview) • Experimental syntax • Syntax-semantics-pragmatics interface	Activities: Research article discussion (breakout)	CLO–PLO: CLO4 → PLO a, d
17	Synthesis & Review • Revisiting philosophical assumptions • Theory comparison • Preparing final analyses Final Presentations & Reflection • Student analysis showcase • Reflective discussion on language, power & identity	Activities: Live revision clinic Activities: Presentations + feedback	CLO–PLO: CLO1–4 → PLO a–d CLO–PLO: CLO5 → PLO c, d
18	**Terminal Examinations**		

1) Diagnostic Interaction & Concept Framing

- Icebreaker + expectations setting
- Review of basic syntax
- Live Q&A on epistemology and theoretical assumptions
- Purpose: activate prior knowledge + establish conceptual grounding

2) Structural Analysis & Tree-Building Workshops

- Guided sentence parsing and X-bar tree construction
- Small-group transformation tasks (movement, coordination, subordination)
- Live collaborative diagramming using SyntaxTree/draw.io
- Purpose: apply generative tools to real data

3) Functional–Cognitive Interpretation Labs

- Analyze sentences/texts for information structure (topic–comment, focus)
- Map constructions and patterns from cognitive perspectives
- Classify clause types (declarative/interrogative/imperative)
- Purpose: integrate form, function, and meaning

4) Pragmatics-in-Action Breakout Sessions

- Real-time annotation of dialogues (speech acts, deixis, reference)
- Identify implicature and presupposition + generate examples
- Role-play politeness and face-work with peer feedback
- Purpose: link sentence-level syntax to use-based interpretation

5) Digital Discourse & Contextual Analysis

- Examine social-media and online discourse for syntactic variation
- Differentiate linguistic vs. situational context
- Annotate discourse markers and cohesion devices
- Purpose: apply syntax-pragmatics insights to contemporary digital language

6) Cross-Linguistic & Philosophical Reflection Tasks

- Compare English structures with another language (e.g., Urdu)
- Debate structuralism vs generativism (meaning, reference, truth)
- Reflect on identity, power, and language structure
- Purpose: deepen epistemological awareness + PLO alignment

7) Presentation & Feedback-Based Synthesis

- Student mini-presentations on data analysis
- Peer review in synchronous mode
- Instructor-guided consolidation and final reflection
- Purpose: demonstrate mastery + analytical communication

Grading Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Understanding of Syntax & Pragmatics	Demonstrates thorough understanding of concepts, theories, and phenomena; integrates multiple perspectives.	Shows good understanding; minor gaps or inconsistencies in applying concepts.	Basic understanding; some misconceptions or limited examples.	Limited or incorrect understanding; fails to apply concepts.
Application & Analysis	Applies theories accurately; analyzes sentences and discourse critically; interprets	Applies theories with minor errors; analysis is mostly clear.	Limited application; analysis is basic or partially inaccurate.	Little or no application; analysis is unclear or incorrect.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	complex data well.			
Clarity & Communication	Ideas presented clearly and coherently; language is precise; arguments are logical.	Mostly clear presentation; minor issues in organization or clarity.	Some clarity issues; arguments sometimes hard to follow.	Unclear; poor organization; difficult to understand.
Participation & Engagement (Virtual Activities)	Actively engages in discussions, group work, and exercises; contributes insightful observations.	Participates regularly; contributes useful ideas.	Participates occasionally; limited contribution.	Rarely participates; minimal or no contribution.

Recommended Readings

Carnie, A. (2021). *Syntax: A generative introduction* (4th ed.). Wiley-Blackwell.
Chomsky, N. (1995). *The minimalist program*. MIT Press.
Radford, A. (2009). *Analysing English sentences: A minimalist approach.* Cambridge University Press.
Sportiche, D., Koopman, H., & Stabler, E. (2013). *An introduction to syntactic analysis and theory*. Wiley-Blackwell.
Haegeman, L. (2006). *Thinking syntactically: A guide to argumentation and analysis*. Wiley-Blackwell.
Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd ed.). London: Edward Arnold.
Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of the English language*. Cambridge University Press.
Kroeger, P. (2005). *Analyzing grammar: An introduction.* Cambridge University Press.
Adger, D. (2003). *Core syntax: A minimalist approach*. Oxford University Press.
van Valin, R. D., Jr. (2005). *Exploring the syntax–semantics interface*. Cambridge University Press.
Tallerman, M. (2015). *Understanding syntax* (4th ed.). Routledge.

Optional Supplementary Readings

Jackendoff, R. (2002). *Foundations of language: Brain, meaning, grammar, evolution*. Oxford University Press.
Falk, Y. N. (2001). *Lexical-functional grammar: An introduction to parallel constraint-based syntax.* CSLI Publications.
Pollard, C., & Sag, I. A. (1994). Head-driven phrase structure grammar. University of Chicago Press.

VLIN 4710 Intro to Corpus Linguistics

Mode of Teaching: Synchronous:

The course is delivered in **synchronous online sessions** via a virtual learning platform (Zoom/MS Teams). Students will engage in **live lectures, guided hands-on exercises, group discussions, and corpus-based projects**. Required digital tools and skills include:

- **Software/Tools:** AntConc, Sketch Engine, WordSmith, Python (basic NLP libraries), Microsoft Excel/Google Sheets
- **Skills:** Data handling, corpus search and query, annotation/markup, basic data visualization, critical interpretation of quantitative and qualitative results.

Course Description

This course introduces students to Corpus Linguistics, a field that uses large, structured collections of texts (corpora) to study language patterns, usage, and variation. Students will learn the theoretical foundations, practical methods, and digital tools required to analyze linguistic data systematically. The course also examines epistemological and philosophical issues underlying corpus design and analysis.

Course Objectives

a. Understand core concepts and theoretical frameworks in corpus linguistics
b. Apply practical skills to compile, annotate, and analyze corpora using digital tools.
c. Evaluate the epistemological and methodological choices in corpus design and linguistic interpretation.
d. Appreciate the role of corpus-based research in shaping linguistic knowledge and social understanding

Course learning outcomes:

1. Define corpus linguistics and explain its historical and epistemological foundations (a, d)
2. Identify different types of corpora and their linguistic applications a, b
3. Develop and annotate a small corpus following standard protocols b, c
4. Use concordancers and corpus tools to extract linguistic patterns b, c
5. Critically evaluate corpus-based research for methodological rigor and social relevance a, b, d

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Mode Activities & Teaching Methods	CLOs / PLOs
1	**- What is a corpus?** - History of corpus linguistics - Epistemology & philosophy in language study	Lecture, guided discussion, LMS forum introductions, short reflection task on personal expectations	CLO1 – PLO a, d
2	**Why use corpora?** - Language description & analysis - Testing hypotheses - Applications in education, translation, NLP	Case study discussion; students present examples of corpus applications	CLO1, CLO2 – PLO a, b
3	**Types of corpora** - General vs. specialized corpora - Spoken vs. written - Learner and historical corpora	Hands-on tool demo: exploring BNC, COCA	CLO2 – PLO a, b
4	**Corpus design principles** - Sampling & representativeness - Size and balance considerations - Ethical issues in data collection	Group exercise: critique corpus samples; online poll	CLO2, CLO5 – PLO a, b, d
5	**Corpus Types and Data** - Spoken vs written corpora - General vs specialized corpora - Ethical considerations	Virtual demo of existing corpora (COCA, BNC), paired discussion on ethics	CLO1 / PLO a, d
6	**Marking up linguistic information** - Part-of-speech tagging - Morphosyntactic annotation - Lemmatization	Hands-on lab session: POS tagging in AntConc/WordSmith	CLO3 – PLO b, c
7	**Digital Tools for Corpus Analysis** - Introduction to AntConc, WordSmith, Sketch Engine - Data cleaning & preparation Concordancers - KWIC searches - Collocation analysis	Practical application of digital tools, a session using AntConc; creating sample corpora	CLO2 / PLO b, c
8	**Quantitative corpus analysis** - Frequency analysis - Dispersion - Keyness	Lab session: frequency lists, generating charts	CLO4 – PLO b, c
9	**Midterm Examinations**		
10	**Qualitative corpus analysis** - Concordance lines interpretation - Collocation & semantic prosody	Group discussion of qualitative examples; interpretive report	CLO4 – PLO b, c

11	**Using corpora for hypothesis testing** - Research questions - Designing corpus studies - Validity & reliability	Mini research exercise; students propose hypotheses	CLO4, CLO5 – PLO a, b
12	**Existing major corpora** - BNC, COCA, CHILDES, Sketch Engine - Specialized corpora (learner, historical, multilingual)	Demonstration; students explore assigned corpora	CLO2 – PLO a, b
13	**Building your own corpus** - Data collection - Cleaning & preprocessing - Documentation	Guided lab: corpus creation from online sources	CLO3 – PLO b, c
14	**Corpus and NLP applications** - Machine learning - Text mining - Language tool training	Practical demo: simple NLP application using corpus	CLO4 – PLO b, c
15	**Evaluating corpus research** - Methodological rigor - Epistemological reflection - Sociolinguistic implications	Peer review of mini-projects; discussion on ethics & social impact	CLO5 – PLO a, b, d
16	**Student presentations** - Corpus mini-projects - Interpretation & discussion	Students present their corpus projects; Q&A	CLO3, CLO4, CLO5 – PLO a, b, c, d
17	**Course review & reflection** - Summary of key concepts - Future directions in corpus linguistics	Interactive Q&A, reflective discussion, feedback survey	CLO1–5 – PLO a, b, c, d
18	**Terminal Examinations**		

Weekly Synchronous Tasks

- Practical application of AntConc, WordSmith, or Python in labs for analyzing selected corpus
- Concordance and collocation exercises
- Breakout group discussions and peer review
- Mini-project: compiling, annotating, and analyzing a small corpus
- Weekly reflections on epistemological, methodological, and social issues

Grading Rubric

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Understanding of Concepts	Shows full understanding with critical insight	Shows good understanding with minor gaps	Basic understanding with gaps	Poor understanding, many misconceptions
Application Skills	Applies tools and techniques flawlessly	Applies with minor errors	Limited application with guidance	Unable to apply skills
Analysis & Interpretation	Insightful analysis, clearly justified	Clear analysis with minor gaps	Limited analysis	Analysis missing or incorrect
Communication & Presentation	Clear, coherent, professional	Mostly clear and organized	Some clarity issues	Unclear, disorganized

Recommended Readings

Classic Sources:

- Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford University Press.
- Kennedy, G. (1998). *An introduction to corpus linguistics*. Longman.

Contemporary Sources:

- McEnery, T., & Hardie, A. (2012). *Corpus linguistics: Method, theory, and practice*. Cambridge University Press.
- Baker, P. (2006). *Using corpora in discourse analysis*. Continuum.
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
- O'Keeffe, A., McCarthy, M., & Carter, R. (2007). *From corpus to classroom: Language use and language teaching*. Cambridge University Press

VLIN 4810 Intro to Translation Studies

Mode of Teaching: Asynchronous

All course content is delivered through recorded lectures, readings, discussion boards, and guided practical tasks on the LMS. Students complete tasks independently with weekly deadlines.

Digital Tools Required: LMS (e.g., Moodle/Google Classroom), PDF annotators (Kami, Adobe Reader), Online corpora for translation checks (COCA, Sketch Engine – optional), Free machine translation tools (Google Translate, DeepL, Bing Translator), Basic editing tools (MS Word/Google Docs)

Skills Required:

- Independent time management
- Reading and summarising academic texts
- Uploading assignments and participating in discussion forums
- Basic comparative text analysis
- Critical reflection on linguistic and cultural aspects of translation

Course Description

This course introduces students to the foundational concepts, theories, and practices of Translation Studies, exploring linguistic, cultural, functional, ideological, and technological perspectives. Students learn how meaning is negotiated across languages and contexts and develop critical awareness of the epistemological and philosophical underpinnings that shape translation as a discipline. The course encourages independent study and reflective engagement with translation theory and practice through asynchronous learning activities.

Course Objectives

a. Explain key concepts, approaches, and philosophical foundations in translation studies.
b. Apply linguistic, functional, and cultural theories to analyze translated texts.
c. Evaluate translation shifts, equivalence, ideology, and meaning negotiation in diverse text types.
d. Demonstrate ethical awareness, cultural sensitivity, and reflective engagement with translation practice.

Course learning outcomes:

1. Define foundational concepts, epistemologies, and theories in translation studies a, d
2. Analyze translation using linguistic, functional, and discourse-based approaches a, b
3. Apply theoretical principles to translate short texts across genres b, c
4. Evaluate cultural, ideological, and ethical dimensions in translation a, d
5. Critically review machine translation tools and their applicability in translation contexts b, c

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Mode Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Translation** – Definition, history, scope – Translation as a discipline – Philosophy & epistemology of translation	Watch introductory lecture; post a forum reflection comparing translation vs. interpretation	CLO1 – PLO a, d

2	**Linguistic Approaches** – Word-for-word vs. sense-for-sense – Structuralist foundations – Catford's linguistic theory	Read Catford chapter; submit 5 annotated examples of linguistic shifts	CLO1, CLO2 – PLO a, b
3	**Equivalence & Translation Shifts** – Nida's equivalence – Formal vs. dynamic equivalence – Levels: lexical, grammatical, textual, pragmatic	Translate a short paragraph twice (formal and dynamic equivalence) + short justification	CLO2, CLO3 – PLO b, c
4	**Equivalent Effect** – Audience response – Message vs. meaning – Problems in achieving equivalence	Upload voice or written reflection on challenges of achieving equivalent effect	CLO2 – PLO a, b
5	**Functional Theories** – Skopos theory – Functionalist approaches – Reiss' text typology	Analyze two texts with different skopoi; submit analysis chart	CLO2, CLO3 – PLO b, c
6	**Discourse & Register Analysis** – Hallidayan framework – Field, tenor, mode – Hatim & Mason's discourse approach	Complete a register analysis worksheet; upload examples from media texts	CLO2, CLO3 – PLO a, b
7	**Descriptive Translation Studies & Systems Theories** – Toury's norms – Polysystem theory – Descriptive vs. prescriptive approaches	Write a short commentary identifying norms in a translated literary text	CLO1, CLO4 – PLO a, d
8	**Cultural & Ideological Turns** – Cultural translation – Postcolonial perspectives – Ideology in translation	Discussion post: Identify ideological choices in a translation of your choice	CLO4 – PLO a, d
9	**Midterm Examinations**		
10	**The Translator's Visibility & Ethics** – Venuti's invisibility – Translator agency – Ethical dilemmas	Submit a reflection on the visibility/invisibility of the translator based on a case study	CLO4 – PLO d
11	**Translation & Meaning Negotiation** – Ambiguity – Polysemy, metaphor – Pragmatic meaning	Translate metaphoric expressions; analyze loss/gain of meaning	CLO3, CLO4 – PLO b, c

12	**Translating Different Text Types** – Technical, legal, literary, media – Genre conventions – Audience expectations	Pick one text type and translate 5–7 lines; write a short rationale	CLO3 – PLO b, c
13	**Challenges of translating Sacred Texts** – Quranic translation: Challenges & debates – Bible translation history – Theological challenges	Compare two translations of one verse; discuss interpretive variations	CLO4 – PLO a, d
14	**Literary Translation** – Style, rhythm, voice – Poetic translation strategies – Narrative translation	Translate a poem (short) and annotate stylistic choices	CLO3, CLO4 – PLO b, c, d
15	**Approaches to Translation** – Hermeneutic approach – Deconstructionist perspective – Postcolonial approach	Read assigned article; upload a critical summary	CLO1, CLO4 – PLO a, d
16	**Introduction to Machine Translation (MT)** – Rule-based, statistical, neural MT – Error patterns – Strengths & limitations	Analyze MT output for accuracy; annotate 10 errors	CLO5 – PLO b, c
17	**Using Free MT Tools** – Google Translate, DeepL, Bing – Classroom uses – Post-editing basics **Course Wrap-Up & Reflection** – The future of translation studies – Philosophy of translation revisited – Integrating theory & practice	Compare outputs of two MT systems for the same text; write evaluation Final reflective essay: "What I Learned About Translation as a Linguistic and Cultural Practice"	CLO5 – PLO b, c
18	**Terminal Examinations**		

Weekly Synchronous Tasks (Virtual Mode)

- Recorded lectures
- Readings + annotations
- Weekly translation exercises
- Forum-based discussions
- Short reflective essays
- MT error analysis
- Comparative translation tasks
- Critical summaries of readings

Grading Rubric

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Conceptual Understanding	Demonstrates deep understanding & insightful connections	Accurate understanding with minor gaps	Basic understanding	Major gaps or inaccuracies
Application of Translation Theory	Applies theory accurately & creatively	Generally accurate application	Some correct application but limited depth	Misapplied or missing application
Analytical & Critical Skills	Sophisticated analysis; strong justification	Good analysis; justification present	Basic analysis; limited justification	Weak or absent analysis
Cultural/Ethical Awareness	Reflective & nuanced; fully addresses issues	Addresses issues with some depth	Limited awareness	Not addressed
Communication & Presentation	Clear, well-structured, error-free	Mostly clear; minor issues	Understandable but weakly structured	Disorganized, unclear

Recommended Readings

Classic Works

- Catford, J. C. (1965). *A linguistic theory of translation*. Oxford University Press.
- Nida, E. A. (1964). *Toward a science of translating*. Brill.
- Jakobson, R. (1959). On linguistic aspects of translation. In *Selected writings* (pp. 232–239). Mouton.

Contemporary Works

- Baker, M. (2018). *In other words: A coursebook on translation* (3rd ed.). Routledge.
- Munday, J. (2016). *Introducing translation studies: Theories and applications* (4th ed.). Routledge.
- Venuti, L. (2012). *The translation studies reader* (3rd ed.). Routledge.
- Hatim, B., & Mason, I. (1997). *The translator as communicator*. Routledge.
- Tymoczko, M. (2007). *Enlarging translation, empowering translators*. St. Jerome Publishing.
- Bassnett, S. (2014). *Translation studies* (4th ed.). Routledge.

VLIN 4540 Second Language Acquisition by

Mode of Teaching: Synchronous

This course is delivered primarily in **asynchronous mode**, where students access recorded lectures, readings, presentations, and digital resources through the LMS. Students complete self-paced activities including areflections, mini-research tasks, language observation, case analysis, forum discussions, quizzes, and application-based exercises. A **1–1.5-hour synchronous session is conducted weekly** via Zoom or MS Teams to facilitate guided discussion, clarification of SLA theories, collaborative problem-solving, analysis of learner data, and peer interaction. Virtual tools such as LMS discussion boards, Padlet, Google Docs, polling apps, collaborative whiteboards, and optional AI-supported language analysis tools are used throughout the semester.

Course Description

This course introduces students to the major theories, processes, and factors involved in **Second Language Acquisition (SLA)**. It explores how additional languages are learned, the role of input, interaction, cognition, motivation, identity, and social environment in language learning, and how interlanguage develops over time. Students examine both cognitive and sociocultural perspectives, including theories such as Krashen's Input Hypothesis, Interaction Hypothesis, Output Hypothesis, Interlanguage Theory, Universal Grammar, Sociocultural Theory, and Dynamic Systems Theory. The course also considers issues related to bilingualism, age, the critical period, learner differences, errors, fossilization, and the role of instruction. Through authentic case studies and analysis of learner data, students develop an applied understanding of SLA in real-world contexts, particularly in ESL/EFL settings.

Course Objectives

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

- **a.** Develop a foundational understanding of the key theories and stages of Second Language Acquisition.
- **b.** Examine cognitive, social, and affective factors that influence second language learning.
- **c.** Analyze different types of learner language, errors, and interlanguage systems.
- **d.** Evaluate the role of input, interaction, output, and feedback in SLA.
- **e.** Apply SLA theory to real-life learning and teaching contexts, especially in ESL/EFL environments.
- **f.** Use digital tools and learner data to critically observe and analyze language acquisition processes.

Course Learning Outcomes (CLOs) with PLO Alignment

	Course Learning Outcome	**Mapped PLO(s)**
CLO 1	Explain major theories, concepts, and terms in Second Language Acquisition	PLO a
CLO 2	Apply SLA theories to analyze real learner data and language use	PLO b, c

CLO 3	Analyze cognitive, social, and affective factors influencing language learning	PLO b, d
CLO 4	Evaluate interlanguage development and error patterns in L2 learners	PLO c
CLO 5	Compare first and second language acquisition processes across contexts	PLO b, d
CLO 6	Use digital and AI-supported tools to observe and analyze L2 learning processes	PLO e

Module Breakdown and Delivery Framework

Week	Topics & Subtopics	Asynchronous Activities	CLO(s)
1	**Introduction to SLA & Key Terms:** Course orientation + discussion	Watch lecture + reflective post: "Why learn a second language?"	CLO 1
2	**First vs Second Language Acquisition:** Discussion on similarities & differences	Venn diagram + forum post	CLO 1, 5
3	**Behaviorism & Nativism:** Theory comparison	MCQ quiz + short analysis	CLO 1
4	**Universal Grammar & Critical Period:** Case discussion	Reflection: Is age decisive?	CLO 1, 3
5	**Krashen's Monitor Model:** Problem-solving	Apply model to a learner case	CLO 2
6	**Input & Interaction Hypothesis:** Input analysis	Video + written example	CLO 2
7	**Output Hypothesis:** Peer discussion	Write & analyze output examples	CLO 2
8	**Motivation & Affective Filter:** Debate	Motivation survey + reflection	CLO 3
9	**Mid-Term Exam**		—

10	**Interlanguage & Errors** Guided analysis	Error analysis task	CLO 4
11	**Fossilization:** Case study review	Discussion	CLO 4
12	**Sociocultural Theory (Vygotsky)** ZPD scenario analysis	Group task	CLO 3, 5
13	**Individual Differences** Learner profile creation	Discussion	CLO 3
14	**Bilingualism & Multilingualism** Compare local context	Panel discussion	CLO 5
15	**Technology & SLA** Trying a language app + reflections	Demo & feedback	CLO 6
16	**AI & Language Learning** AI-generated text analysis	Ethical discussion	CLO 6
17	**Mini Project Presentation**	Finish paper Student presentations	CLO 2–6
18	**Terminal Examination**		

Recommended Readings and Resources

Books:

- Lightbown, P. & Spada, N. (2013). *How Languages Are Learned*
- Ellis, R. (2008). *The Study of Second Language Acquisition*
- Saville-Troike, M. (2012). *Introducing Second Language Acquisition*
- Ortega, L. (2009). *Understanding Second Language Acquisition*

Online Resources:

- British Council – Teaching English
- ESL-Bits & Simple English News
- YouTube channels: *Applied Linguistics Lab, TESOL International*
- AI tools: Grammarly, Quillbot, ChatGPT (guided academic use)
- Language corpora: COCA, BNC

VRES 4110 Introduction to Research Methodology

Mode of Teaching: Synchronous

• Weekly synchronous Zoom/Teams sessions (1–1.5 hrs): guided instruction, simple discussions, Q&A.
• Asynchronous LMS tasks: worksheets, reflections, summaries, discussion posts, reading modules.
• Tools: LMS, Zoom/Teams, Google Docs, simple PDF worksheets.
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Course Description

This Virtual Campus course introduces students to essential research practices in literary studies. Students learn how to identify research gaps, construct research questions, conduct literature reviews, apply qualitative research methods, understand theoretical frameworks, and follow citation and ethical standards. The course is structured with simple, accessible, and achievable tasks suitable for BS English students.

Course Objectives

- **a.** Understand fundamental research concepts in literary studies.
- **b.** Identify and formulate research problems, topics, and questions.
- **c.** Conduct literature reviews using scholarly sources.
- **d.** Apply qualitative methods commonly used in literary research.
- **e.** Use MLA/APA citation styles accurately.
- **f.** Develop basic academic writing, research structuring, and presentation skills.

Course learning outcomes:

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

1. CLO 1: Describe fundamental concepts and components of literary research. (PLO 1)
2. CLO 2: Apply qualitative research methods to analyze literary texts. (PLO 2, PLO 3)
3. CLO 3: Produce organized and coherent academic writing. (PLO 3)
4. CLO 4: Connect research practices to literary, cultural, and ethical contexts. (PLO 4)
5. CLO 5: Use LMS tools, digital databases, and research technologies. (PLO 5)

Module Breakdown and Delivery Framework

Week	Core Topics & Readings	Synchronous Activities (Simple & Doable)	CLO/PLO
1	Introduction to Research in Literature; Components of a Thesis	Instructor overview; simple Q&A; note-making	CLO1 / PLO1
2	Basics of Research; Structure of a Research Article	Guided explanation; identify article components	CLO1 / PLO1
3	Abstracts, Proposals, Research Questions	Model analysis; group idea-sharing	CLO1 / PLO1

4	Topic Selection; Research Gap; Rationale	Brainstorming activity; topic listing	CLO2 / PLO2
5	Qualitative Methods in Literary Studies	Instructor explanation; simple method identification	CLO2 / PLO2,3
6	Literature Review Writing Practice	Guided review of sample LR; worksheet	CLO3 / PLO3
7	MLA & APA Citation Practice	Citation exercises; live demonstration	CLO3 / PLO3
8	Student Proposal Practice	Peer feedback pairs; short idea presentation	CLO3 / PLO3
9	**MIDTERM EXAMINATION**		CLO1 / PLO1
10	Theoretical Frameworks in Literary Research	Identify frameworks; guided mapping	CLO4 / PLO4
11	Statement of Purpose, Objectives, Research Questions	Simple drafting activity	CLO4 / PLO4
12	Research Methods Analysis (Van Dijk, Wodak, McKee, etc.)	Short examples; small paired analysis	CLO2 / PLO2
13	Findings & Discussion Section	Guided structure breakdown; example review	CLO3 / PLO3
14	Research Ethics, Plagiarism, Credibility	Ethics checklist activity	CLO4 / PLO4
15	Student Presentations	Short 2-minute presentations	CLO5 / PLO5
16	Course Wrap-Up	Final reflection; summary of learning	CLO5 / PLO5
17	Preparation for Final Exam	Q&A; revision discussion	CLO5 / PLO5
18	**Terminal Examination (written exam)**		CLO1 / PLO1

Synchronous Tasks (Virtual Mode)

1. Thesis Foundations & Research Basics (Weeks 1–2)

- Instructor walkthrough of thesis chapters with shared screen.
- Students identify components in a sample thesis (live poll).
- Live breakdown of a research article.
- Breakout room task: identify key parts of the article.

2. Abstracts, Proposals & Topic Development (Weeks 3–4)

- Students deliver 2-minute abstract summaries.
- Instructor critiques sample abstracts.
- Brainstorming: students propose 2 potential research topics.
- Guided writing: develop a 3–4 sentence rationale.

3. Research Methods Foundations (Weeks 5–6)

- Student mini-presentations on selected research methods.
- Live Q&A on method selection.
- Collaborative paraphrasing/summarizing exercise.
- Students outline a mini literature review.

4. Referencing & Theoretical Frameworks (Weeks 7–8)

- Live citation correction (MLA & APA).
- Students format 3 references and submit in chat.
- Instructor explains theoretical/conceptual framework examples.
- Students sketch a simple conceptual diagram.

5. Statement of Problem, Objectives & Research Questions (Week 10)

- Live drafting activity: write one research question.
- Peer feedback in breakout rooms.

6. Research Methodology Analysis & Evaluation (Weeks 11–12)

- Instructor presents two method examples.
- Students classify methods (qualitative/quantitative/critical).
- Compare two methodological approaches.
- Group task: identify strengths and limitations.

7. Findings, Discussion, Ethics & Plagiarism (Weeks 13–14)

- Instructor demonstrates findings presentation.
- Students write a 3–4 line findings paragraph.
- Live plagiarism-detection demo.
- Students analyze a sample paragraph for ethical issues.

8. Research Proposal Presentations & Final Feedback (Weeks 15–16)

- Student research proposal presentations (live).
- Peer feedback via chat/Zoom reactions.
- Instructor's final comments and course wrap-up.

Grading Rubric

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Understanding of Research Concepts	Demonstrates clear, accurate, and deep understanding.	Mostly accurate; minor gaps.	Basic understanding; some errors.	Major gaps or inaccurate understanding.
Application of Methods	Applies methods correctly and insightfully.	Generally correct application.	Partial or inconsistent application.	Incorrect or missing application.
Literature & Analysis	Strong analysis; identifies key issues and gaps.	Adequate analysis; some gaps noted.	Limited analysis; superficial observations.	Weak or missing analysis.
Writing Quality & Structure	Clear, coherent, well-organized, error-free.	Mostly clear; minor errors.	Understandable but loosely structured.	Disorganized or unclear.
Citation & Academic Integrity	Fully accurate MLA/APA usage; ethical practice evident.	Minor citation errors.	Frequent citation errors.	Plagiarism, improper citation, or missing refere

Recommended Readings

- *A Companion to Digital Literary Studies* – Susan Schreibman, Ray Siemens
- *A Hand Book of Literary Research* – Delia da Sousa Correa, W. R. Owens
- Booth, Wayne C., Colomb, Gregory G., & Williams, Joseph M., *The Craft of Research*
- Creswell, John W., *Designing and Conducting Mixed Methods Research*
- Dörnyei, Zoltán, *Research Methods in Applied Linguistics*
- Eagleton, Terry, *Literary Theory: An Introduction*
- Flick, Uwe, *An Introduction to Qualitative Research*
- Griffin, Gabriele, *Research Methods for English Studies*
- Hart, Chris, *Doing a Literature Review*
- Kumar, Ranjit, *Research Methodology: A Step-by-Step Guide for Beginners*
- Pugh, Tison & Johnson, Margaret E., *Literary Studies: A Practical Guide*
- O'Leary, Zina, *The Essential Guide to Doing Research*

VLIT 1101 History of English Literature I

Mode of Teaching: Asynchronous

• Asynchronous LMS tasks: worksheets, brief reflections, short analyses.
• Synchronous (weekly 5–6 minute mini-group tasks, discussions, instructor-led explanations).
• Tools: Zoom/Teams, LMS, PDF readings, shared documents.

Course Description

This Virtual Campus course introduces students to major literary periods from the Anglo-Saxon period to the Puritan Age. It surveys major literary movements, representative authors, and influential texts, emphasizing how socio-historical, cultural, religious, and linguistic contexts shape literary production. Students learn key features, writers, historical contexts, and transitions across ages through simple, guided, and interactive activities suitable for BS English learners. Through asynchronous lectures, curated readings, and guided activities, students develop foundational critical, analytical, and interpretive skills essential for advanced literary study.

Course Objectives

a. Understand major literary periods and historical developments.
b. Identify central writers and their contributions.
c. Analyze literary excerpts to recognize period features.
d. Explain shifts in style, themes, and cultural influences.
e. Develop foundational historical understanding of English Literature.

Course learning outcomes:

CLO1: Identify and describe major literary periods and their socio-historical contexts. (PLO1)
CLO2: Identify writers and period features. (PLO1, PLO2)
CLO3: Analyze short excerpts to determine literary period. (PLO3)
CLO4: Compare developments across ages. (PLO4)
CLO5: Use LMS tools to complete period-based tasks. (PLO5)

Module Breakdown and Delivery Framework

Week	Core Topics	Synchronous Activities (5–6 minutes)	CLO/PLO
1	**Introduction to Literary Periods** • Meaning and function of literary periodization • Major historical–cultural markers • Overview of dominant genres across ages	Breakout groups list 3 known periods; instructor clarifies timeline.	CLO1/PLO1

2	**Classical Age (Greek & Roman Influence)** • Key genres: epic, tragedy, comedy, rhetoric • Major figures: Homer, Sophocles, Virgil, Ovid • Humanism, fate vs. free will, classical ideals	Groups match features to short Classical excerpts.	CLO2/PLO2
3	**Anglo-Saxon Period** • Old English language features • Oral tradition and heroic poetry • Key texts: *Beowulf, The Wanderer, The Seafarer*	Students identify Anglo-Saxon features in 5–6 line excerpt.	CLO2/PLO2
4	**Anglo-Norman & Medieval Period** • French influence after 1066 • Courtly love and chivalric romance • Religious and allegorical writing (*Everyman*)	Groups compare Anglo-Saxon vs Medieval features.	CLO4/PLO4
5	**Chaucer & Middle English** • Development of Middle English • *The Canterbury Tales*: themes and characterization • Social satire and narrative techniques	Read 4–5 Middle English lines; identify vocabulary/style.	CLO3/PLO3
6	**Renaissance Background** • Humanism and revival of learning • Impact of printing press and Reformation • Shift from collective to individual worldview	Groups list 3 cultural shifts influencing Renaissance.	CLO1/PLO1
7	**Early Renaissance Writers** • Thomas More and *Utopia* • Sir Thomas Wyatt & the sonnet tradition • Edmund Spenser and *The Shepheardes Calender*	Match writers (Spenser, Sidney) to themes/period.	CLO2/PLO2

8	**Elizabethan Age** • Flourishing of drama and poetry • Shakespeare: tragedy, comedy, history plays • Marlowe, Sidney, and courtly literature	Identify Elizabethan drama features in short excerpt.	CLO3/PLO3
9	**MIDTERM EXAMINATION**	Online midterm.	CLO1/PLO1
10	**Jacobean Age** • Darker tone and social pessimism • Revenge tragedy (Webster, Middleton) • Decline of courtly idealism	Groups list differences between Elizabethan & Jacobean drama.	CLO4/PLO4
11	**Metaphysical Poets** • Conceits and paradoxes • Themes: love, faith, mortality • Key poets: John Donne, Herbert, Marvell	Identify metaphysical conceits in 4–5 lines.	CLO3/PLO3
12	**Milton & Puritan Age** • Puritanism and republicanism • *Paradise Lost*—themes and style • Prose works and religious controversies	Short excerpt analysis: identify Puritan features.	CLO3/PLO3
13	**Restoration Period** • Reopening of theatres and comedy of manners • Satire and social criticism • Key writers: Dryden, Congreve	Match playwrights to Restoration comedy traits.	CLO2/PLO2
14	**Augustan Age** • Neoclassicism: order, reason, decorum • Heroic couplet and mock-epic	Groups list 3 features of Augustan prose/poetry.	CLO1/PLO1

	• Pope, Swift, Addison & Steele		
15	**Pre-Romantics** • Transition from reason to emotion • Graveyard poets and nature poetry • Gray, Collins, Burns, Cowper	Identify pre-Romantic tone/theme in short poem.	CLO3/PLO3
16	**Course Wrap-Up** • Timeline consolidation • Cross-period thematic connections • Key writers and genre evolution recap	Collaborative timeline review activity.	CLO5/PLO5
17	**Revision & Exam Prep** • Practice questions and sample passages • Review of major movements and characteristics • Clarification of difficult concepts	Practice identifying period features in mixed excerpts.	CLO5/PLO5
18	**FINAL EXAMINATION**	Final written exam.	CLO1/PLO1

Weekly Asynchronous Tasks

1. Literary Period Foundations (Intro + Classical Age)

- **Short worksheet:** meaning and purpose of literary periodization
- **Timeline exercise:** Greek → Roman → Early English cultural markers
- **Excerpt-based task:** identify genre features in short classical passages

2. Early English Traditions (Anglo-Saxon + Anglo-Norman/Medieval)

- **Period feature identification:** heroic vs. chivalric values
- **Discussion board post:** influence of oral tradition vs. courtly romance
- **Short reflection:** how French influence reshaped language and themes

3. Middle English Evolution (Chaucer + Language Shift)

- **Excerpt analysis worksheet:** characterization in *The Canterbury Tales*
- **Short reflection:** Middle English development and social satire
- **Timeline mini-task:** linguistic changes from Old → Middle English

4. Renaissance Background & Early Writers (Renaissance background + More, Wyatt, Spenser)

- **Short worksheet:** humanism, printing press, Reformation impact
- **Excerpt-based task:** identify sonnet features in Wyatt/Spenser lines
- **Discussion post:** shift from collective to individual worldview

5. Elizabethan to Jacobean Transition (Elizabethan + Jacobean)

Tasks:

- **Feature identification:** comedy vs. tragedy vs. revenge tragedy
- **Short reflection:** changing tone from optimism to pessimism
- **Excerpt task:** thematic contrast (Shakespeare vs. Webster/Middleton)

6. Metaphysical & Puritan Voices (Metaphysical poets + Milton/Puritan Age)

Tasks:

- **Worksheet:** conceits, paradox, themes (love/faith/mortality)
- **Excerpt-based task:** analyze lines from Donne or Herbert
- **Discussion post:** Milton's moral and political concerns in *Paradise Lost*

7. Restoration to Augustan Rationalism (Restoration + Augustan Age)

- **Period feature identification:** satire, social criticism, neoclassicism
- **Worksheet:** heroic couplet + mock-epic elements
- **Short reflection:** changing ideals—manners → order/reason/decorum

8. Pre-Romantics & Course Consolidation

(Pre-Romantics + Wrap-Up + Revision)

Tasks:

- **Timeline consolidation exercise:** Classical → Pre-Romantic flow
- **Excerpt-based task:** nature and emotion in Gray/Burns
- **Discussion post:** cross-period thematic connections (reason vs emotion)

Grading Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Accuracy & Understanding	Fully accurate; demonstrates	Mostly accurate with minor gaps	Partial understanding	Major inaccuracies or missing content

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	clear grasp of period traits			
Completion & Submission	All task components completed on time	Mostly completed; timely	Partially completed or slightly late	Incomplete or late
Analysis & Reflection	Insightful connections; uses examples appropriately	Some relevant connections	Basic/descriptive only	Minimal or unclear reflection
Engagement (Discussion/Posts)	Responds thoughtfully + 1 peer reply	Responds clearly; no peer reply	Very brief response	No participation

Weighting suggestion:

- Worksheets/identification: 40%
- Reflections: 30%
- Discussion posts: 30% • Understanding of periods
- Accuracy in identifying features • Participation
- • Completion of tasks • Organization & clarity

Recommended Readings

Albert, E. (2009). *History of English literature*. Oxford University Press.
Donne, J. (n.d.). *Selected poems*. (Course handout).
Long, W. J. (2000). *English literature: Its history and its significance.* Kessinger Publishing.
Milton, J. (n.d.). *Paradise lost* (selected lines). (Course handout).
Videos and supplementary materials (YouTube, instructor-curated links) provided through LMS.

VLIT 2102 History of English Literature II

Mode of Teaching: Asynchronous

• Asynchronous LMS tasks: short quizzes, mini-timelines, simple worksheets, video reflections, and discussion posts supported by synchronous Zoom/Teams sessions: short instructor-led mini-lectures, guided reading of short excerpts, simple comprehension tasks, timeline-building activities, and easy pair discussions.

• Tools: LMS, Zoom/Teams, YouTube videos, digital worksheets.

Course Description

This Virtual Campus course surveys major literary periods from the Restoration to the contemporary age. Students learn how key cultural events shaped English literature. Activities are designed to be simple, achievable, and appropriate for Virtual Campus undergraduate students.

Course Objectives

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

a. Understand major literary ages and their characteristics.
b. Identify key writers, works, and genres.
c. Connect historical events with literary changes.
d. Develop basic analytical understanding of different periods.
e. Engage with texts using simple guided activities.

Course learning outcomes:

1. Identify major literary periods, writers, and genres. (PLO 1)
2. Explain how historical and cultural developments shaped literature. (PLO 1, PLO 4)
3. Analyze key texts using simple historical-literary frameworks. (PLO 2, PLO 3)
4. Compare literary movements across periods. (PLO 2, PLO 4)
5. Use LMS and digital tools for learning and research. (PLO 5)

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Activities (Easy & Aligned)	CLO/PLO
1	**Introduction; Restoration Period** • Historical background (1660–1700) • Return of monarchy & cultural shifts • Rise of comedy of manners • Major figures: Dryden, Etherege, Wycherley	Simple timeline activity; instructor explains features of Restoration literature.	CLO1/PLO1
2	**Restoration Poetry & Prose** • Heroic verse and satire • Religious and political writings • Prose refinement and rhetorical style • Key writers: Dryden, Bunyan, Aphra Behn	Reading of 4–6 lines; students identify tone with teacher help.	CLO1/PLO1
3	**18th Century: Augustans; Rise of the Novel** • Neoclassical ideals: order, reason, decorum • Satire and didacticism (Pope, Swift)	Short novel-feature identification; guided	CLO1/PLO1

	• Periodical essays (Addison & Steele) • □ Emergence of the novel: Defoe, Richardson, Fielding	comparison of prose vs. poetry.	
4	**Age of Johnson** • Literary criticism and lexicography (Johnson's Dictionary) • Moral essays and biography (Lives of the Poets) • Transition from Augustan to pre-Romantic tones • Key writers: Johnson, Boswell, Gray	Vocabulary-building activity using Johnson's dictionary excerpts.	CLO1/PLO1
5	**Romantic Age: Background & Poetry** • Social and intellectual context (Industrial Revolution, French Revolution) • Romantic ideals: imagination, nature, individuality • First-generation poets: Wordsworth & Coleridge • *Lyrical Ballads* and poetic theory	Teacher reads a short Romantic poem; students identify emotions and nature imagery.	CLO2/PLO4
6	**Younger Romantics (Keats, Shelley, Byron)** • Second-generation poetic themes • Odes and negative capability (Keats) • Radicalism and idealism (Shelley) • Byronic hero and narrative poetry (Byron)	Guided stanza interpretation; identifying Romantic characteristics.	CLO3/PLO3
7	**Romantic Novel / Jane Austen** • Transition from sentimental to realist fiction • Social commentary and marriage plot • Narrative irony and free indirect discourse • Key works: *Pride and Prejudice*, *Emma*	Short character-chart activity using Pride & Prejudice excerpt.	CLO3/PLO3
8	**Student Presentations** • Assigned texts or authors • Critical perspectives and arguments • Use of secondary sources • Q&A and peer feedback	Simple 2-minute historical summary presentations.	CLO5/PLO5
9	**MIDTERM EXAMINATION** (written exam)		CLO1/PLO1

10	**Victorian Age: Background** • Social conditions: Empire, industrialization, class • Victorian morality and reform movements • Realism and serialization in publishing • Early vs. late Victorian phases	Cause-and-effect activity: industrialization → literary changes.	CLO2/PLO4
11	**Victorian Novel & Women Writers** • Realist tradition: Dickens, Thackeray • Psychological depth and moral conflict • Women novelists: Brontës, George Eliot, Gaskell • Themes: gender, domesticity, social mobility	Character motivation chart (Jane Eyre excerpt).	CLO3/PLO3
12	**Victorian Thinkers; Early Modernism** • Intellectual currents: Darwin, Marx, Ruskin • Crisis of faith and skepticism • Aestheticism and decadence (Wilde) • Transition toward Modernist experimentation	Short guided comparison: Victorian vs. Modern themes.	CLO4/PLO4
13	**Modern Drama** • Social realism and problem plays (Ibsen, Shaw) • Anti-realist forms (Expressionism) • Absurdist beginnings (early Beckett) • Themes: alienation, identity, social critique	Teacher reads a short dramatic exchange; students identify theme.	CLO3/PLO3
14	**Modern Novel & Poetry** • Stream of consciousness (Woolf, Joyce) • Fragmentation and interiority • Modernist poetic innovations (Eliot, Yeats) • Imagism and symbolism	Simple modernist imagery identification activity.	CLO4/PLO4
15	**Postmodern Literature** • Metafiction and intertextuality • Magic realism • Temporal and narrative instability	Mini-meme or symbol decoding activity (guided).	CLO4/PLO4

	• Key writers: Pynchon, Barth, Rushdie		
16	**Contemporary Literature** • Global and multicultural voices • Postcolonial themes and identities • Digital age and hybrid genres • Recent British/Anglophone trends	Final reflections on changing themes across ages.	CLO5/PLO5
17	**Revision & Final Exam Prep** • Thematic synthesis across periods • Key authors, movements, and genres • Sample discussion questions • Exam strategies and recap	Q&A session; study guide review.	CLO5/PLO5
18	**FINAL EXAMINATION**	Final written exam.	CLO1/PLO1

Weekly Asynchronous Tasks

• Mini timelines
• Short summaries
• Glossary-building
• 1–2 paragraph reflections
• Simple quizzes
• Video reflections
• Discussion posts

Grading Rubric and Assessment

• Understanding of major periods
• Ability to connect historical context
• Clarity in simple analytical tasks
• Participation in synchronous sessions
• Completion of asynchronous activities

Online quiz via LMS covering key literary ages and writers
Online discussion participation, peer review tasks, interactive quizzes

Timed online exam via LMS (MCQs, short answer, essay)

Assignments & Projects (Virtual-Friendly Adaptation):

- Assignments are submitted via LMS or email.
- Students will create digital posters, memes, timelines, and short videos for creative tasks.
- Peer review and discussion forum participation contribute to sessional marks.
- Presentations conducted live via Zoom/Teams or pre-recorded video.

Examples of Online Assignments:

1. Digital timeline of literary events (Restoration to Modern).

2. Comparative essay on Puritan vs Restoration literature (digital submission).
3. Meme creation illustrating Swift-style satire or Romantic poetry imagery.
4. Mini-dictionary entries or quote collections designed using Canva or similar tools.
5. Blog-style reviews or short video book trailers for modern/contemporary texts.

Plagiarism & Attendance Policy:

- 75% attendance in synchronous sessions is mandatory.
- Assignments undergo Turnitin; similarity >17% will not be accepted.
- Students are responsible for catching up on missed content.
- Participation in discussion forums counts toward sessional marks.

Recommended Readings

Compton-Rickett, J. (2001). *A history of English literature* (Rev. ed.). UBS Publishers' Distributors.
Albert, E. (2013). *History of English literature* (5th ed., Rev. by A. J. N. Wilson). Oxford University Press.
Daiches, D. (1960). *A critical history of English literature* (Vols. 1–2). Secker & Warburg.
Sanders, A. (1994). *The short Oxford history of English literature*. Clarendon Press.
CrashCourse. (2014–present). *English literature* [YouTube channel]. YouTube. https://www.youtube.com/user/crashcourse
University of Oxford. (n.d.). *Oxford lectures on English literature* [YouTube channel]. YouTube. https://www.youtube.com/c/UniversityofOxford

VLIT 2210 Poetry I

Mode of Teaching: Asynchronous with Synchronous Support Sessions

Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Jamboard, Flipgrid, Google Docs, Hypothesis, Turnitin, interactive quizzes

Course Description

This course provides a comprehensive survey of the development of English poetry from its medieval origins through the 18th century, culminating in the polished wit of the Augustan age. Students will explore major literary periods and movements, including the Middle Ages, the Renaissance, the Metaphysical school, and the Enlightenment, through the works of foundational figures such as Chaucer, Spenser, Donne, Marvell, Milton, Dryden, and Pope. The course emphasizes close reading of poetic form, language, and style, while situating these texts within their evolving historical, religious, and cultural contexts. The virtual mode utilizes digital annotation, collaborative analysis, and multimedia presentations to bring these classic texts to life and develop students' critical and analytical skills.

Course Objectives

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

a. Identify the formal characteristics, major authors, and historical contexts of English poetry from the Middle Ages to the 18th century.
b. Analyze poetic devices, including meter, form, imagery, and diction, to interpret meaning and effect.
c. Apply historical and critical contexts to understand the relationship between poetry and its cultural moment.
d. Evaluate the evolution of poetic style and themes across different literary periods.
e. Communicate poetic analyses effectively through digital collaborations, presentations, and academic writing

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Course Learning Outcomes

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

1. Explain the key features and historical trajectories of major periods in early English poetry. **(PLO a)**
2. Analyze poetic texts using close reading techniques to interpret form, style, and thematic content. **(PLO b, c)**
3. Apply critical terminology and concepts to discuss poetic genres (e.g., epic, sonnet, satire) and movements (e.g., Metaphysical, Augustan). **(PLO b, c)**
4. Synthesize insights from multiple poets and periods to construct arguments about literary-historical development. **(PLO c, d)**
5. Create and deliver a collaborative digital presentation that analyzes a poem or poet within its historical context. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** The Origins of English Poetry	Synchronous orientation; Jamboard: "What is poetry?"; Lecture on medieval context and oral tradition.	CLO 1 → PLO a
2	**Geoffrey Chaucer:** The Canterbury Tales	Zoom seminar on *The General Prologue*; Collaborative Google Doc annotation of character portraits.	CLO 2, 3 → PLO b, c
3	**Edmund Spenser:** The Faerie Queene	Pre-recorded lecture on allegory; Breakout rooms for analysis of selected passages; Padlet for thematic mapping.	CLO 2, 3 → PLO b, c
4	**The Metaphysical Poets:** John Donne	Synchronous lecture on the "Metaphysical Conceit"; Close reading of Holy Sonnets and love poems in breakout groups.	CLO 2, 3 → PLO b, d

5	**Puritan Poetry:** Andrew Marvell	Analysis of "To His Coy Mistress"; Guided discussion on carpe diem and Puritan plain style.	CLO 2, 4 → PLO b, d
6	**John Milton:** Paradise Lost Epic Poetry	Synchronous seminar on Epic conventions and Milton's Satan; Collaborative analysis of Book I on Jamboard.	CLO 2, 3 → PLO b, c
7	**The Restoration:** John Dryden	Lecture on satire and the Restoration context; Analysis of *Absalom and Achitophel*; Interactive quiz on political allegory.	CLO 2, 3 → PLO b, c
8	**The Augustan Age:** Alexander Pope	Workshop on *The Rape of the Lock* and mock-epic; Group creation of a visual summary/digital comic of a canto.	CLO 2, 4 → PLO b, d
9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10	**Comparative Analysis:** Medieval, metaphysical, and Augustan styles	Synchronous workshop comparing medieval, metaphysical, and Augustan styles; Socratic discussion.	CLO 4 → PLO c, d
11	**Group Project Workshop I**	Live consultation and planning session for group presentations; Peer feedback on outlines in Google Docs.	CLO 5 → PLO c, e
12	**Digital Poetics Lab:** map poetic forms and imagery across periods	Hands-on session using digital tools (Hypothesis, Jamboard) to map poetic forms and imagery across periods.	CLO 2, 5 → PLO b, e
13	**Peer-Led Analysis:** selected poems	Student-led synchronous analysis sessions on selected poems; Guided Q&A.	CLO 2, 4 → PLO b, c
14	**Group Project Workshop II** Refining presentations	Synchronous workshop for refining presentations; Practice runs and technical check.	CLO 5 → PLO c, e
15	**Student Project Presentations**	Live Zoom presentations of group projects; Structured peer feedback and Q&A.	CLO 4, 5 → PLO d, e

16	**Course Consolidation:** Review of "The Arc of Early English Poetry"	Synchronous review session; Final Q&A.	CLO 1, 4 → PLO a, d
17	**Final Exam Preparation** Review of key concepts and poetic devices.	Workshop on exam strategy;	CLO 1-4 → PLO a-d
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post a response to the forum: "How does Chaucer's Prologue create a 'portrait' of English society?" Complete pre-recorded lectures and contribute to a collaborative glossary of poetic terms.
- **Weeks 5-8:** Submit a short critical analysis on the use of imagery in a Donne or Marvell poem. Participate in an asynchronous forum debating the character of Satan in *Paradise Lost*.
- **Weeks 9-12:** Complete the midterm exam. Begin collaborative work on the group presentation, submitting a shared project proposal via Google Docs.
- **Weeks 13-16:** Finalize the group presentation slides and script. Provide constructive feedback on two peer group presentations via the LMS discussion forum.
- **Weeks 17-18:** Submit the final critical analysis assignment. Complete the final exam.

Grading Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Context	Demonstrates a sophisticated grasp of poetic form, historical context, and literary periods.	Shows a solid understanding of the text and its context with minor gaps.	Displays a basic but limited understanding of key ideas and context.	Shows significant misunderstanding of the text and its historical setting.
Analytical Depth	Offers original, insightful close reading; analyzes poetic devices with precision and nuance.	Presents competent analysis of poetic devices; argument is clear and	Analysis is superficial; identifies devices but offers limited interpretation.	Little to no analysis; fails to identify or discuss poetic devices effectively.

		generally supported.		
Use of Evidence	Seamlessly integrates well-chosen textual evidence; analyzes quotations with exceptional skill.	Uses relevant evidence to support claims, though connection to argument could be stronger.	Evidence is present but may be irrelevant, overly quoted, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow or structure.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and academic. Virtually free of errors in grammar, spelling, and citation.	Language is clear and mostly correct; occasional errors do not impede understanding.	Frequent errors in grammar, spelling, or syntax that occasionally obstruct meaning.	Pervasive errors that significantly hinder readability and professionalism.

Recommended Readings

Anthologies & Primary Sources:

- Abrams, M.H. (Ed.). *The Norton Anthology of English Literature, Vol. 1*
- Greenblatt, Stephen (Ed.). *The Norton Anthology of English Literature, Vol. 1*
- *The Riverside Chaucer*

Critical & Historical Studies:

- Burrow, J.A. *Medieval English Poetry*
- Gardner, Helen. *The Metaphysical Poets*
- Lewis, C.S. *The Discarded Image: An Introduction to Medieval and Renaissance Literature*
- Martindale, Charles. *The Cambridge Companion to Virgil*
- Norbrook, David. *Poetry and Politics in the English Renaissance*
- Rogers, Pat. *The Cambridge Companion to Alexander Pope*

VLIT 3510 Literary Criticism

Mode of Teaching: Asynchronous

Teaching will occur **without live sessions**. All learning will take place through:

- Pre-recorded mini-lectures and narrated slides
- Uploaded reading excerpts with guiding notes
- LMS-based discussion forums and announcement prompts
- Downloadable worksheets and weekly tasks
- Simple quizzes and reflective submissions

Course Description

A beginner-friendly, fully asynchronous introduction to classical and modern literary criticism. Students learn what criticism is, how major theories developed, and how to apply basic concepts at their own pace. The course is designed for ease of understanding, using simple examples and clear explanations. Learning is supported through short videos, clear instructions, and scaffolded exercises designed for independent understanding.

Course Objectives

a. Understand major schools of criticism.
b. Explain key theories in simple language through written tasks.
c. Apply basic critical concepts to selected texts.
d. Develop critical thinking gradually through guided activities.
e. Use LMS tools (forums, quizzes, uploads) effectively.

Course Learning Outcomes (CLOs with PLO Mapping)

1. Explain major theories in Literary Criticism. *(PLO 1)*
2. Apply critical ideas to basic text analysis. *(PLO 2)*
3. Develop simple critical thinking through guided tasks. *(PLO 3)*
4. Interpret texts using theoretical concepts in written form. *(PLO 4)*
5. Use LMS and basic digital tools effectively. *(PLO 5)*

Module Breakdown and Delivery Framework

Week	Core Topic & Subtopics	Asynchronous Activities	CLO/PLO
Week 1	**What is Literary Criticism?** • Definition and purpose • Difference between critique vs. appreciation • Functions of criticism	• Watch short introductory video • Download notes • Post a 3-line definition in LMS forum	CLO 1 → PLO 1

Week	Core Topic & Subtopics	Asynchronous Activities	CLO/PLO
Week 2	**Plato: Art and Morality** • Mimesis • Art as imitation • Poet vs. philosopher	• Read short excerpt • Submit 2 examples of imitation from daily life	CLO 1 → PLO 1
Week 3	**Aristotle: Tragedy & Catharsis** • Elements of tragedy • Plot, character, catharsis • Difference from Plato	• Watch mini-lecture • Write definitions of 3 terms in LMS quiz	CLO 2 → PLO 2
Week 4	**Longinus: The Sublime** • Sources of the sublime • Elevated language • Emotional impact	• Read simplified handout • Submit 1 example of "powerful writing"	CLO 2 → PLO 2
Week 5	**Neoclassical Criticism: Dryden & Johnson** • Rules and decorum • Classical imitation • Balance and reason	• Comparison worksheet (Dryden vs. Johnson) • 5-point list submission	CLO 3 → PLO 3
Week 6	**Romantic Criticism: Wordsworth & Coleridge** • Imagination • Emotion and nature • Poetic language	• Optional short video • 100-word reflection on imagination	CLO 3 → PLO 3
Week 7	**Arnold & Victorian Morality** • Culture and criticism • Moral function of literature • "Touchstone" method	• Read excerpt • Answer two short LMS questions	CLO 4 → PLO 4
Week 8	**Modernist Criticism: T. S. Eliot** • Tradition and individual talent • Impersonality • Objective correlative	• 3-sentence summary upload • Short quiz	CLO 4 → PLO 4
Week 9	**Midterm Examination**	(written exam)	CLO 1 → PLO 1
Week 10	**New Criticism: Close Reading Basics** • Text-centered analysis	• Annotate a short poem (worksheet) • Upload response	CLO 2 → PLO 2

Week	Core Topic & Subtopics	Asynchronous Activities	CLO/PLO
	• Unity and structure • Figurative language		
Week 11	**Reader-Response Criticism** • Role of the reader • Subjective meaning • Horizon of expectations	• Forum post: personal interpretation • Reply to 1 peer	CLO 3 → PLO 3
Week 12	**Structuralism: Saussure** • Signifier/signified • Binary oppositions • Language as system	• Label diagram in worksheet • Short matching quiz	CLO 4 → PLO 4
Week 13	**Post-Structuralism & Deconstruction** • Instability of meaning • Difference and contradictions • Textual plurality	• Example-based LMS task • 3-line explanation submission	CLO 4 → PLO 4
Week 14	**Marxist Criticism** • Class and ideology • Literature and society • Reflection vs. production	• Short paragraph: social theme in a text	CLO 4 → PLO 4
Week 15	**Feminist Criticism** • Gender representation • Patriarchy in literature • Language and identity	• Submit 2 examples from ads/stories • Forum discussion	CLO 5 → PLO 5
Week 16	**Final Examination**	• Online written final exam	CLO 1 → PLO 1
Week 17	**Short Student Presentations (Asynchronous)** • One assigned theory • Very simple explanation	• Upload 2-minute audio/video or text summary • Peer feedback (1 comment)	CLO 5 → PLO 5
Week 18	**Course Wrap-Up** • Key takeaways • Reflection	• Submit short reflection • Complete feedback form	CLO 5 → PLO 5

Weekly Asynchronous Tasks

- Short recorded lectures, responses in written short paragraphs
- Guided definitions, small reflection tasks
- LMS quizzes
- Simple worksheets
- Forum-based reflections
- Short summaries.
- Upload-based responses (50–120 words)
- Optional office-hour support

Grading Rubric (Asynchronous)

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D–F)	Aligned CLOs	Aligned PLOs
1. Understanding of Literary Periods & Movements (weekly responses/quizzes)	Accurately explains key historical contexts, authors, and themes across periods with clarity	Mostly accurate with minor gaps	Basic recall with limited detail	Inaccurate or missing understanding	**CLO1:** Identify and explain major literary movements and figures	**PLO1 – Knowledge**
2. Critical Interpretation & Textual Analysis (short written tasks)	Applies relevant critical concepts to texts with original insight	Appropriate application with some interpretation	General description with limited analysis	Minimal or incorrect analysis	**CLO2:** Analyze texts using critical perspectives	**PLO2 – Critical Thinking**
3. Engagement in Asynchronous Activities (LMS posts, peer replies)	Consistently posts on time; adds meaningful, well-supported ideas; constructive peer interaction	Regular participation with relevant points	Irregular posting; basic engagement	Rare or no participation	**CLO3:** Demonstrate informed engagement in course discussions	**PLO3 – Communication Skills**
4. Academic Writing & Use of Sources	Clear, coherent writing; accurate					

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D–F)	Aligned CLOs	Aligned PLOs
(assignments/presentation prep)	MLA/APA citation; integrates secondary sources effectively					

Recommended Readings
Classical Readings

Plato. (1992). *Republic* (G. M. A. Grube, Trans.; revised by C. D. C. Reeve). Hackett Publishing.
Aristotle. (1996). *Poetics* (M. Heath, Trans.). Penguin Books.
Longinus. (1991). *On the sublime* (W. Rhys Roberts, Trans.). In *Classical literary criticism*. Penguin Classics.
Dryden, J. (1962). *An essay of dramatic poesy*. In G. Watson (Ed.), *Dryden: Essays on dramatic poesy* (pp. xx–xx). J. M. Dent.
(*Page range can be added if required.*)
Johnson, S. (2008). *Preface to Shakespeare*. In S. Rogers (Ed.), *Samuel Johnson: Selected writings* (pp. xx–xx). Oxford University Press.
(Original work published 1765)

Contemporary Readings

Barry, P. (2009). *Beginning theory: An introduction to literary and cultural theory* (3rd ed.). Manchester University Press.
Culler, J. (1997). *Literary theory: A very short introduction*. Oxford University Press.
Eagleton, T. (2008). *Literary theory: An introduction* (2nd ed.). University of Minnesota Press.

VLIT 3410 Novel I

Mode of Teaching: Asynchronous
This course is delivered entirely through **LMS-based self-paced learning**. Instruction occurs through pre-recorded mini-lectures, guided reading notes, weekly worksheets, short written tasks, and asynchronous forum discussions. No live sessions are required; however, optional consultation hours are provided for student support.

Course Description
This course introduces first-year BS English students to foundational English novels and their literary, historical, and cultural significance. Students develop basic skills in narrative analysis, thematic interpretation, and close reading through structured asynchronous activities. The course builds reading confidence and interpretive ability through scaffolded tasks, ensuring accessibility for virtual learners with no prior specialized training.

Course Objectives

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

- **a.** Understand major developments in the English novel as a literary form.
- **b.** Identify and analyze basic elements such as plot, character, setting, and themes.
- **c.** Produce clear written responses supported with textual evidence.
- **d.** Interpret novels in relation to cultural and social contexts using guided digital tools.

Course learning outcomes Aligned With HEC PLOs

1. Explain key developments in the novel and its literary contexts. PLO 1 – Knowledge
2. Apply basic analytical skills to study narrative elements. PLO 2 – Critical Thinking / Skills
3. Demonstrate critical thinking through short written responses. PLO 3 – Problem Solving / Analysis
4. Interpret texts with awareness of social and cultural themes. PLO 4 – Communication / Values
5. Use LMS-based tools (Word, discussion forums, uploads) to complete tasks. PLO 5 – Digital Literacy / Communication

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Asynchronous Activities (No Live Sessions)	CLO / PLO Alignment
Week 1	**Introduction to the Novel** • Origins and definition • Key features of narrative fiction	Pre-recorded overview + short LMS quiz	CLO 1 → PLO 1
Week 2	**Joseph Andrews – Background** • Author and historical context • Satire and early English novel	Guided reading notes + short paragraph post	CLO 1 → PLO 1
Week 3	**Joseph Andrews – Themes** • Morality and hypocrisy • Social commentary	Worksheet submission (PDF/Word)	CLO 2 → PLO 2
Week 4	**Joseph Andrews – Characters** • Joseph and Parson Adams • Character types and development	Character chart uploaded to LMS	CLO 3 → PLO 3
Week 5	**Pride and Prejudice – Introduction** • Opening chapters overview • Narrative voice and irony	Reading guide + MCQ quiz	CLO 1 → PLO 1

Week	Core Topics & Subtopics	Asynchronous Activities (No Live Sessions)	CLO / PLO Alignment
Week 6	**Pride and Prejudice – Themes** • Marriage and class • Pride vs. prejudice	One-page written response	CLO 3 → PLO 3
Week 7	**Pride and Prejudice – Characters** • Elizabeth and Darcy • Character contrast and growth	Forum post: reflection on Elizabeth/Darcy	CLO 4 → PLO 4
Week 8	**Social Context & Comparison** • Regency society norms • Modern parallels	Short comparative paragraph submission	CLO 4 → PLO 4
Week 9	**Midterm (Asynchronous)** (written exam)		CLO 1 → PLO 1
Week 10	**Great Expectations – Introduction** • Opening setting and tone • Dickens' narrative style	Guided reading worksheet	CLO 1 → PLO 1
Week 11	**Pip's Journey & Character** • Childhood to maturity • Identity and ambition	Character progression chart	CLO 2 → PLO 2
Week 12	**Themes in Great Expectations** • Crime and guilt • Social class and transformation	Short analysis response	CLO 4 → PLO 4
Week 13	**Wuthering Heights – Gothic Elements** • Setting and atmosphere • Revenge and passion	Notes-taking template submission	CLO 2 → PLO 2
Week 14	**Narrative Structure** • Frame narration • Multiple perspectives	Comparative short writing (100–120 words)	CLO 3 → PLO 3

Week	Core Topics & Subtopics	Asynchronous Activities (No Live Sessions)	CLO / PLO Alignment
Week 15	**Themes in Wuthering Heights** • Love and violence • Nature vs. culture	Guided theme-based worksheet	CLO 4 → PLO 4
Week 16	**Final Examination (Asynchronous)** • LMS-based written exam	Final written exam	CLO 1 → PLO 1
Week 17	**Final Project Submission** • Novel summary or thematic reflection **Course Closure** • Overall reflection • Learning consolidation	Upload 1–2 page final project Reflection post: *"What I learned*	CLO 5 → PLO 5
Week 18	**Terminal Examination**		CLO 5 → PLO 5

Weekly Synchronous Tasks (Virtual Mode)

Weeks 1–2: LMS quiz + short paragraph response
Weeks 3–4: Worksheets (plot/character/theme)
Weeks 5–6: One-page thematic analysis
Weeks 7–8: Forum discussion + reflection post
Weeks 9–11: Quotes and passages identification
Weeks 12–14: Short comprehension and comparison tasks
Weeks 15–17: Final project drafting and submission

Grading Rubric

Understanding:	Demonstrates comprehension of plot, characters, and narrative events.
Analysis	Applies basic analytical skills using textual examples.
Critical Thinking	Shows ability to interpret themes and ideas logically.
Communication	Clear, coherent writing with correct grammar and structure.
Digital Engagement	Timely submission and participation via LMS tools.

Recommended Readings

Primary Texts

Fielding, H. (1742/1999). *Joseph Andrews*. Penguin Classics.
Austen, J. (1813/2003). *Pride and prejudice*. Penguin Classics.

Dickens, C. (1861/2002). *Great expectations*. Penguin Classics.
Brontë, E. (1847/2003). *Wuthering heights*. Penguin Classics.

Suggested Secondary Readings (APA References)

Watt, I. (1957). *The rise of the novel: Studies in Defoe, Richardson and Fielding*. University of California Press.
Eagleton, T. (2005). *The English novel: An introduction.* Blackwell Publishing.
Lodge, D. (1992). *The art of fiction*. Penguin Books.

VLIT 3310 Drama I

Mode of Teaching: Asynchronous

• Weekly Asynchronous Zoom/Teams sessions: short mini-lectures, guided scene reading, creative but easy activities.
• Asynchronous LMS tasks: short worksheets, video reflections, glossary building, discussion posts.
• Tools: LMS, Zoom/Teams, YouTube clips, digital worksheets, Google Docs

Course Description

This course introduces students to the foundations of drama, covering its origins in Greek theatre, Aristotle's Poetics, and major classical and Renaissance plays including Sophocles, Marlowe, and Shakespeare. Students explore dramatic structure, characterization, dialogue, tragedy, and performance. Activities are creative but simple, ensuring learners understand major dramatic concepts through guided, accessible exercises.

Course Objectives

- **a.** Understand the origins and evolution of drama.
- **b.** Identify major dramatic features including structure, character, conflict, and dialogue.
- **c.** Analyze key classical and Renaissance plays.
- **d.** Connect dramatic texts to cultural and historical contexts.
- **e.** Engage with scenes through simple creative performance-based activities.

Course learning outcomes:

1. Identify major dramatic terms, features, and genres. (PLO1)
2. Explain historical and cultural influences on dramatic texts. (PLO1, PLO4)
3. Analyze dramatic scenes using basic literary frameworks. (PLO2, PLO3)
4. Demonstrate simple creative engagement with dramatic texts. (PLO3, PLO5)
5. Use LMS tools and digital platforms for sharing creative tasks. (PLO5)

Module Breakdown and Delivery Framework

Week	Core Topics & Readings	Synchronous Creative (Easy) Activities	CLO/PLO
1	**Introduction to Drama:** Elements of Drama	Students create a 3-panel comic showing conflict.	CLO1/PLO1
2	**Origins of Drama**: Greek Theatre	Mini 20-second reenactment of chorus movement.	CLO2/PLO4
3	**Aristotle's Poetics** Concept and components of tragedy	Students design a simple tragic hero diagram.	CLO1/PLO1
4	**Sophocles** Structure of Greek Tragedy	Storyboard 4 key moments of a Greek tragedy.	CLO3/PLO3
5	***Oedipus Rex*** Themes & Characters	Emotion-wheel activity: identify Oedipus's emotions.	CLO3/PLO3
6	**C. Marlowe** Renaissance Drama	Rewrite 4 lines of Renaissance dialogue in modern English.	CLO4/PLO3
7	***Doctor Faustus*** Internal Conflict & Morality	Create simple angel-vs-devil polarity chart.	CLO3/PLO3
8	**Shakespearean Tragedy: an Overview** Plot, characters Thought, Diction, sub-plots Poetic diction	Students design a tragedy symbol (crown, dagger, storm).	CLO4/PLO4
9	**Midterm Examination (written exam)**		CLO1/PLO1
10	***King Lear*** Plot & Themes	Create a family-tree conflict map.	CLO3/PLO3
11	***King Lear*** Madness & Identity	Short 2-line modern reenactment.	CLO4/PLO3
12	***Macbeth*** Ambition & Fate	Design a 'symbol of ambition' drawing.	CLO4/PLO4
13	***Macbeth*** Witches & Supernatural agencies	Soundscape activity: students create sound effects verbally.	CLO4/PLO4
14	South Asian Theatre Adaptations	Compare a scene to a modern Pakistani setting.	CLO2/PLO4

15	**Modern Drama** Henrik Ibsen Arthur Miller	Students rewrite a stage direction creatively.	CLO4/PLO5
16	Course Wrap-Up	Creative timeline of drama history.	CLO5/PLO5
17	Presentation Prep	Q&A, scene review, simple rehearsal.	CLO5/PLO5
18	**Terminal Examination (Final written exam)**		CLO1/PLO1

Weekly Synchronous Tasks (Virtual Mode)

- Short creative reflections
- Mini scene summaries
- Glossary building
- Watch-and-reflect video tasks
- Worksheet-based scene analysis
- Simple character sketches
- Discussion board posts

Grading Rubric

- Understanding of dramatic concepts
- Quality of creative engagement
- Participation in synchronous tasks
- Completion of asynchronous tasks
- Clarity, organization, and effort

Recommended Readings

Aristotle. (2000). *Poetics* (M. Heath, Trans.). Penguin Classics. (Original work published ca. 335 BCE)

Marlowe, C. (1997). *Doctor Faustus* (G. R. Hibbard, Ed.). Oxford University Press. (Original work published 1604)

Shakespeare, W. (1997). *King Lear* (S. Greenblatt, Ed.). Penguin Classics. (Original work published 1606)

Shakespeare, W. (1998). *Macbeth* (S. Greenblatt, Ed.). Penguin Classics. (Original work published 1606)

Sophocles. (1991). *Oedipus Rex* (D. Grene, Trans.). University of Chicago Press. (Original work published ca. 429 BCE)

Drama Anthologies / Modern Drama Collections

Ibsen, H., Miller, A., & Chekhov, A. P. (Eds.). (2005). *Modern drama: Selected plays* (M. Billington, Ed.). Oxford University Press.

Online Video / YouTube
CrashCourse. (n.d.). *Drama* [YouTube channel]. YouTube.
https://www.youtube.com/user/crashcourse
National Theatre. (n.d.). *National Theatre clips* [YouTube channel]. YouTube.
https://www.youtube.com/user/NationalTheatre

VLIT 3530 Literary Theory

Mode of Teaching: Asynchronous with Synchronous Support Sessions
LMS (Moodle/Canvas), Zoom/Teams, Padlet, Jamboard, Flipgrid, Google Docs, Mentimeter, Turnitin.

Course Description
This course provides a comprehensive introduction to the major theoretical movements that have shaped literary studies in the 20th and 21st centuries. Students will explore foundational approaches including Formalism, Marxism, Psychoanalysis, Feminism, Postcolonialism, and Ecocriticism, examining the philosophical underpinnings and methodological practices of each school of thought. Through the application of these theoretical lenses to diverse literary and cultural texts—from novels and poetry to film and digital media—students will develop the critical vocabulary and analytical skills necessary for sophisticated literary interpretation. The virtual delivery mode emphasizes collaborative theory application, digital annotation, and the development of theoretically informed arguments about culture and representation

Course Objectives

a. Identify the key concepts, methodologies, and historical contexts of major theoretical schools.
b. Analyze literary and cultural texts using specific theoretical frameworks to generate nuanced interpretations.
c. Apply theoretical concepts to examine texts within their personal, local, and global contexts.
d. Evaluate the strengths, limitations, and ideological commitments of different theoretical approaches.
e. Communicate theoretically informed analyses through digital presentations, collaborative projects, and academic writing.

Course learning outcomes:
By the end of this course, students will be able to:

1. Explain the core principles and historical development of major 20th and 21st century literary theories. **(PLO a)**
2. Analyze literary texts using theoretical frameworks to uncover underlying assumptions, ideologies, and meanings. **(PLO b, c)**
3. Apply multiple theoretical perspectives to the same text to demonstrate the plurality of interpretation. **(PLO b, d)**
4. Synthesize theoretical concepts to construct original, critically-engaged interpretations of cultural texts. **(PLO c, d)**

5. Design and deliver a digital presentation that effectively applies a theoretical lens to a literary or cultural text. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1-2	**Introduction: Why Theory?** - Definition and purpose of literary theory - History of literary theory - The role of theory in interpretation	Synchronous orientation; Jamboard: "What does theory do?"; Lecture on reading theoretically.	CLO 1 → PLO a
3-4	**Formalism & New Criticism** - Principles of Formalism - New Criticism: close reading - Textual autonomy - Literary devices: metaphor, imagery, symbolism	Live Q&A on pre-recorded lectures; Breakout room practical analysis of a poem using close reading.	CLO 2, 3 → PLO b, c
5-7	**Marxist Criticism** - Historical materialism - Base and superstructure - Class struggle and ideology - Marxist reading of literature (Animal Farm, The Hunger Games)	Seminar on base/superstructure; Collaborative analysis of *Animal Farm*; Debate on ideology in *The Hunger Games*.	CLO 2, 4 → PLO b, d
8	**Psychoanalytic Criticism** - Freudian theory: id, ego, superego - Lacanian theory: mirror stage, desire, Other - Unconscious in literature - Symbolism and dream analysis	Lecture on Freud/Lacan; Breakout analysis of the unconscious in *The Great Gatsby*; Group presentations on *The Rocking-Horse Winner*.	CLO 2, 5 → PLO b, e
9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10-11	**Postcolonial Theory** - Key concepts: colonialism, neo-colonialism - Othering and Orientalism - Hybridity, mimicry, subaltern voices	Synchronous seminar on Orientalism & Othering; Hypothesis annotation of *Heart of Darkness*; Forum debate on *The Reluctant Fundamentalist*.	CLO 2, 3 → PLO b, d

	- Postcolonial readings of *Heart of Darkness* and *The Reluctant Fundamentalist*		
12-14	**Feminist Criticism** - Waves of feminism - Gender and power dynamics in literature - Intersectionality - Feminist reading of short stories and poems (e.g., *The Story of an Hour*)	Lecture on waves of feminism; Jamboard analysis of gender and power in selected poems; Case study of *The Story of an Hour*.	CLO 2, 4 → PLO b, d
15-16	**Ecocriticism** - Nature/culture binary - Environmental justice and literature - Anthropocentrism vs. ecocentrism - Ecocritical reading of *A Story for Children* and *Interstellar*	Seminar on nature/culture binary; Analysis of *A Story for Children*; Group presentations on *Interstellar*.	CLO 2, 5 → PLO b, e
17	**Theory in Practice: Synthesis & Application** - Comparative application of theories - Multi-theoretical approaches - Critical synthesis of multiple perspectives	Synchronous workshop: applying multiple theories to a single text; Final Q&A session.	CLO 3, 4 → PLO c, d
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post a response to the forum: "Can we read 'neutrally'? Why or why not?" Complete pre-recorded lectures and contribute to a collaborative Padlet defining key theoretical terms.
- **Weeks 5-8:** Submit the major theoretical analysis assignment (3,000 words). Participate in an asynchronous forum analyzing a film scene through a psychoanalytic lens.
- **Weeks 9-12:** Complete the midterm exam. Begin preparation for group presentations, submitting a thesis and outline for instructor feedback.
- **Weeks 13-16:** Develop group presentations using shared digital slides. Provide constructive feedback on two peer presentations via the LMS discussion forum.
- **Weeks 17-18:** Complete the final exam and submit a final reflection on how theoretical awareness has changed their approach to reading.

Grading Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Theoretical Understanding	Demonstrates a sophisticated grasp of theoretical concepts, contexts, and nuances.	Shows a solid understanding of core concepts with minor inaccuracies.	Displays a basic but limited understanding of key theoretical ideas.	Shows significant misunderstanding of theoretical frameworks.
Application & Analysis	Insightfully applies theory to generate original, nuanced textual interpretations.	Competently applies theory to text; analysis is clear and generally supported.	Applies theory in a basic or sometimes inaccurate manner; limited interpretation.	Fails to apply theory meaningfully or misapplies theoretical concepts.
Use of Evidence	Seamlessly integrates well-chosen textual evidence to support theoretical claims.	Uses relevant evidence to support claims, though connection to theory could be stronger.	Evidence is present but may be irrelevant, overly quoted, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly to support theoretical reading.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and academic. Virtually free of errors in grammar,	Language is clear and mostly correct; occasional errors do not impede understanding.	Frequent errors in grammar, spelling, or syntax that occasionally	Pervasive errors that significantly hinder readability and professionalism.

	spelling, and citation.		obstruct meaning.	

Recommended Readings

Core Theoretical Texts:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*
- Bertens, Hans. *Literary Theory: The Basics*
- Eagleton, Terry. *Literary Theory: An Introduction*
- Rivkin, Julie, and Michael Ryan (Eds.). *Literary Theory: An Anthology*
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*

Theory-Specific Studies:

- Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*
- Fanon, Frantz. *Black Skin, White Masks*
- Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic*
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto*
- Said, Edward. *Orientalism*
- Showalter, Elaine. *A Literature of Their Own*
- Freud, Sigmund. *The Interpretation of Dreams*

VLIT 3220 Poetry II

Mode of Teaching: Asynchronous
Asynchronous with Synchronous Support Sessions
LMS (Moodle/Canvas), Zoom/Teams, Padlet, Jamboard, Flipgrid, Google Docs, Mentimeter, Turnitin.
Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Google Docs, Jamboard, Hypothesis, Turnitin, multimedia sharing tools.

Course Description

This course provides a comprehensive survey of British and American poetry from the Romantic period through the Modernist era, exploring the radical shifts in form, style, and subject matter that defined these movements. Students will examine how poets from Blake to Alexie responded to profound social, industrial, and philosophical changes, from the Romantic emphasis on imagination, nature, and the individual to the Modernist preoccupation with fragmentation, alienation, and the inner self. The course emphasizes close reading, critical analysis, and the development of a nuanced understanding of poetic craft within its historical

and cultural contexts, utilizing digital tools to facilitate collaborative interpretation and presentation.

Course Objectives

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

a. Identify and explain the key formal features and philosophical concerns of Romantic and Modernist poetry.
b. Analyze the use of poetic devices (e.g., imagery, symbolism, meter, form) to create meaning and effect.
c. Apply historical and critical contexts to interpret poems and trace the evolution of poetic thought from the 19th to the 20th century.
d. Evaluate the enduring relevance of Romantic and Modernist themes in contemporary contexts.
e. Communicate complex poetic analyses effectively through both traditional academic writing and digital, multimedia presentations.

Course learning outcomes:

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

1. Define and differentiate the core tenets, major figures, and historical contexts of Romanticism and Modernism. **(PLO a)**
2. Analyze poetic form and language to construct detailed, textually-supported interpretations of individual poems. **(PLO b, c)**
3. Apply critical and theoretical concepts to evaluate the relationship between poetic texts and their cultural milieus. **(PLO b, d)**
4. Synthesize insights from multiple poems and poets to articulate broader literary-historical arguments. **(PLO c)**
5. Create and deliver a critically-engaged, well-structured analysis using digital presentation tools. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Poets	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** Revolutions in Poetry	Synchronous course overview & icebreaker; Jamboard activity: "What makes a poem Romantic or Modern?"	CLO 1 → PLO a
2	**William Blake:** Vision & Symbolism	Breakout room analysis of "The Chimney Sweeper" poems; Guided discussion on Blake's mythology.	CLO 2, 3 → PLO b, d

3	**William Wordsworth:** Nature & Memory	Live Q&A on pre-recorded lecture; Collaborative close reading of *Tintern Abbey* in Google Docs.	CLO 2, 3 → PLO b, c
4	**S.T. Coleridge:** The Supernatural	Synchronous seminar on *The Rime of the Ancient Mariner*; Group story-mapping on a digital whiteboard.	CLO 2, 4 → PLO b, c
5	**P.B. Shelley:** Poet as Prophet	Online debate: Is Shelley's "Ode to the West Wind" optimistic or despairing? Socratic questioning on imagery.	CLO 2, 3 → PLO b, d
6	**John Keats:** Beauty & Truth	Breakout rooms on the "Ode on a Grecian Urn"; Shared Padlet for analyzing Keats's concept of "Negative Capability."	CLO 2, 4 → PLO b, c
7	**Victorian Dramatic Monologue:** Browning	Role-play and dramatic readings of "My Last Duchess"; Analysis of voice and character in chat.	CLO 2, 3 → PLO b, d
8	**Alfred, Lord Tennyson:** Public & Private Voice	Comparative analysis of "The Charge of the Light Brigade" and "Break, Break, Break"; Discussion on poetic duty.	CLO 3, 4 → PLO c, d
9	**Midterm Examinations** Written exam covering Romantic poets and key concepts; facilitated review session.		CLO 1-4 → PLO a-d
10	**W.B. Yeats:** Symbols & Systems	Synchronous seminar on "Sailing to Byzantium"; Collaborative annotation of symbols using Hypothesis.	CLO 2, 3 → PLO b, c
11	**T.S. Eliot:** High Modernism	Guided close reading of "Prufrock" in breakout groups; Jamboard for mapping fragmentation and allusions.	CLO 2, 4 → PLO b, c
12	**Edgar Allan Poe:** Gothic & Musicality	Multimedia project workshop; Peer feedback on project outlines; Discussion of sound and effect.	CLO 2, 5 → PLO b, e
13	**Amy Lowell** Imagism	Group analysis of Lowell's visual techniques; Annotated poem submission and peer review on LMS.	CLO 2, 3 → PLO b, d
14	**W.H. Auden:** Social & Ethical Poetry	Live discussion on "The More Loving One"; Debate on the poet's role in society.	CLO 3, 4 → PLO c, d

15	**Seamus Heaney:** Personal & Political	Close reading workshop on "Mid-Term Break"; Discussion on memory, history, and "digging."	CLO 2, 3 → PLO b, d
16	**Sherman Alexie:** Contemporary Voices	Comparative analysis: Alexie's themes vs. earlier Modernists; Collaborative Google Doc.	CLO 3, 4 → PLO c, d
17	**Course Consolidation** **Final Student Presentations**	Live workshop: preparing the final presentation; Open Q&A; Final reflective discussion. Synchronous presentation session via Zoom; Structured peer feedback and Q&A.	CLO 1-5 → PLO a-e CLO 4, 5 → PLO c, e
18	**Terminal Examination**		

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post a critical response to the discussion prompt: "How does Blake's 'War Song' challenge or fit your idea of Romanticism?" Complete pre-recorded lectures and contribute to the collaborative annotation of a Coleridge stanza.
- **Weeks 5-8:** Submit a short reflective essay on Keats's concept of beauty. Participate in an asynchronous forum debating the reliability of the speaker in "My Last Duchess."
- **Weeks 9-12:** Complete the midterm exam. Begin work on the Multimedia Project for Poe/Lowell, submitting a project proposal for instructor feedback.
- **Weeks 13-16:** Provide feedback on two peer presentation drafts via the LMS. Submit the final written assignment (1500-2000 words) on your chosen poet.
- **Weeks 17-18:** Finalize and upload the presentation video. Complete the end-of-course reflection on the evolution of your poetic analysis skills.

Grading Rubric

Criteria	**Excellent**	**Good**	**Satisfactory**	**Needs Improvement**
Knowledge & Understanding	Demonstrates a sophisticated grasp of poetic movements, forms, and historical context.	Shows a solid understanding of core concepts with minor inaccuracies.	Displays a basic but limited understanding of key ideas.	Shows significant misunderstanding of core concepts and history.

Analysis & Argument	Insightful, original close reading; complex, well-supported arguments about poetic meaning.	Competent analysis; clear arguments, but may lack depth or nuanced support.	Superficial analysis; relies on summary or plot description; weak argumentation.	Little to no analysis; argument is absent or illogical.
Use of Textual Evidence	Seamlessly integrates well-chosen quotations; analyzes poetic devices with precision.	Uses relevant evidence, but analysis of how it supports the argument could be deeper.	Evidence is presented but is irrelevant, overly quoted, or insufficiently analyzed.	Lacks relevant textual evidence or uses it incorrectly.
Organization & Coherence	Excellently structured with a logical flow and compelling transitions.	Clearly organized with a logical progression; minor issues with flow.	Structure is unclear or illogical; ideas are disjointed.	Disorganized and incoherent; no logical structure.
Language & Academic Conventions	Prose is precise, academic, and virtually error-free. Citations are flawless.	Language is clear and mostly correct; occasional errors do not impede meaning.	Frequent errors in grammar, spelling, or citation that occasionally obstruct meaning.	Pervasive errors that significantly hinder readability and professionalism.

Recommended Readings

Foundational & Theoretical Works:

- Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*
- Eliot, T.S. *Selected Essays* (particularly "Tradition and the Individual Talent")
- Frye, Northrop. *Fearful Symmetry: A Study of William Blake*
- Leavis, F.R. *New Bearings in English Poetry*
- Wordsworth, William. *Preface to Lyrical Ballads*

Critical Anthologies & Studies:

- Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry*
- Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*
- Eagleton, Terry. *How to Read a Poem*

- Perkins, David. *A History of Modern Poetry*
- Ramazani, Jahan (Ed.). *The Norton Anthology of Modern and Contemporary Poetry*

VLIT 3320 Drama II: From Restoration to the Theatre of the Absurd

Mode of Teaching: Asynchronous with Synchronous Support Sessions
Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Jamboard, Mentimeter, Google Docs, Turnitin, interactive LMS quizzes.

Course Description

This course surveys the pivotal developments in Western drama from the witty social comedies of the Restoration through the intellectual ferment of Modernism, culminating in the radical innovations of the Theatre of the Absurd. Students will explore the evolution of dramatic form, character, and language in response to shifting philosophical, social, and political contexts. By closely analyzing works by Wilde, Shaw, Beckett, and Pinter, the course examines how playwrights challenged theatrical conventions to critique society, explore the subconscious, and represent the complexities of the modern human condition. The virtual delivery mode emphasizes collaborative script analysis, digital performance, and the application of critical theory to understand drama as a live, evolving art form.

Course Objectives

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

a. Identify the defining characteristics and historical contexts of major dramatic movements from Restoration to Absurdism.
b. Analyze dramatic texts in terms of structure, character, language, and genre (e.g., comedy of manners, drama of ideas, tragicomedy).
c. Apply critical and theoretical frameworks to interpret plays and their relationship to societal norms and philosophical questions.
d. Evaluate the innovations of key playwrights in reshaping theatrical conventions and audience expectations.
e. Communicate dramatic analysis effectively through digital presentations, collaborative online projects, and academic writing.

Course Learning Outcomes

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

1. Explain the key formal features, major figures, and historical trajectories of modern Western drama. **(PLO a)**

2. Analyze dramatic texts using close reading techniques to interpret themes, character motivation, and stylistic devices. **(PLO b, c)**
3. Apply critical concepts (e.g., farce, "drama of ideas," "the absurd," "Pinteresque") to evaluate theatrical texts and performances. **(PLO b, d)**
4. Synthesize insights from multiple plays to construct arguments about the evolution of theatrical form and its cultural work. **(PLO c, d)**
5. Design and deliver a collaborative digital presentation that critically analyzes a prescribed play. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** The Stage & Society	Synchronous orientation; Jamboard: "What does comedy do?"; Historical context lecture.	CLO 1 → PLO a
2-4	**Comedy of Manners:** Oscar Wilde	Live Q&A on pre-recorded lectures; Breakout room analysis of epigrams and social critique; Act-by-act discussion forums.	CLO 2, 3 → PLO b, d
5	**Wilde:** Presentations & Synthesis	Group 1 Presentations on *The Importance of Being Earnest*; Live Q&A and Mentimeter polls.	CLO 4, 5 → PLO d, e
6-8	**Drama of Ideas:** George Bernard Shaw **Shaw:** Presentations & Synthesis	Synchronous seminar on Shaw's social reform agenda; Breakout rooms analyzing character debates; Collaborative Google Doc on themes. Group 2 Presentations on *You Never Can Tell*; Guided discussion comparing Shaw & Wilde.	CLO 2, 3 → PLO b, c CLO 4, 5 → PLO d, e
9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10-12	**Theatre of the Absurd:** Samuel Beckett	Synchronous close reading of key passages; Breakout room exploration of "nothingness"; Padlet discussion on symbolism vs. realism.	CLO 2, 3 → PLO b, d

13	**Beckett:** Presentations & Synthesis	Group 3 Presentations on *Waiting for Godot*; Live performance of selected scenes by students.	CLO 4, 5 → PLO d, e
14-16	**"Pinteresque" Tragicomedy:** Harold Pinter	Synchronous analysis of "The Pinter Pause"; Breakout rooms on subtext and menace; Jamboard for mapping power dynamics.	CLO 2, 3 → PLO b, c
17	**Pinter:** Presentations & Course Consolidation	Group 4 Presentations on *The Caretaker*; Final reflective discussion: "What is modern drama?"	CLO 4, 5 → PLO d, e
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-5:** Post a response to the forum: "How does Wilde use wit as a weapon?" Complete pre-recorded lectures on the Comedy of Manners and contribute to a collaborative glossary of dramatic terms on a shared Google Doc.
- **Weeks 6-9:** Submit the assignment "Classical vs. Modern Drama." Participate in an asynchronous debate on the LMS forum: "Is Shaw's didacticism effective theatre?"
- **Weeks 10-14:** Complete the midterm exam. Begin preparation for group presentations on Beckett, submitting a thesis statement and outline for peer feedback.
- **Weeks 15-18:** Finalize and upload group presentation videos on Pinter. Provide constructive feedback on two peer group presentations via the LMS discussion forum.
- **Week 19:** Complete the final exam.

Grading Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Understanding	Demonstrates a sophisticated grasp of dramatic movements, contexts, and critical concepts.	Shows a solid understanding of core content with minor inaccuracies.	Displays a basic but limited understanding of key ideas and texts.	Shows significant misunderstanding of core content and history.
Analysis &	Offers original, insightful analysis of dramatic text and	Presents competent analysis and clear	Analysis is superficial; argument is	Little to no analysis; argument is

Argument	form; constructs complex, well-supported arguments.	arguments, though may lack full development or nuance.	present but simplistic, vague, or reliant on summary.	absent, illogical, or unsupported by evidence.
Use of Evidence	Seamlessly integrates compelling textual evidence; analyzes dramatic language and stagecraft with precision.	Uses relevant evidence to support claims, though connection to argument could be stronger.	Evidence is present but may be irrelevant, poorly integrated, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow or structure.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and academic. Virtually free of errors in grammar, spelling, and citation.	Language is clear and mostly correct; occasional errors do not impede understanding.	Frequent errors in grammar, spelling, or syntax that occasionally obstruct meaning.	Pervasive errors that significantly hinder readability and professionalism.

Recommended Readings

Dramatic Theory & Criticism:

- Artaud, Antonin. *The Theatre and Its Double*
- Beckett, Samuel. *Proust and Three Dialogues with Georges Duthuit*
- Esslin, Martin. *The Theatre of the Absurd*
- Pinter, Harold. *Various Voices: Prose, Poetry, Politics*
- Shaw, George Bernard. *The Quintessence of Ibsenism*
- Wilde, Oscar. *The Critic as Artist*

Historical & Critical Studies:

- Billington, Michael. *The Life and Work of Harold Pinter*
- Dukore, Bernard F. *Bernard Shaw, Playwright: Aspects of Shavian Drama*
- Innes, Christopher. *Modern British Drama: The Twentieth Century*
- Raby, Peter. *The Cambridge Companion to Oscar Wilde*

- Worth, Katharine. *The Irish Drama of Europe from Yeats to Beckett*

1. VLIT 3610 Introduction to Stylistics

Mode of Teaching: Asynchronous +synchronous
Delivery is fully synchronous via virtual platforms. Instruction combines live lectures, collaborative analysis, guided breakout discussions, and digital annotation.
Digital Tools:

- Learning Management System (LMS)
- Zoom / MS Teams (breakout rooms, polls, screen share)
- Padlet / Jamboard (collaborative brainstorming)
- Google Docs (shared textual analysis)
- AntConc (basic corpus-assisted stylistics—intro level)
- **Digital Skills Required:** Real-time participation and netiquette; Document sharing and collaborative editing; Basic corpus search (keywords, concordance lines); Screen-based annotation and close reading skills

Course Description
This course introduces students to the linguistic study of style in literary and non-literary texts. It explores how meaning is produced through language choices at phonological, lexical, syntactic, semantic, and pragmatic levels. Beginning with foundational concepts, the course progresses toward complex analytical frameworks, enabling students to interpret texts using systematic stylistic tools. The module also integrates epistemological and philosophical perspectives underpinning stylistic inquiry, including discussions on objectivity, interpretation, and the interface between language, mind, and meaning.

Course Objectives

a. Explain foundational concepts, epistemologies, and traditions in stylistics.
b. Apply linguistic frameworks to analyze literary and non-literary texts.
c. Evaluate stylistic choices to interpret meaning, perspective, and effect.
d. Demonstrate ethical and respectful engagement with texts, language variation, and interpretive diversity.

Course learning outcomes: CLOs Aligned PLO (s)

1. Identify and explain core stylistic concepts, types, and linguistic levels. PLO a
2. Analyze texts using stylistic tools (foregrounding, deviation, register, schemes, tropes).PLO a, b, c
3. Interpret narrative, poetic, and discourse-level meaning through stylistic frameworks. PLO b, c, d
4. Reflect on epistemological and cultural dimensions in stylistic interpretation. PLO d

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Stylistics** Definition; scope; epistemology of stylistics; philosophy of interpretation	**L**ive orientation; Jamboard: "Where do meaning and method meet?"; diagnostic text discussion	CLO 1 → PLO a
2-	**Stylistics as a Meeting Point of Literature & Linguistics** Interdisciplinary roots; linguistic-literary interface; scientific vs interpretive approaches	breakout debate; guided close reading	CLO 1 → PLO a, b
3-4	**Types of Stylistics** Literary, linguistic, affective, pragmatic, cognitive, corpus stylistics	Student-led examples; Padlet classification	CLO 1 → PLO a
5	**Style and Register** **F**ield–tenor–mode; variation; formality; authorial vs situational style	register-shift rewriting; audience-awareness activity	CLO 2 → PLO b, c
6	**Foregrounding & Backgrounding** **D**eviation; parallelism; markedness; salience theory	Textual annotation; pair analysis	CLO 2 → PLO a, c
7- 8	**Linguistic Deviation & Parallelism** **G**rammatical, lexical, phonological deviation; structural and semantic Deviation & parallelism	Guided worksheet; audio-supported analysis	CLO 2 → PLO a, c
9	**Midterm Exam**		

10	**Stylistic Devices: Schemes & Tropes** **M**etaphor, metonymy, irony, repetition, alliteration, chiasmus	**G**roup compilation; live identification in text	CLO 2 → PLO c
11	**Meter & Sound Patterning** Stress, rhythm, rhyme; scansion; phono-stylistics	poem scansion; vocalization practice	CLO 3 → PLO b, c
12	**Narrative Point of View** **F**ocalization; speech and thought categories; narrator reliability	POV transformation exercise	CLO 3 → PLO b, d
13	**Speech & Thought Presentation** **D**irect/indirect speech; FID; internal monologue	Annotation in shared Google Doc	CLO 3 → PLO b, c
14	**Pragmatic Stylistics** Implicature; politeness; deixis; relevance; context	Real-world discourse clips; inferencing tasks	CLO 3 → PLO b, d
15	**Corpus-Assisted Stylistics** Frequency; keywords; concordance; collocation	AntConc demo; small data set exploration	CLO 2 → PLO b, c
16	**Style, Ideology & Power** Critical stylistics; representation; identity; discourse and power	CDA-style micro-analysis	CLO 4 → PLO d
17	**Revision & Student Presentations** **S**ynthesis of frameworks; reflection on epistemology **Final Review & Assessment** Exam preparation; course reflection; value-based learning	Student presentations; peer feedback Q&A clinic; reflective discussion	CLO 1–4 → PLO a–d CLO 4 → PLO d

18	**Terminal Examinations**	

Weekly Synchronous Tasks (Virtual Mode)

Synchronous Tasks:

Weeks 1–2

- Live orientation + interactive poll: *"Where does meaning come from?"*
- Jamboard brainstorming on linguistic–literary interface
- Guided close-reading of a short text
- Breakout discussion: objectivity vs interpretation

Weeks 3–4

- Padlet classification of stylistic types using sample extracts
- Register-shift rewriting exercise
- Small-group comparison of style across genres

Weeks 5–6

- Shared-screen text annotation for deviation
- Pair work: identify parallelism in poetic lines
- Instructor-guided worksheet using real examples

Weeks 7–8

- Live identification and classification of stylistic devices
- Scansion practice using selected poems
- Vocalization activity to analyze sound effects

Weeks 9–10

- POV transformation activity (rewrite from new perspective)
- Google Docs collaborative annotation
- Short video clip analysis of narrative stance

Weeks 11–13

- Context and inference tasks with real-world discourse
- AntConc demo with mini-dataset exploration
- Concept mapping activity for cognitive interpretation

Weeks 14–17

- Micro-analysis of media text for ideology
- Group activity analyzing ads/social media posts
- Student presentations + peer feedback

- Final reflective discussion and Q&A

Grading Rubric

Component	Criteria
Class participation & synchronous tasks	engagement; preparedness; collaboration
Mid-term analytical task	accuracy of analysis; application of tools; clarity
Corpus/POV mini-project	data use; interpretation; coherence; originality
Final exam / presentation	comprehensive understanding; critical interpretation

Recommended Readings

- Leech, G., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (2nd ed.). Pearson Longman.
- Jakobson, R. (1960). Linguistics and poetics. In T. Sebeok (Ed.), *Style in language* (pp. 350–377). MIT Press.
- Halliday, M. A. K., & Hasan, R. (1989). *Language, context, and text: Aspects of language in a social-semiotic perspective* (2nd ed.). Oxford University Press.

Contemporary / Supplementary Texts

- Simpson, P. (2014). *Stylistics: A resource book for students* (2nd ed.). Routledge.
- Stockwell, P. (2020). *Cognitive poetics: An introduction* (2nd ed.). Routledge.
- Jeffries, L. (2010). *Critical stylistics: The power of English*. Palgrave Macmillan.
- Busse, B., & McIntyre, D. (2010). *Language and style*. Palgrave Macmillan.

VLIT 4420 Novel II

Mode of Teaching: Asynchronous with Synchronous Support Sessions
Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Moodle/Canvas), Zoom/Teams, Google Docs, Jamboard, Padlet, Hypothesis/Perusall, Mentimeter, Turnitin.

Course Description

This course charts the dynamic evolution of the novel throughout the 20th century, tracing its transformation from the psychological depth and formal experimentation of Modernism to the diverse concerns of contemporary fiction. Through close readings of works by Conrad, Joyce, Hemingway, Atwood, and Michaelides, students will explore major movements including Modernism, Postcolonialism, and Postmodernism. The course emphasizes the analysis of narrative technique, point of view, symbolism, and genre, while investigating how the novel reflects and shapes modern anxieties about identity, consciousness, empire, technology, and truth. The virtual delivery mode utilizes digital tools to facilitate collaborative annotation, thematic mapping, and the development of sophisticated literary arguments.

Course Objectives

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

a. Identify the formal and thematic characteristics of major 20th-century literary movements.
b. Analyze narrative techniques (e.g., stream of consciousness, unreliable narration, fragmentation) and their effects.
c. Apply historical and critical contexts to interpret novels and their engagement with modern crises and ideologies.
d. Evaluate the philosophical and ethical questions raised by 20th-century fiction.
e. Communicate complex literary analyses through digital presentations, collaborative online projects, and academic writing.

Course Learning Outcomes

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

1. Explain the key features and historical contexts of Modernist, Postmodernist, and contemporary novelistic forms. **(PLO a)**
2. Analyze narrative structure, point of view, and stylistic devices in 20th-century novels. **(PLO b, c)**
3. Apply critical frameworks (e.g., psychoanalytic, postcolonial, ecocritical) to interpret literary texts. **(PLO b, d)**
4. Synthesize insights from multiple novels to construct arguments about the evolution of the novel as a genre. **(PLO c, d)**
5. Design and deliver a collaborative digital presentation that critically analyzes a 20th-century novel. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	**Core Topics & Primary Texts**	**Synchronous Activities & Teaching Methods**	**CLOs / PLOs**
1	**Introduction:** The 20th Century Novel	Synchronous orientation; Jamboard: "What makes a novel 'modern'?"; Overview of literary periods.	CLO 1 → PLO a
2-4	**Psychological Thriller & Unreliable Narration:** Alex Michaelides	Live Q&A on pre-recorded lectures; Breakout room analysis of Alicia's silence; Hypothesis annotation for plot structure; Live debate on the ending.	CLO 2, 3 → PLO b, c
5-8	**Modernist Künstlerroman:** James Joyce	Guided close reading of epiphanies; Breakout rooms on religion vs. art; Collaborative timeline of Stephen's development on Jamboard; Seminar on modernist style.	CLO 2, 3 → PLO b, d

9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10-12	**Modernist Parable:** Ernest Hemingway	Synchronous seminar on the "Iceberg Theory"; Analysis of symbolism in *Old Man and the Sea*; Forum debate on the code hero.	CLO 2, 4 → PLO b, d
13-14	**Modernism & Colonial Critique:** Joseph Conrad	Collaborative mapping of the Congo journey on Padlet; Breakout room character analysis of Kurtz; Guided Socratic discussion on postcolonial readings (Achebe).	CLO 2, 3 → PLO b, d
15-16	**Postmodern Speculation:** Margaret Atwood	Seminar on genre (speculative fiction, dystopia); Jamboard analysis of science vs. nature; Group project workshop.	CLO 3, 5 → PLO d, e
17	**Course Consolidation & Project Presentations**	Final group presentations; Reflective discussion: "The Novel in the 20th Century: A Retrospective."	CLO 4, 5 → PLO d, e
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post an introduction on the discussion board about a novel that challenged your perception. Complete pre-recorded lectures on the psychological thriller and contribute to a collaborative Padlet on narrative suspense.
- **Weeks 5-9:** Submit a short analysis of stream of consciousness in *A Portrait of the Artist as a Young Man*. Participate in an asynchronous forum on the role of religion in Stephen's development.
- **Weeks 10-13:** Complete the midterm exam. Begin research for the group presentation, submitting an annotated bibliography via Google Docs.
- **Weeks 14-18:** Collaborate on the group presentation using shared slides. Provide constructive feedback on two peer group presentations via the LMS discussion forum.
- **Weeks 19-20:** Complete the final exam and submit a final course reflection.

Grading Rubric (for Assignments & Presentations)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Understanding	Demonstrates a sophisticated grasp of the novel's context, form, and critical conversations.	Shows a solid understanding of the text and its context with minor gaps.	Displays a basic but limited understanding of key ideas and the text.	Shows significant misunderstanding of the text and its context.
Analysis & Argument	Offers original, insightful analysis; constructs complex, nuanced, and well-supported arguments.	Presents competent analysis and clear arguments, though may lack full development or nuance.	Analysis is superficial; argument is present but simplistic, vague, or reliant on summary.	Little to no analysis; argument is absent, illogical, or unsupported by evidence.
Use of Evidence	Seamlessly integrates compelling textual evidence; analyzes quotes with exceptional skill.	Uses relevant evidence to support claims, though connection to argument could be stronger.	Evidence is present but may be irrelevant, poorly integrated, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow or structure.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and academic. Virtually free of errors in	Language is clear and mostly correct; occasional errors do not	Frequent errors in grammar, spelling, or syntax that occasionally	Pervasive errors that significantly hinder readability and professionalism.

	grammar, spelling, and citation.	impede understanding.	obstruct meaning.	

Recommended Readings

Theoretical & Critical Works:

- Eagleton, Terry. *The English Novel: An Introduction*
- Forster, E.M. *Aspects of the Novel*
- Jameson, Fredric. *The Political Unconscious: Narrative as a Socially Symbolic Act*
- Levenson, Michael (Ed.). *The Cambridge Companion to Modernism*
- Lukács, Georg. *The Theory of the Novel*
- Watt, Ian. *The Rise of the Novel*

Author-Specific Criticism:

- Achebe, Chinua. "An Image of Africa: Racism in Conrad's *Heart of Darkness*"
- Attridge, Derek (Ed.). *The Cambridge Companion to James Joyce*
- Howells, Coral Ann. *The Cambridge Companion to Margaret Atwood*

Wagner-Martin, Linda. *The Cambridge Companion to Ernest Hem*

VLIT 4710 American Literature

Mode of Teaching: Asynchronous with Synchronous Support Sessions

Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Jamboard, Flipgrid, Google Docs, Hypothesis, Turnitin, interactive quizzes.

Course Description

This course provides a comprehensive survey of American literature from its colonial origins to the contemporary era, exploring the evolution of a distinct national voice amidst diverse cultural influences. Students will examine major literary movements—including Puritanism, Romanticism, Realism, Modernism, and Postmodernism—within their historical, political, and social contexts. Through critical reading, digital collaboration, and interdisciplinary inquiry, the course investigates how issues of race, gender, class, and national identity have been constructed and contested in the American literary imagination. The virtual mode emphasizes analytical skills, collaborative interpretation, and the use of digital tools to engage with texts and their enduring legacies.

Course Objectives

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

a. Identify the defining characteristics of major periods and movements in American literary history.
b. Analyze literary texts closely, paying attention to genre, form, style, and thematic development.
c. Apply historical and cultural contexts to interpret texts and evaluate their social significance.
d. Evaluate the diverse voices and complex narratives that constitute the American literary tradition.
e. Create coherent, evidence-based arguments and digital projects that communicate literary insights effectively.

Course Learning Outcomes

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

1. Explain the key features, major authors, and historical contexts of American literary periods from the 17th to the 21st century. **(PLO a)**
2. Analyze literary texts using close reading techniques to interpret meaning, form, and rhetorical strategy. **(PLO b, c)**
3. Apply interdisciplinary knowledge to connect literary works to broader American cultural and political discourses. **(PLO b, d)**
4. Synthesize insights from multiple texts and periods to construct arguments about the evolution of American identity and values. **(PLO c, d)**
5. Design and present a collaborative digital project that critically examines a literary theme across time. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Authors	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** What is "American" Literature?	Synchronous orientation; Concept-mapping on Jamboard: "The American Voice"; LMS intro forum.	CLO 1 → PLO a
2	**Colonial Worlds:** Bradstreet, Edwards, Rowlandson	Guided Socratic discussion on theology & identity; Collaborative Google Doc analysis of rhetoric.	CLO 2, 3 → PLO b, d
3	**The Enlightenment:** Paine, Franklin, Wheatley	Zoom seminar on revolution & rhetoric; Interactive timeline activity on Enlightenment ideas.	CLO 1, 3 → PLO a, d

4	**American Romanticism:** Irving, Poe	Breakout room analysis of Gothic elements; Live annotation of "The Fall of the House of Usher."	CLO 2, 4 → PLO b, c
5	**Transcendentalism:** Emerson, Thoreau	Virtual roundtable discussion on "Self-Reliance"; Jamboard for mapping transcendental concepts.	CLO 3, 4 → PLO c, d
6	**Realism & Regionalism:** Twain, Chopin	Debate on realism vs. romanticism; Small-group analysis of social critique in Chopin's work.	CLO 2, 3 → PLO b, d
7	**Slavery & Narrative:** Jacobs, Bierce	Synchronous seminar on the slave narrative genre; Comparative analysis of different realist styles.	CLO 3, 4 → PLO c, d
8	**Naturalism:** Crane, London, Dreiser	Breakout groups analyzing determinism in *The Open Boat*; Guided discussion on literary Darwinism.	CLO 2, 3 → PLO b, c
9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10	**Modernism & the Harlem Renaissance:** Hughes, Hurston, Fitzgerald, Hemingway	Collaborative Padlet: "Defining Modernism"; Comparative analysis of style and theme.	CLO 1, 2 → PLO a, b
11	**Post-WWII Shifts:** Salinger, Ginsberg	Poetry reading session for "Howl"; Breakout rooms on post-war alienation and rebellion.	CLO 3, 4 → PLO c, d
12	**The Beat Generation:** Kerouac, Díaz	Seminar on the American Dream revised; Analysis of voice and narrative in *On the Road* & *Fiesta*.	CLO 3, 4 → PLO c, d
13	**Contemporary Voices:** Morrison, Plath, Angelou	Synchronous close reading of "Recitatif"; Jamboard analysis of identity and memory.	CLO 2, 4 → PLO b, d
14	**Expanding the Canon:** Cisneros, DeLillo	Group analysis of Cisneros's style; Discussion on postmodernism and contemporary anxieties.	CLO 3, 4 → PLO c, d

15	**Project Workshop & Peer Review**	Live workshop for the "Time-Traveling Literary Exhibition"; Structured peer feedback sessions.	CLO 5 → PLO c, e
16	**Student Project Presentations**	Synchronous virtual exhibition showcase via Zoom; Live Q&A and peer evaluation.	CLO 4, 5 → PLO d, e
17	**Course Consolidation:** The American Mosaic	Reflective discussion on the course arc; Open Q&A for final exam preparation.	CLO 1-5 → PLO a-e
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post a reflection on the discussion forum: "How do the Puritans and the Enlightenment thinkers define American identity differently?" Complete pre-recorded lectures and contribute to collaborative annotations of primary texts.
- **Weeks 5-8:** Submit a short critical response on the role of nature in Transcendentalism vs. Dark Romanticism. Participate in an asynchronous forum debating Huck Finn's moral choices.
- **Weeks 9-12:** Complete the midterm exam. Begin thematic research for the "Time-Traveling Literary Exhibition," submitting a group project proposal.
- **Weeks 13-16:** Develop the digital exhibition project in your group. Provide feedback on another group's project draft via a dedicated LMS forum.
- **Weeks 17-18:** Submit the final project documentation and reflection. Complete the final exam.

Grading Rubric

Criteria	**Excellent**	**Good**	**Satisfactory**	**Needs Improvement**
Knowledge & Understanding	Demonstrates masterful command of literary periods, contexts, and critical concepts.	Shows solid understanding of core content with minor gaps or inaccuracies.	Displays a basic but limited understanding of key ideas.	Shows significant misunderstanding of core content and history.

Analysis & Argument	Offers original, insightful analysis; constructs complex, nuanced, and well-supported arguments.	Presents competent analysis and clear arguments, though may lack full development or nuance.	Analysis is superficial; argument is present but simplistic, vague, or reliant on summary.	Little to no analysis; argument is absent, illogical, or unsupported by evidence.
Use of Evidence	Seamlessly integrates compelling textual evidence; analyzes quotes with exceptional skill.	Uses relevant evidence to support claims, though connection to argument could be stronger.	Evidence is present but may be irrelevant, poorly integrated, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly; quotes are "dropped in" without analysis.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow or structure.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and academic. Virtually free of errors in grammar, spelling, and citation.	Language is clear and mostly correct; occasional errors do not impede understanding.	Frequent errors in grammar, spelling, or syntax that occasionally obstruct meaning.	Pervasive errors that significantly hinder readability and professionalism.

Recommended Readings

Foundational & Theoretical Works:

- Bercovitch, Sacvan (Ed.). *The Cambridge History of American Literature*
- Emerson, Ralph Waldo. "The American Scholar"

- Fiedler, Leslie. *Love and Death in the American Novel*
- Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*
- Morrison, Toni. *Playing in the Dark: Whiteness and the Literary Imagination*

Critical Anthologies & Studies:

- Baym, Nina (Ed.). *The Norton Anthology of American Literature*
- Lauter, Paul (Ed.). *The Heath Anthology of American Literature*
- Ruland, Richard, and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*
- Singh, Amritjit, and Peter Schmidt (Eds.). *Postcolonial Theory and the United States*
- Zinn, Howard. *A People's History of the United States*

VLIT 4730 World Literature in English

Mode of Teaching: Asynchronous with Synchronous Support Sessions
Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Jamboard, Flipgrid, Google Docs, Turnitin, interactive LMS quizzes.

Course Description

This course introduces students to the rich and diverse field of world literature written in or translated into English. Moving beyond traditional Anglo-American canons, we will explore short stories, novels, poetry, and drama from a variety of global contexts, including Japan, Nigeria, Colombia, South Africa, Russia, Afghanistan, and the Middle East. The course examines how literature reflects and shapes human experiences across cultures, addressing universal themes such as identity, conflict, alienation, power, and the human condition. Through critical analysis, collaborative digital projects, and interdisciplinary inquiry, students will develop the skills to interpret texts within their specific cultural and historical frameworks, fostering a deeper understanding of global interconnectedness and diverse perspectives.

Course Objectives

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

a. Identify key thematic concerns and narrative strategies in a diverse range of world literatures.
b. Analyze literary texts closely, paying attention to genre, form, and cultural context.
c. Apply interdisciplinary and comparative frameworks to interpret texts from different geographical and cultural origins.
d. Evaluate the role of literature in representing and critiquing social, political, and historical realities.
e. Communicate literary analyses effectively through digital presentations and collaborative online platforms.

Course Learning Outcomes

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

1. Define and explain core concepts in world literature, such as cross-cultural translation, diaspora, and postcoloniality. **(PLO a)**
2. Analyze literary texts to interpret themes of identity, power, conflict, and humanity within specific global contexts. **(PLO b, d)**
3. Apply comparative approaches to examine how different cultures treat similar universal themes. **(PLO b, c)**
4. Synthesize insights from multiple texts and genres to construct arguments about the value and function of world literature. **(PLO c, d)**
5. Design and deliver a collaborative digital presentation that critically analyzes a work of world literature. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** What is World Literature?	Synchronous orientation; Jamboard: "What makes a text 'global'?"; Discussion of *Pink* & *In Detention*.	CLO 1 → PLO a
2	**Japanese Magical Realism:** Murakami	Live Q&A on pre-recorded lecture; Breakout room analysis of symbolism in *The Elephant Vanishes*.	CLO 2, 3 → PLO b, c
3	**Latin American Magical Realism:** Márquez	Group 1 Presentation; Guided Socratic discussion on religion, morality, and the mundane.	CLO 2, 5 → PLO d, e
4	**War & Ethics:** Dovey, Alomar	Synchronous seminar on *A Letter to Sylvia Plath*; Collaborative analysis of allegory in *The Smiling People*.	CLO 2, 4 → PLO b, d
5	**Indigenous Voices & Colonialism:** Alexie	Group 2 Presentation; Online debate on stereotypes and representation in *How to Write the Great American Indian Novel*.	CLO 3, 4 → PLO c, d
6-7	**Russian Existentialism:** Tolstoy	Zoom seminar on class and society; Breakout rooms on isolation and suffering; LMS reflective journal.	CLO 2, 3 → PLO b, d
8	**Alienation & the Absurd:** Kafka	Synchronous close reading of *The Hunger Artist*; Padlet discussion on art, society, and corruption.	CLO 2, 4 → PLO b, c

9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10	**Innocence & Deception:** Chesterton	Pre-recorded lecture; Forum quiz; Discussion on appearance vs. reality in *The Blue Cross*.	CLO 2 → PLO b
11	**Ecocriticism & Climate Change:** Chua, Liu	Group 3 Presentation; Collaborative Jamboard mapping ecological themes in *As He Pleases* and *Moonlight*.	CLO 3, 5 → PLO c, e
12	**Conflict & Identity:** Adichie	Synchronous lecture; Breakout group analysis of religious conflict and personal experience in *A Private Experience*.	CLO 2, 3 → PLO b, d
13-14	**Allegory & Human Connection:** Saint-Exupéry	Group 4 Presentation; Guided discussion on loneliness, friendship, and love in *The Little Prince*.	CLO 2, 4 → PLO b, c
15	**Diaspora & Redemption:** Hosseini	Synchronous lecture; LMS discussion on betrayal, race, and redemption in *The Kite Runner* (novel).	CLO 3, 4 → PLO c, d
16	**Adaptation & Narrative:** Film Analysis	Zoom seminar comparing the novel and film of *The Kite Runner*; Discussion on cinematic translation.	CLO 3, 4 → PLO c, d
17	**Course Consolidation & Project Workshop**	Live workshop for final presentations; Open Q&A; Final reflective activity on global perspectives.	CLO 1-5 → PLO a-e
18	**Terminal Examinations**		CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-5:** Post a self-introduction on the discussion board naming a text from your culture you consider "world literature." Complete pre-recorded lectures and contribute to thematic Padlets for each text.
- **Weeks 6-9:** Submit a short comparative analysis of Magical Realism in Murakami and Márquez. Participate in an asynchronous forum on the existential questions raised in *The Death of Ivan Ilyich*.
- **Weeks 10-13:** Complete the midterm exam. Begin preparation for group presentations, submitting a topic and outline for instructor feedback.
- **Weeks 14-17:** Finalize and upload group presentation videos. Provide constructive feedback on two peer group presentations via the LMS discussion forum.

- **Week 18:** Complete the final exam and submit a final course reflection.

Grading Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Understanding	Demonstrates a sophisticated grasp of texts, contexts, and core concepts in world literature.	Shows a solid understanding of core content with minor gaps or inaccuracies.	Displays a basic but limited understanding of key ideas and texts.	Shows significant misunderstanding of core content and cultural contexts.
Analysis & Argument	Offers original, insightful analysis; constructs complex, nuanced, and well-supported arguments.	Presents competent analysis and clear arguments, though may lack full development or nuance.	Analysis is superficial; argument is present but simplistic, vague, or reliant on summary.	Little to no analysis; argument is absent, illogical, or unsupported by evidence.
Use of Evidence	Seamlessly integrates compelling textual evidence; analyzes quotes with exceptional skill.	Uses relevant evidence to support claims, though connection to argument could be stronger.	Evidence is present but may be irrelevant, poorly integrated, or insufficiently analyzed.	Lacks relevant evidence or uses it incorrectly; quotes are "dropped in" without analysis.
Organization & Coherence	Excellently structured with a logical, compelling flow and seamless transitions.	Clearly organized with a logical progression; may have minor issues with flow or structure.	Structure is unclear or illogical; ideas are disjointed and difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Clarity & Conventions	Prose is precise, eloquent, and	Language is clear and mostly correct;	Frequent errors in grammar,	Pervasive errors that significantly hinder readability

	academic. Virtually free of errors in grammar, spelling, and citation.	occasional errors do not impede understanding.	spelling, or syntax that occasionally obstruct meaning.	and professionalism.

Recommended Readings

Theoretical & Critical Frameworks:

- Damrosch, David. *What Is World Literature?*
- Apter, Emily. *Against World Literature: On the Politics of Untranslatability*
- Moretti, Franco. "Conjectures on World Literature."
- Said, Edward. *Orientalism*
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?"

Anthologies & Contextual Studies:

- Puchner, Martin, et al. (Eds.). *The Norton Anthology of World Literature*
- Thiong'o, Ngũgĩ wa. *Decolonising the Mind: The Politics of Language in African Literature*
- Coovadia, Imraan. *Authority and Authorship in V.S. Naipaul and Salman Rushdie*
- Mukherjee, Ankhi. *What Is a Classic?: Postcolonial Rewriting and Invention of the Canon*

VLIT 4950 Intro to Postmodern Literature

Mode of Teaching: Asynchronous with Synchronous Support Sessions

Virtual Office Hours: By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Jamboard, Google Docs, Turnitin, digital meme generators, video editing software.

Course Description

This course explores the complex and provocative landscape of postmodernism, a cultural, intellectual, and artistic movement that emerged in the mid-to-late 20th century. Through the analysis of literature, film, digital media, and critical theory, we will investigate key postmodern concepts such as the erosion of boundaries, intertextuality, simulacra and hyperreality, the death of metanarratives, and the influence of consumer culture. Students will engage with works by thinkers like Baudrillard and Lyotard and creators like Don DeLillo to critically examine how postmodernism challenges notions of reality, truth, authorship, and value. The virtual mode emphasizes collaborative, creative, and critical engagement, using digital tools to both analyze and produce postmodern forms.

Course Objectives

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

a. Identify and explain the key concepts, themes, and theoretical frameworks of postmodernism.
b. Analyze a variety of texts (literary, cinematic, digital) through the lens of postmodern critical theory.
c. Apply postmodern concepts to interpret contemporary cultural phenomena, media, and society.
d. Evaluate the cultural and philosophical implications of postmodernism, including its critique of knowledge, reality, and power.
e. Create original critical and creative projects that demonstrate an understanding of postmodern aesthetics and ideas.

Course Learning Outcomes

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

1. Define and explain core postmodern concepts such as hyperreality, intertextuality, and the death of the metanarrative. **(PLO a)**
2. Analyze postmodern texts and media to interpret their stylistic features and philosophical underpinnings. **(PLO b, c)**
3. Apply theoretical frameworks from Baudrillard, Lyotard, and others to critique contemporary culture and media. **(PLO b, d)**
4. Synthesize insights from theory and primary texts to construct arguments about the nature of postmodern experience. **(PLO c, d)**
5. Design and present creative digital projects that effectively utilize and critique postmodern forms and ideas. **(PLO c, e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction:** What is Postmodernism?	Synchronous orientation; Jamboard: "What feels 'postmodern' today?"; Lecture on erasure of boundaries.	CLO 1 → PLO a
2	**Intertextuality & Pastiche:** *Blade Runner*	Live analysis of *Blade Runner*; Breakout rooms to find intertextual examples in media.	CLO 2, 3 → PLO b, c
3-4	**Simulacra & Hyperreality:** Baudrillard	Seminar on Baudrillard's theory; Case study analysis of *Inventing Anna*, *Gone Girl*, *Argo*.	CLO 1, 3 → PLO a, d

5-6	**Consumer Culture:** *The System of Objects* & *The Consumer Society*; *Fight Club* and *Confessions of a Shopaholic*.	Guided discussion on *The System of Objects* & *The Consumer Society*; Analysis of *Fight Club* and *Confessions of a Shopaholic*.	CLO 3, 4 → PLO c, d
7	**Project Workshop I:** *The Road*	Synchronous workshop for the class project on *The Road*; Collaborative analysis in Google Docs.	CLO 2, 5 → PLO b, e
8	**The Death of Metanarrative:** Lyotard *White Noise* (Ch. 1-5) *Don't Look Up*	Lecture and discussion on Lyotard; Analysis of *White Noise* (Ch. 1-5) and *Don't Look Up*.	CLO 1, 4 → PLO a, d
9	**Midterm Examinations**		CLO 1-4 → PLO a-d
10	**Knowledge & Conspiracy:** *MH370: The Plane That Disappeared*.	Seminar on the creation/dissemination of knowledge; Case study: *MH370: The Plane That Disappeared*.	CLO 3, 4 → PLO c, d
11-12	**Deconstructing Reality:** *White Noise*	In-depth synchronous seminars on *White Noise* (Ch. 6-40); Breakout room close readings; Thematic Padlet.	CLO 2, 4 → PLO b, d
13-14	**Surveillance & the Panopticon:** *The Social Dilemma* and *Citizen Four*	Lecture on Foucault's panopticon; Analysis of the selected text; **Assignment Viva**.	CLO 3, 4 → PLO c, d
15-16	**Digital Literature & New Media:** *How to Rob a Bank*, etc.	Exploration of digital literature ; Student-led show-and-tell of digital finds.	CLO 2, 5 → PLO b, e
17	**Reality TV & Final Project Showcase:** ("Staging the Echoes" or "Meme Narratives")	Discussion on Reality TV; **Final Creative Project Presentations**	CLO 4, 5 → PLO d, e

18	**Terminal Examinations**	CLO 1-4 → PLO a-d

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-4:** Post a response to the forum: "Share an example of a 'simulacrum' from your own media consumption." Complete pre-recorded lectures on Baudrillard and contribute to a collaborative database of hyperreal examples on Padlet.
- **Weeks 5-8:** Submit a short analysis of consumer culture in a film of your choice. Participate in an asynchronous forum deconstructing the metanarratives in *Don't Look Up*.
- **Weeks 9-12:** Complete the midterm exam. Begin research and planning for the final creative project, submitting a project proposal.
- **Weeks 13-16:** Work on the final project. Participate in a peer review workshop for project drafts via the LMS forum.
- **Weeks 17-18:** Finalize and upload the creative project. Complete the final exam.

Grading Rubric (for Creative Projects)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Understanding of Concepts	Demonstrates a sophisticated and nuanced application of postmodern concepts.	Shows a clear and correct application of postmodern concepts.	Applies postmodern concepts in a basic or sometimes inaccurate manner.	Shows a significant misunderstanding of the relevant postmodern concepts.
Originality & Creativity	Project is highly original, inventive, and cleverly subverts expectations.	Project is creative and shows evidence of original thought.	Project is somewhat creative but relies on cliché or obvious choices.	Project is unoriginal and shows little creative effort.
Analysis & Explanation	Provides a profound, insightful explanation of	Provides a clear and correct explanation	Explanation is vague, simplistic, or does not fully	Fails to provide a coherent explanation of the project's

	the intertextual and postmodern elements.	of the project's elements and intent.	justify creative choices.	connection to postmodernism.
Presentation & Engagement	Project is polished, professionally presented, and highly engaging for the audience.	Project is well-presented and engaging.	Presentation is adequate but has notable issues with clarity or engagement.	Project is poorly presented and fails to engage the audience.

Recommended Readings

Core Theoretical Texts:

- Baudrillard, Jean. *Simulacra and Simulation*
- Baudrillard, Jean. *The Consumer Society*
- Hutcheon, Linda. *The Politics of Postmodernism*
- Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late Capitalism*
- Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*

Introductory and Critical Guides:

- Bertens, Hans. *The Idea of the Postmodern: A History*
- Butler, Christopher. *Postmodernism: A Very Short Introduction*
- Malpas, Simon. *The Postmodern*

McHale, Brian. *Postmodernist Fictio*

VLIT 4810 Essays and Short Stories

Mode of Teaching: Asynchronous

Delivery relies entirely on **self-paced online learning** supported by:

Digital Tools

- **LMS** (pre-recorded lectures, discussion boards, quizzes)
- **Google Docs/Padlet** (collaborative annotation & reflections)
- **Jamboard / Miro** (story mapping, character networks)
- **YouTube/Vimeo** (author talks, digital storytelling)
- **Turnitin** (writing integrity)
- **LMS forums** (peer responses)
- **Skills Required:** Digital literacy (file handling, LMS navigation); Digital literacy (file handling, LMS navigation); Self-regulated learning; Online academic communication; Ethical digital participation

Course Description

This course introduces students to the critical study of essays and short stories with a focus on thematic interpretation, narrative techniques, rhetorical strategies, and socio-cultural contexts. Students will engage with classic and contemporary texts to explore how language shapes meaning, identity, and power relations. Emphasis is placed on close reading, interpretive analysis, philosophical questioning of literary knowledge, and reflective engagement with texts in digital learning spaces. The course also supports analytical writing skills relevant to linguistics and literary studies.

Course Objectives

a. **Identify** key elements, genres, and rhetorical features of essays and short stories.
b. **Analyze** narrative techniques, themes, and authorial choices using critical and interdisciplinary approaches.
c. **Produce** clear and coherent analytical responses demonstrating interpretive and communicative skills.
d. **Reflect** on ethical, cultural, and philosophical dimensions of texts, recognizing how language shapes identity and power.

Course learning outcomes: (CLOs) *aligned with given PLOs*

Explain core literary concepts, short story components, and essay types. a.

1. Analyze texts through historical, cultural, and linguistic lenses. a, b.
2. Interpret themes, rhetorical strategies, and character/narrative structures. b, c.
3. Produce analytical responses using academic written conventions. c.
4. Reflect on philosophical, ethical, and socio-cultural implications of texts. d.

Module Breakdown and Delivery Framework

Week	Core Topics & Subtopics	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Essays & Short Stories** • Subtopics: genre features, narrative vs expository forms, epistemology of reading literature, what counts as literary knowledge	Pre-recorded mini-lecture; Padlet reflection: “What is a story?”; LMS quiz on literary terms	• CLO 1 → PLO a
2	**Elements of Short Fiction** • Subtopics: plot structure, characterization, point of view, setting, symbolism	Story-mapping on Jamboard; annotation exercise using Google Docs	• CLO 1, 3 → PLO a, c

3	**Katherine Mansfield –** *The Doll's House* • Subtopics: class hierarchy, childhood innocence, social exclusion	Forum post comparing symbolism; short reflective response submitted via LMS	• CLO 3, 5 → PLO c, d
4	**Saki –** *The Open Window* • Subtopics: unreliable narration, irony, storytelling as performance	Create alternate ending (Google Docs); peer comments	• CLO 2, 3 → PLO b, c
5	**O. Henry –** *The Gift of the Magi* • Subtopics: situational irony, narrative tone, theme of sacrifice	Asynchronous video reaction; comparative Padlet on irony across texts	• CLO 2, 5 → PLO b, d
6	**Kate Chopin –** *The Story of an Hour* • Subtopics: feminist reading, identity formation, symbolism of freedom	Discussion board: "Freedom as illusion?"; textual evidence chart	• CLO 2, 5 → PLO b, d
7	**Oscar Wilde –** *The Happy Prince* • Subtopics: allegory, aestheticism, morality and beauty	Jamboard thematic clusters; short written analysis submission	• CLO 3, 4 → PLO c
8	**Guy de Maupassant –** *The Necklace* • Subtopics: realism, materialism, narrative irony	LMS quiz; comparison chart (social aspiration across stories)	• CLO 2, 3 → PLO b, c
9	**Midterm Exam**		
10	**James Thurber –** *The Secret Life of Walter Mitty* • Subtopics: escapism, interiority, narrative style	Digital storyboard; reflective journal entry	• CLO 3, 5 → PLO c, d
11	**Ernest Hemingway –** *A Day's Wait* • Subtopics: minimalism, iceberg	Micro-analysis using close-reading worksheet	• CLO 2, 4 → PLO b, c

	theory, father-child communication		
12	**George Orwell –** *Shooting an Elephant* • Subtopics: colonialism, moral conflict, power and authority	Forum debate; culturally contextual research note	• CLO 2, 5 → PLO b, d
13	**Jamaica Kincaid –** *On Seeing England for the First Time* • Subtopics: postcolonial identity, symbolic geography, memory	Padlet: "Space and identity"; response paragraph	• CLO 3, 5 → PLO c, d
14	**Helen Keller –** *Three Days to See* **& Francis Bacon –** *Of Beauty* • Subtopics: sensory epistemology, Renaissance philosophy, rhetorical style	Comparative chart; annotation of rhetorical devices	• CLO 1, 3 → PLO a, c
15	**Sherman Alexie –** *Superman and Me* • Subtopics: literacy narrative, education and culture, empowerment	Personal literacy reflection (Google Docs)	• CLO 4, 5 → PLO c, d
16	**Leo Babauta –** *On Minimalism* **& MLK Jr. –** *I Have a Dream* • Subtopics: persuasive rhetoric, simplicity as ideology, speech as social action	Rhetorical analysis worksheet; asynchronous voice-note commentary	• CLO 2, 4 → PLO b, c
17	**Why Read Aloud to Children – Jim Trelease** + **Comparative Analysis Module** • Subtopics: literacy development, cognitive frameworks, evaluating multiple texts **Presentations + Course Recap & Reflection** • Subtopics: synthesis of	Comparative essay draft submission (peer review asynchronous) • Recorded presentation upload; reflective exit survey	• CLO 3, 4 → PLO c • CLO 5 → PLO d

	learning, philosophical reflection, metacognition		
18	**Terminal Examinations**		

Weekly Asynchronous Tasks (Virtual Mode)

Weeks: 1–2 Task 1: Foundations of Literary Study & Epistemology

- Watch pre-recorded lecture: genre + literary knowledge
- Complete LMS quiz on key terms
- Padlet reflection: *"How do stories shape what we know?"*
- Google Docs annotation of sample text (plot, POV, character)
  Tools: LMS, Padlet, Google Docs
  Deliverable: Annotated document + short reflective post
  Alignment: CLO 1 → PLO a

Weeks: 3–5 **Task 2: Irony, Symbolism & Social Themes in Early Texts**
Texts: *The Doll's House*, *The Open Window*, *The Gift of the Magi*
Activities:

- Forum discussion: symbolism and social class (Mansfield)
- Create alternate ending (Saki) in shared document
- Padlet comparison of irony across texts
  Tools: LMS forums, Padlet, Google Docs
  Deliverable: One analytical paragraph + peer comment
  Alignment: CLO 2, 3 → PLO b, c

Weeks: 6–7 **Task 3: Gender, Identity & Philosophical Freedom**

Texts: *The Story of an Hour*, *The Happy Prince*
Activities:

- Close-reading worksheet on freedom & identity (Chopin)
- Jamboard thematic clusters: morality, beauty, sacrifice (Wilde)
- Upload 250-word reflective response
  Tools: Jamboard, LMS upload
  Deliverable: Completed worksheet + written reflection
  Alignment: CLO 3, 5 → PLO c, d

Weeks: 8–10 **Task 4: Realism, Minimalism & Psychological Narrative**
Texts: *The Necklace*, *The Secret Life of Walter Mitty*, *A Day's Wait*
Activities:

- Digital storyboard (Thurber): imagination vs reality
- Comparison chart: realism + social aspiration (Maupassant)

- Micro-analysis using minimalism worksheet (Hemingway)
  Tools: Google Slides/Miro, LMS quiz, worksheet
  Deliverable: Storyboard + comparison chart
  Alignment: CLO 2, 4 → PLO b, c

Weeks: 11–12 **Task 5: Power, Postcolonial Identity & Rhetoric**
Texts: *Shooting an Elephant*, *On Seeing England for the First Time*
Activities:

- Forum debate: *"Is power a performance?"*
- Contextual research note (150 words)
- Padlet: space, memory, and identity
  Tools: LMS forum, Padlet
  Deliverable: Debate post + research note
  Alignment: CLO 2, 5 → PLO b, d

Weeks: 13–15 **Task 6: Comparative Rhetoric & Literacy Narratives**
Texts: *Three Days to See*, *Of Beauty*, *Superman and Me*, *On Minimalism*, *I Have a Dream*
Activities:

- Annotate rhetorical devices (Bacon & Keller)
- Voice-note commentary (MLK or Babauta)
- Personal literacy reflection (Alexie)
  Tools: Google Docs, audio upload, LMS
  Deliverable: 400-word comparative response
  Alignment: CLO 3, 4 → PLO c

Weeks: 16–17 **Task 7: Comparative Analysis, Presentation & Reflection**
Focus: Synthesis, evaluation, metacognition
Activities:

- Submit comparative essay (asynchronous peer review)
- Upload recorded presentation (5–7 minutes)
- Final reflective exit survey: *"How has literature reshaped what you know?"*
  Tools: LMS upload, Turnitin, discussion board
  Deliverable: Final essay + presentation + reflection
  Alignment: CLO 5 → PLO d

Grading Rubric

Weekly online tasks (forums, reflections, worksheets)	Completion, relevance, engagement, clarity
Quizzes & LMS assessments	Accuracy, comprehension of concepts
Comparative Essay	Thesis, analysis, evidence, organization, language
Recorded Presentation	Content depth, clarity, delivery, critical insight

Final Reflection Portfolio	Thoughtfulness, synthesis, personal growth

Recommended Readings

Primary Texts

Bacon, F. (1999). *The essays*. Oxford University Press.
Chopin, K. (1996). *The story of an hour*. In *The awakening and selected stories*. Dover.
Hemingway, E. (1995). *The complete short stories of Ernest Hemingway*. Scribner.
Kincaid, J. (1991). *On seeing England for the first time*. Farrar, Straus and Giroux.
Mansfield, K. (2006). *Selected stories*. Oxford University Press.
Maupassant, G. de. (2004). *The necklace and other stories*. Dover.
Orwell, G. (2003). *Shooting an elephant and other essays*. Penguin.
O. Henry. (1994). *The gift of the Magi and other short stories*. Dover.
Thurber, J. (1997). *The secret life of Walter Mitty*. Penguin.
Wilde, O. (1997). *The happy prince and other stories*. Wordsworth Editions.

Contemporary & Supplementary

Alexie, S. (1998). *The joy of reading and writing: Superman and me*. Los Angeles Times.
Babauta, L. (2009). *The power of less*. Hyperion.
King, M. L. Jr. (1992). *I have a dream: Writings and speeches that changed the world*. HarperOne.
Trelease, J. (2013). *The read-aloud handbook* (7th ed.). Penguin.

VLIT 4770 Postcolonial Women's Writing

Mode of Teaching: Asynchronous with Synchronous Support Sessions
By appointment (via Zoom or Teams)
Virtual Tools & Platforms: LMS (Canvas/Moodle), Zoom/Teams, Padlet, Google Docs, Jamboard, Flipgrid, Turnitin, Hypothesis, interactive LMS quizzes.

Course Description

This course introduces students to the rich and diverse field of postcolonial women's writing, foregrounding the unique aesthetics, politics, and perspectives of women authors often marginalized in traditional postcolonial canons. Students will explore how gender, class, and culture shape literary production, examining how these writers negotiate indigenous traditions with modernity to form distinct feminist discourses. The course emphasizes critical analysis of themes such as identity, power, resistance, and the body within specific socio-cultural contexts, utilizing interdisciplinary approaches and digital tools to engage with the texts and their global relevance.

Course Objectives

By the end of this course, students will be able to:
a. Explain key concepts in postcolonial and feminist theory as they relate to women's writing.
b. Analyze literary texts by postcolonial women writers, identifying how they represent issues of gender, identity, power, and resistance.

c. Apply interdisciplinary frameworks to connect literary texts to their historical, cultural, and political contexts.
d. Evaluate the diversity of women's experiences across different postcolonial geographies, challenging homogenizing narratives.
e. Create critical and reflective analyses using digital platforms and collaborative online tools.

Course Learning Outcomes

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

1. Define and explain core concepts, genres, and critical debates in postcolonial women's writing. **(PLO a)**
2. Analyze literary texts to interpret themes of gender, identity, trauma, and agency within specific postcolonial contexts. **(PLO b, d)**
3. Apply feminist and postcolonial theoretical frameworks to critically examine literary works and their cultural significance. **(PLO b, c)**
4. Communicate nuanced literary analyses through structured, coherent, and academically appropriate written and digital forms. **(PLO c)**
5. Utilize digital tools and collaborative platforms for research, presentation, and critical discussion. **(PLO e)**

Module Breakdown and Delivery Framework

Week	Core Topics & Authors	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to Postcolonial Women's Writing**	Synchronous orientation & icebreaker; Concept-mapping on Jamboard: "What is the 'postcolonial'?"	CLO 1 → PLO a
2-3	**Chimamanda Ngozi Adichie:** *Purple Hibiscus*	Live Q&A on pre-recorded lecture; Breakout rooms for thematic analysis; Guided discussion on character development.	CLO 2, 3 → PLO b, d
4	**Leila Aboulela:** *The Translator*	Synchronous seminar on faith & identity; Collaborative Google Doc analysis of key passages.	CLO 2, 4 → PLO b, c
5	**Buchi Emecheta:** *The Joys of Motherhood*	Virtual roundtable discussion; Student-led breakout discussions on motherhood & colonialism.	CLO 2, 3 → PLO b, d

6	**Leila Abouzaid:** *The Year of the Elephant*	Interactive Q&A; Collaborative annotation of texts using Hypothesis for close reading.	CLO 1, 2 → PLO a, b
7	**Nawal El Saadawi:** *Woman at Point Zero*	Small-group Zoom debates on agency & resistance; Socratic questioning on narrative voice.	CLO 3, 4 → PLO c, d
8	**Feryal Gauhar / Arundhati Roy**	Group Jamboard analysis: comparing narrative structures; Mini-peer review sessions.	CLO 2, 5 → PLO b, e
9	**Midterm Examinations**	Combination of LMS quiz, short essay, and facilitated review discussion.	CLO 1-4 → PLO a-d
10	**Ahlam Mosteghanemi / Poetry**	Synchronous discussion of poetic themes & language; LMS reflection journal check-in.	CLO 2, 4 → PLO b, c
11	**Ama Ata Aidoo:** *Anowa*	Live reading of key scenes; Breakout rooms for gender & societal critique.	CLO 3, 4 → PLO c, d
12	**Tanika Gupta:** *Skeleton*	Group analysis on a virtual whiteboard; Discussion of drama as a form for protest.	CLO 2, 5 → PLO b, e
13	**Rukhsana Ahmad:** *River on the Fire*	Online collaborative thematic mapping; Structured peer feedback on LMS.	CLO 2, 3 → PLO b, d
14	**Comparative Themes**	Group breakout workshops; Collaborative Padlet for visual summary of course themes.	CLO 3, 5 → PLO d, e
15	**Student-Led Presentations**	Live presentation session via Zoom; Peer review and Q&A.	CLO 4, 5 → PLO c, e
16	**Feminist Criticism & Theoretical Frameworks**	Synchronous lecture; Virtual debate on applying theory; Socratic seminar.	CLO 1, 3 → PLO a, c
17	**Course Consolidation & Project Work**	Live workshop: integrating theory & analysis; Open Q&A; Final reflective activity.	CLO 1-5 → PLO a-e

18	**Terminal Examinations / Project Submission**	Online final exam or virtual project showcase with peer evaluation.	CLO 1-5 → PLO a-e

Weekly Asynchronous Tasks (Virtual Mode)

- **Weeks 1-3:** Post a self-introduction on the discussion board relating to a postcolonial text. Complete pre-recorded lectures and post initial reflections on *Purple Hibiscus*. Engage with two peer posts.
- **Weeks 4-7:** Annotate key passages from *The Translator* and *Woman at Point Zero* using Hypothesis. Submit short reflective posts on specific discussion prompts (e.g., "Faith and Modernity").
- **Weeks 8-10:** Participate in an asynchronous debate forum on a critical question (e.g., "Is Firdaus's violence in *Woman at Point Zero* a form of liberation?"). Complete the midterm essay component.
- **Weeks 11-13:** Collaborate on a shared Google Slide deck analyzing dramatic techniques in *Anowa* and *Skeleton*. Submit a short comparative analysis.
- **Weeks 14-16:** Prepare and record final presentations. Provide constructive feedback on two peer presentations via the LMS discussion forum.
- **Weeks 17-18:** Submit the final project/portfolio. Complete a final course reflection on Padlet about the evolution of your understanding of postcolonial women's writing.

Grading Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Knowledge & Understanding	Demonstrates a sophisticated grasp of literary concepts, themes, and theoretical frameworks.	Shows a solid understanding of core concepts with minor gaps or inaccuracies.	Displays a basic but limited understanding of key ideas; some misconceptions may be present.	Shows significant misunderstanding of core concepts and themes.
Analysis & Argument	Insightful, original analysis; arguments are complex, well-supported with textual	Competent analysis; arguments are clear and generally supported, but	Superficial analysis; arguments are vague, poorly supported, or rely heavily on summary.	Little to no analysis; argument is absent, illogical, or unsupported.

	evidence, and logically developed.	may lack depth or nuance.		
Use of Evidence	Textual evidence is seamlessly integrated, well-chosen, and effectively analyzed to support claims.	Evidence is relevant and used to support the argument, though analysis could be more developed.	Evidence is presented but may be irrelevant, overly quoted, or insufficiently analyzed.	Lacks relevant textual evidence or uses it incorrectly.
Organization & Coherence	Excellently structured; ideas flow logically with clear transitions. Writing is focused and compelling.	Clearly organized with a logical progression of ideas; minor issues with flow or transitions.	Structure is unclear or illogical; ideas are disjointed, making the argument difficult to follow.	Disorganized and incoherent; no logical structure is apparent.
Language & Conventions	Prose is clear, precise, and academic in tone. Virtually free of grammatical, spelling, or citation errors.	Language is clear and mostly correct; may have occasional errors that do not impede understanding.	Frequent errors in grammar, spelling, or syntax that occasionally obstruct meaning.	Pervasive errors that significantly hinder readability and comprehension.

Recommended Readings

Foundational & Theoretical Works:

- Boehmer, Elleke. *Stories of Women: Gender and Narrative in the Postcolonial Nation*
- hooks, bell. *Ain't I a Woman: Black Women and Feminism*
- Lewis, R., and Mills, S., (Eds.). *Feminist Postcolonial Theory: A Reader*
- Loomba, Ania. *Colonialism/Postcolonialism*
- Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses."

Critical Monographs & Collections:

- Arndt, Susan. *Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing*

- Gauch, Suzanne. *Liberating Shahrazad: Feminism, Postcolonialism, and Islam*
- Mernissi, Fatima. *Scheherazade Goes West: Different Cultures, Different Harems*
- Nnaemeka, Obioma. (Ed.). *The Politics of (M)Othering*

VELT 4510 Teaching of English as Second/Foreign Language

Mode of Teaching: Asynchronous with Synchronous Support Sessions
The course is taught in a primarily asynchronous mode using the LMS, where students interact with weekly recorded lectures, required readings, guided reflective tasks, and discussion forums.
A **1–1.5 hour synchronous session** each week provides space for:

- collaborative micro-teaching activities,
- guided evaluation of teaching methods and approaches,
- peer demonstrations of lesson planning,
- instructor feedback on class activities and TEFL strategies,
- reflective teaching discussions and case-analysis.

Virtual tools include **Zoom/Teams**, LMS boards, Padlet, collaborative whiteboards, Google Docs, sample lesson-planning templates, and multimedia demonstrations of TEFL classrooms.

Course Description
This course introduces students to **approaches, methods, and techniques** in Teaching English as a Foreign Language (TEFL). Students explore historical and contemporary methods of language teaching, examining how approaches inform techniques and how pedagogical choices shape classroom outcomes. Emphasis is placed on curriculum development, lesson planning, reflective teaching, and aligning instructional practices with learner needs, contexts, and goals. By engaging with TEFL frameworks, real classroom scenarios, and sample teaching resources, students develop foundational professional competencies required for effective English language instruction. The course also prepares students to critically evaluate teaching practices, design context-sensitive lessons, and integrate modern technologies and materials in their future classrooms.

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

a. Explain foundational concepts, approaches, and historical developments in TEFL methodology.
b. Distinguish between approaches, methods, and techniques in language teaching and analyze how they interrelate.
c. Evaluate the suitability of different TEFL methods for specific learners, contexts, and instructional goals.
d. Design coherent, context-appropriate lesson plans aligned with language-learning objectives.
e. Apply reflective teaching principles to improve instructional practices, integrating feedback, self-evaluation, and classroom observation.

Course learning outcomes:
Course Learning Outcomes (CLOs)
By the end of the course, students will be able to:

1. **Define and critically compare major approaches, methods, and techniques** in TEFL. (PLO a)
2. Identify the relationship between teaching methods and classroom goals, demonstrating understanding of contextual and learner-related variables. (PLO b, c)
3. Analyze and evaluate TEFL methods historically and pedagogically, determining their strengths and limitations. (PLO b)
4. Design structured lesson plans aligned with specific language skills and instructional needs. (PLO c)
5. Develop context-based classroom activities and instructional techniques that reflect appropriate TEFL approaches. (PLO c, d)
6. Demonstrate reflective teaching practices, incorporating diaries, peer evaluation, student feedback, and recorded lessons. (PLO d)
7. Communicate teaching insights clearly in written, oral, and digital formats, especially during micro-teaching and school visits. (PLO c)

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Synchronous Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to TEFL** • What is TEFL? • Why teach/learn English? • English teaching in Pakistan • Student experience-sharing	Ice-breakers; concept-mapping on TEFL needs; group reflection on personal learning experiences	CLO 1 → PLO a
2	**Approach, Method, Technique** • Definitions and distinctions • When methods become prescriptive • Linking approaches to techniques	Collaborative chart-building; case scenarios matching techniques to approaches	CLO 1, 2 → PLO a, b
3 **4** **5** **6**	**Historical & Contemporary TEFL Methods** • Grammar-translation • Direct Method • Reading Method → Audiolingual Method • Total Physical Response (TPR) • Silent Way • Communicative Approach → CLT • Task-Based Language Teaching • Eclectic Approach	Video analysis of various TEFL classrooms; breakout comparisons of methods; micro-teaching demonstrations	CLO 1, 3 → PLO a, b

7-8	**Factors Influencing Method Choice** • Classroom realities • Knowing your students • Teacher identity and teaching persona • Instructional objectives • Time constraints • Board work, visuals, technology • Supplementary resources	Sample lesson critique; designing activity banks; technology-integration workshop	CLO 2, 3 → PLO b, c
9	**Midterm Exam**		
10	**Lesson Planning** • Elements of a lesson plan • Benefits of structured planning • Building objectives and aligning techniques	Guided creation of a sample lesson plan; instructor feedback	CLO 4 → PLO c
11	**Class Activity: Lesson Planning Workshop** Students design lesson plans targeting different language components	Peer review of plans; breakout-room micro-teaching	CLO 4, 5 → PLO c
12-13	**Reflective Teaching** • Reflective teacher diaries • Peer observation • Student feedback • Recorded lessons	Reflection circle; observation protocol training; critique of sample recorded lesson	CLO 6 → PLO d
14-15	**Teaching Language Components** • Teaching listening (Grade 8) • Teaching speaking (Grade 9–10) • Teaching reading (Grade 11) • Teaching writing (Grade 12)	Skill-specific micro-teaching; evaluation using TEFL rubrics	CLO 4, 5 → PLO c
16-17	**Field Presentation Module** Teach one lesson in a school (approved topic) Reflect on the experience and propose improvements	Classroom visit; presentation & reflective discussion	CLO 6, 7 → PLO c, d
18	**Terminal Examinations**		

Weekly Asynchronous Tasks (Virtual Mode)

1. TEFL Foundations & Approaches (Weeks 1–2)
Students post reflections on Pakistan's TEFL context, explore definitions of approach/method/technique, and annotate sample classroom transcripts.

2. Method Analysis (Weeks 3–6)
Students compare classical and modern TEFL methods, create method summary charts, and analyze teaching videos using a structured observation form.

3. Factors Affecting Teaching (Weeks 7–8)
Students submit a short self-profile as a teacher, evaluate classroom scenarios, and propose appropriate techniques.

4. Lesson Planning Tools (Weeks 10–11)
Students design sample objectives, build lesson-plan templates, and contribute peer comments on classmates' work.

5. Reflective Teaching Cycle (Weeks 12–13)
Students maintain a reflective log, write observation notes, and analyze benefits and challenges of reflective practice.

6. Skills Teaching & Activity Design (Weeks 14–15)
Students create TEFL activities for listening, speaking, reading, and writing based on assigned grade levels.

7. Final Teaching Reflection (Weeks 16–17)
Students complete a reflective narrative on their school teaching experience and post peer feedback.

Grading Rubric

Criteria	**Excellent (5)**	**Good (4)**	**Fair (3)**	**Needs Improvement (1–2)**
Understanding	Demonstrates thorough understanding of TEFL approaches, methods, and factors	Good understanding with minor gaps	Basic understanding	Limited or inaccurate understanding
Application & Analysis	Applies TEFL methods effectively in lesson plans and activities	Mostly accurate application	Partial or inconsistent application	Poor or incorrect application
Critical & Reflective Thinking	Strong reflection using diaries/feedback; insightful evaluation	Some reflective depth	Minimal reflection	Little or no reflective engagement
Lesson Planning	Clear, coherent, well-structured plans aligned with objectives	Mostly clear plans	Adequate but incomplete planning	Weak or disorganized plans

Criteria	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (1–2)
Communication & Participation	Active, professional engagement in discussions, micro-teaching, and tasks	Regular participation	Occasional participation	Rare or insufficient participation

Recommended Readings

Core Texts

Betti, M. Jasim (2001). *Approaches and Methods of Teaching English as a Foreign Language*.

Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice.*

Suggested Readings

1. Woods, T. *Planning Lessons & Course Designing*.
2. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*.
3. Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy.*
4. Harmer, J. *The Practice of English Language Teaching.*

VELT 4530 Testing and Assessment

Mode of Teaching: Asynchronous + synchronous

Delivery:

Asynchronous: pre-recorded micro-lectures, LMS readings, quizzes, discussion forums, reflective journals

Synchronous: Zoom/Google Meet workshops, Q&A, peer moderation, live demonstrations

Digital Tools Required:

- LMS (Moodle/Google Classroom)
- Google Forms / Microsoft Forms (test design)
- Zoom breakout rooms (synchronous speaking tasks)
- Padlet / Jamboard (concept mapping)
- Turnitin (academic integrity)
- CEFR online descriptors bank
- EdPuzzle (interactive lecture tasks)

Digital Skills Developed: Online assessment design; Rubric construction and digital scoring; Remote peer-feedback; Academic honesty in virtual contexts;Use of automated scoring tools critically.

Course Description

This course introduces students to the theories, principles, and practices of Language Testing and Assessment within applied linguistics. It explores the conceptual foundations of measurement, philosophical and epistemological questions about evidence of learning, and contemporary approaches including communicative and performance-based assessment. Students learn to design, evaluate, and interpret language assessments aligned with learning

outcomes, reliability and validity standards, and ethical considerations in virtual, blended, and classroom contexts.

Course Objectives

a. **Understand** key concepts, principles, and philosophical foundations of language testing and assessment.
b. **Analyze and evaluate** test types, quality indicators (reliability/validity), and ethical implications in diverse contexts.
c. **Design and justify** language assessment tasks aligned with CLOs/PLOs using appropriate rating scales and specifications.
d. **Demonstrate** professional values of fairness, transparency, integrity, and learner-centred assessment practices in digital and physical environments.

Course learning outcomes:

1. Define and explain key concepts, purposes, and epistemological foundations of language testing and assessment. → PLO a
2. Differentiate and critically evaluate test types, formats, and principles of test quality in applied linguistic contexts. → PLO b
3. Apply principles of validity, reliability, and ethical standards to design appropriate assessment tasks and rubrics. → PLO c
4. Assess language skills using communicative, classroom-based, and digital assessment methods. → PLO c & d
5. Reflect on current debates, equity, and future directions in global language assessment practices. → PLO d

Module Breakdown and Delivery Framework

Week	**Core Topics & Primary Texts**	**Asynchronous & Synchronous Activities & Teaching Methods**	**CLOs / PLOs**
1	**Introduction to Language Testing and Assessment** Subtopics: definitions (test/assessment/evaluation), purpose of testing, epistemology—what counts as evidence.	**Async:** short lecture + Padlet reflection: "How do we know learning has occurred?" **Sync:** live orientation + Q&A.	**CLO 1 → PLO a**
2	**Traditional vs Modern Paradigms** Subtopics: measurement traditions, discrete-point vs integrative assessment, philosophy of objectivity.	**Async:** reading annotation + quiz **Sync:** Jamboard debate	**CLO 1 → PLO a**

3	**Types and Classifications of Tests** Subtopics: objective vs subjective; item formats (MCQs/cloze/essays); high-stakes vs low-stakes.	**Async:** item-type analysis task **Sync:** sample-test critique	**CLO 2 → PLO b**
4	**Test Purpose & Alignment** Subtopics: placement/diagnostic/progress/achievement/proficiency; alignment with CLOs/PLOs.	**Async:** classify test samples in LMS **Sync:** instructor-led alignment workshop	**CLO 2 → PLO b**
5	**Principles of Reliability** Subtopics: test-retest, internal consistency, inter-rater; sources of error.	**Async:** reliability error-spotting activity **Sync:** rubric consistency calibration	**CLO 2 → PLO b & c**
6	**Principles of Validity** Subtopics: content/construct/criterion/face validity; threats; virtual contexts.	**Async:** validity critique of existing test **Sync:** small-group moderation	**CLO 3 → PLO b & c**
7	**Ethical, Psychological & Affective Dimensions** Subtopics: test anxiety; fairness; accessibility; academic integrity.	**Async:** reflective journal + Turnitin tutorial **Sync:** discussion on ethics cases	**CLO 4 → PLO d**
8	**Backwash and Impact on Learning** Subtopics: positive/negative washback; assessment for learning; reflective vs memorization tasks.	**Async:** redesign a harmful test **Sync:** peer feedback	**CLO 4 → PLO d**
9	**Midterm Exam**		
10	**Foundations of Communicative Language Ability** Subtopics: Hymes; Canale & Swain (4 components); Bachman CLA; shift from discrete-point.	**Async:** concept map on CLA **Sync:** discussion of implications	**CLO 2 → PLO b**
11	**Principles of Communicative Language Testing** Subtopics: authenticity; performance-	**Async:** analyze CLT test tasks **Sync:** design critique	**CLO 3 → PLO b & c**

	based tasks; meaning-focused; integrative assessment.		
12	**Testing Receptive Skills** Subtopics: reading (inference/gist/detail); listening (real-world input).	**Async:** design two receptive items **Sync:** CEFR-based feedback	**CLO 4 → PLO c**
13	**Testing Productive & Integrated Skills** Subtopics: analytic vs holistic scoring; speaking tasks; listen-respond; TBLA.	**Async:** record asynchronous speaking task **Sync:** rater calibration	**CLO 4 → PLO c & d**
14	**Designing Assessment Tasks** Subtopics: specifications/blueprints; context-embedded prompts; timing; scaffolding.	**Async:** create mini-spec sheet **Sync:** instructor review	**CLO 3 → PLO b & c**
15	**Scoring & Rating Communicative Performance** Subtopics: human vs automated scoring; rater variability; CEFR descriptors.	**Async:** apply analytic rubric **Sync:** scoring moderation	**CLO 4 → PLO c**
16	**Assessment in Virtual & Asynchronous Contexts** Subtopics: LMS tools; open-book vs timed; digital rubrics; remote proctoring.	**Async:** build online quiz + peer-review **Sync:** panel on fairness	**CLO 3 → PLO b & d**
17	**Classroom-Based & Alternative Assessment** Subtopics: portfolios; peer/self-assessment; observation checklists; formative cycles. **Current Issues, Future Directions, Course Recap** Subtopics: AI scoring; intercultural/plurilingual assessment; equity; global high-stakes tests.	**Async:** portfolio assembly **Sync:** reflective sharing circle **Async:** final reflection + exit survey **Sync:** closing seminar	**CLO 4 → PLO c & d** **CLO 5 → PLO d**
18	**Terminal Examinations**		

Weekly Asynchronous & Synchronous Tasks for Virtual Mode

Weeks: 1–2**: Foundations, Epistemology & Assessment Paradigms**

- Watch micro-lecture + annotate reading using Perusall
- Padlet reflection: *"How do we know learning has occurred?"*
- LMS quiz on key terminology
- Zoom seminar + Jamboard debate on measurement vs meaning
- Live poll using Mentimeter

Tools: LMS, Padlet, Perusall, Jamboard, Mentimeter
CLO 1 → PLO a

Weeks: 3–4**: Test Types, Formats & Alignment with Learning Outcomes**

- Analyse real test samples uploaded in LMS
- Categorize items using Google Sheets
- Short reflection: *"Which test type fits which purpose?"*
- Breakout-room critique of sample test papers
- Instructor demo: aligning assessment with outcomes (CLO mapping)

Tools: Google Sheets, LMS, Zoom, Breakouts
CLO 2 → PLO b

Weeks: 5–7**: Reliability, Validity & Ethics in Assessment**

- Error-spotting activity: identify sources of unreliability
- Validity evaluation of an online test (Google Form)
- Turnitin academic integrity tutorial + reflective journal
- Zoom calibration practice using a rubric
- Case-based discussion: ethical dilemmas in online assessment

Tools: Turnitin, Google Forms, Zoom, Rubrics
CLO 3 → PLO b & d

Weeks: 8–10**: Communicative Competence & Principles of CLT**

- Create a concept map (Coggle/MindMeister) of CLA models
- Analyse CLT task samples (IELTS/TOEFL speaking prompts)
- Short LMS quiz
- Guided design critique: meaning-focused vs form-focused tasks
- Breakout-room redesign of a traditional test into a CLT task

Tools: Coggle/MindMeister, LMS, Zoom
CLO 2 & 3 → PLO b & c

Weeks: 11–12**: Testing Language Skills (Receptive, Productive & Integrated)**

- Design 1 reading and 1 listening item in LMS
- Upload 2-minute speaking response using Flipgrid/VoiceThread
- Apply analytic rubric to peer sample
- Rater calibration workshop using CEFR bands

- Micro-teaching demo of integrated task scoring

Tools: Flipgrid/VoiceThread, CEFR descriptors, LMS, Zoom
CLO 4 → PLO c & d

Weeks: 13–15**: Assessment Design, Specifications, Scoring & Digital Assessment**

- Create a mini-specification sheet for a test task
- Build an online quiz using Google Forms / LMS
- Peer-review using digital rubric
- Instructor review of specs + revision guidance
- Panel discussion: fairness & limitations of remote proctoring

Tools: Google Forms, LMS Rubrics, Zoom
CLO 3 & 4 → PLO b, c & d

Weeks: 16–17**: Alternative Assessment, Reflection & Future Directions**

- Compile digital assessment portfolio (selected artifacts)
- Final reflective narrative on assessment values
- Exit survey + self-evaluation checklist
- Closing seminar + portfolio sharing circle
- Roundtable: future of language testing

Tools: e-portfolio platform, Zoom, LMS
CLO 5 → PLO d

Grading Rubric

Component	Criteria
Weekly asynchronous tasks	completion, relevance, accuracy, reflective depth
Mid-term assessment (Week 8)	analysis quality, application of reliability/validity
Assessment design project	alignment, specifications, rubric quality, originality
Participation (sync + forums)	engagement, constructive peer feedback
Final reflection portfolio	synthesis, values, ethical awareness

Recommended Readings

Classical

- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1–47.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.

Contemporary

- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge.

- McNamara, T., & Roever, C. (2010). *Language testing: The social dimension*. Blackwell.
- O'Sullivan, B., & Weir, C. (2023). *Language testing and assessment* (3rd ed.). Cambridge University Press.
- Taylor, L. (Ed.). (2017). *Language testing matters: Investigating the wider social and educational impact of assessment*. Cambridge University Press.

VELT 4560 English for Specific Purposes

Mode of Teaching: Asynchronous +synchronous mode
Delivery:

- *Asynchronous*: pre-recorded lectures, LMS-based readings, discussion forums, quizzes, reflection journals
- *Synchronous*: live workshops, peer-review sessions, Q&A, text analysis demonstrations

Digital Tools Required:

- LMS (Moodle / Google Classroom)
- Zoom / Microsoft Teams (for synchronous sessions)
- Padlet / Jamboard / Mentimeter (collaborative activities)
- Google Docs / Microsoft Word (material design)
- Online corpus tools (e.g., Sketch Engine, AntConc)
- Turnitin / plagiarism checkers

Digital Skills Developed: Needs analysis design; ESP material development; Virtual assessment and feedback; Digital text analysis; Collaborative online learning

Course Description

This course introduces students to **English for Specific Purposes (ESP)**, focusing on understanding the theoretical foundations, historical development, and practical applications of ESP in academic, professional, and workplace contexts. Students learn to conduct needs analyses, design ESP courses and materials, evaluate ESP programs, and analyze specialized texts using register, discourse, and genre-based approaches. The course emphasizes epistemological and philosophical foundations, critical reflection, and virtual delivery competencies.

Course Objectives

a. **Understand** core concepts, theoretical frameworks, and historical development of ESP.
b. **Analyze** target needs and contexts to design effective ESP courses and materials.
c. **Apply** text analysis techniques (register, discourse, genre) for ESP curriculum and assessment.
d. **Demonstrate** professional values of ethical practice, critical reflection, and learner-centered ESP delivery.

Course learning outcomes:

1. Explain the historical, theoretical, and epistemological foundations of ESP. → **PLO a**

2. Conduct needs analysis to determine ESP course objectives and learner priorities. → **PLO b**
3. Design and develop ESP course materials aligned with specific learner needs. → **PLO c**
4. Analyze specialized texts using register, discourse, and genre approaches. → **PLO b & c**
5. Evaluate ESP programs and reflect on best practices, ethical issues, and virtual delivery challenges. → **PLO d**

Module Breakdown and Delivery Framework

Week	Core Topics & Primary Texts	Asynchronous + synchronous mode Activities & Teaching Methods	CLOs / PLOs
1	**Introduction to ESP** - Definition and scope of ESP - Distinction from General English - Historical and epistemological overview	**Async:** Readings + forum discussion "Why ESP matters today" **Sync:** Zoom Q&A on ESP domains (academic, professional)	**CLO 1 → PLO a**
2	**Historical Development of ESP** - ESP origins (1960s–present) - Major contributors (Hutchinson & Waters, Strevens) - Evolution of needs-based curriculum	**Async:** Timeline creation (Padlet) **Sync:** Seminar discussion on historical shifts	**CLO 1 → PLO a**
3	**Theoretical Perspectives on ESP** - Target situation analysis - Discourse and genre theory foundations - Register theory in ESP **Async:** Short essay reflection **Sync:** Group discussion and case studies **CLO 1 → PLO a**	**Async:** Short essay reflection **Sync:** Group discussion and case studies	**CLO 1 → PLO a**
4	**Conducting Needs Analysis** - Purpose and principles - Setting general goals vs specific	**Async:** Develop survey/interview for target learners	**CLO 2 → PLO b**

	objectives - Learner-centered vs stakeholder-driven analysis	**Sync:** Role-play stakeholder interviews	
5	**Needs Analysis Tools and Techniques** - Questionnaires, interviews, observation, corpus data - Prioritizing language needs	**Async:** Create sample needs analysis instrument **Sync:** Peer review + instructor feedback	**CLO 2 → PLO b**
6	**ESP Course Design Fundamentals** - Defining learning outcomes (CLOs) - Sequencing modules (simple → complex) - Selecting content and tasks	**Async:** Draft mini-course outline **Sync:** Workshop: discuss outlines in breakout rooms	**CLO 3 → PLO c**
7	**ESP Material Development** - Authentic vs adapted materials - Designing exercises and tasks - Integrating digital and online resources	**Async:** Develop one ESP material set **Sync:** Material sharing and peer feedback session	**CLO 3 → PLO c**
8	**Assessment in ESP** - Formative and summative assessment - Aligning assessments with objectives - Designing rubrics and feedback strategies	**Async:** Draft rubric for ESP task **Sync:** Workshop on rubric calibration	**CLO 3 & 5 → PLO c & d**
9	**Midterm Exam**		
10	**Evaluation of ESP Programs** - Program evaluation models - Effectiveness and learner progress - Reflection on learning outcomes	**Async:** Case study analysis **Sync:** Discussion on evaluation criteria	**CLO 5 → PLO d**

11	**Issues in ESP** - Ethical issues and inclusivity - Cultural and social considerations - Equity and access in ESP	**Async:** Reflective journal **Sync:** Group debate on ethical dilemmas	**CLO 5 → PLO d**
12	**Approaches to Text Analysis: Register** - Field, tenor, mode - Vocabulary and grammar patterns	**Async:** Analyze sample texts in LMS corpus tool **Sync:** Zoom session: discuss register findings	**CLO 4 → PLO b & c**
13	**Approaches to Text Analysis: Discourse** - Cohesion, coherence, speech acts - Discourse markers	**Async:** Annotate discourse features in ESP texts **Sync:** Peer discussion of annotation results	**CLO 4 → PLO b & c**
14	**Approaches to Text Analysis: Genre** - Genre conventions in academic/professional texts - Functional moves and rhetorical patterns	**Async:** Genre analysis of specialized text **Sync:** Mini-presentation of findings	**CLO 4 → PLO b & c**
15	**Integrating Text Analysis into ESP Materials** - Designing exercises based on register/discourse/genre - Task sequencing and scaffolding	**Async:** Develop ESP activity from analyzed text **Sync:** Peer feedback + instructor moderation	**CLO 3 & 4 → PLO c**
16	**Digital Tools for ESP** - Corpus tools, online dictionaries, virtual collaboration - LMS for content delivery and assessment	**Async:** Create digital ESP activity using corpus **Sync:** Demonstration and Q&A	**CLO 3 → PLO b & c**
17	**ESP Programme Implementation & Review** - Monitoring learner progress - Feedback and revision - Reflecting on virtual delivery	**Async:** Reflection report on mini-course design **Sync:** Peer discussion + instructor feedback	**CLO 5 → PLO d**

	challenges **ourse Recap & Reflection** - Review of ESP principles, methods, and materials - Future trends: English for academic vs professional purposes - AI and technology in ESP	**Async:** Portfolio submission + reflective essay **Sync:** Closing seminar and discussion	**CLO 5 → PLO d**
18	**Terminal Examinations**		

Weekly Synchronous Tasks (Virtual Mode)

TASK 1 —Foundations of ESP (Weeks 1–3 merged)
Focus: Introduction, history, theoretical and epistemological perspectives
Asynchronous Activities:

- Watch pre-recorded lecture on evolution of ESP
- Reading + LMS quiz (Hutchinson & Waters; Dudley-Evans & St John)
- Forum post: *How does ESP differ from General English in purpose and philosophy?*

Synchronous Session:

- Live seminar: historical turning points in ESP
- Breakout rooms: discuss epistemological foundations and relevance today

Outcome Alignment: CLO 1 → PLO a

TASK 2 — Needs Analysis Design & Application (Weeks 4–5)

Focus: Conducting and applying needs analysis
Asynchronous Activities:

- Develop a mini needs analysis tool (questionnaire + interview items)
- Submit draft to LMS for instructor comments

Synchronous Session:

- Role-play stakeholder interviews in groups
- Peer feedback on instrument clarity and validity

Outcome Alignment: CLO 2 → PLO b

TASK 3 — ESP Course & Materials Development (Weeks 6–7)

Focus: Course planning and material creation
Asynchronous Activities:

- Create a brief ESP course outline with learning outcomes
- Design one authentic-based ESP task (e.g., email writing, lab report excerpt)

Synchronous Session:

- Workshop: share and refine materials in breakout rooms
- Instructor modeling of task sequencing and scaffolding

Outcome Alignment: CLO 3 → PLO c

TASK 4 — Assessment & Evaluation in ESP (Weeks 8–9)

Focus: Designing assessment and evaluating programs
Asynchronous Activities:

- Draft a rubric for one ESP task (criteria + descriptors)
- Case study analysis of an ESP program evaluation

Synchronous Session:

- Calibration activity: apply rubric to sample responses
- Group discussion: strengths and gaps in evaluation models

Outcome Alignment: CLO 5 → PLO c & d

TASK 5 — Text Analysis Approaches (Weeks 11–13)

Focus: Register, discourse, and genre analysis
Asynchronous Activities:

- Analyze one ESP text using corpus/annotation tools
- Submit annotated sample with findings on:
    - register (field–tenor–mode)
    - discourse features
    - genre moves

Synchronous Session:

- Mini-presentations of analysis results
- Instructor feedback on analytical accuracy

Outcome Alignment: CLO 4 → PLO b & c

TASK 6 — Integrating Analysis into ESP Materials (Weeks 14–15)

Focus: Turning analysis into pedagogy
Asynchronous Activities:

- Design a teaching activity using text analysis outcomes
- Upload material + teacher notes to LMS

Synchronous Session:

- Peer-review session using guided criteria
- Demonstration of digital tools (corpora, Padlet, Google Docs)

Outcome Alignment: CLO 3 & 4 → PLO c

TASK 7 — Reflection, Ethics & Future Directions (Weeks 10, 16–17)

Focus: Issues in ESP, implementation, and course reflection
Asynchronous Activities:

- Final reflective portfolio (learning + ethical considerations)
- Self-evaluation of mini-course design

Synchronous Session:

- Closing seminar: emerging trends (AI, virtual learning, equity)
- Open-floor reflection and takeaway consolidation

Outcome Alignment: CLO 5 → PLO d

Grading Rubric

Component	Criteria
Weekly Asynchronous Tasks	Completion, reflection depth, relevance
ESP Material Design Project	Authenticity, alignment with objectives, creativity
Needs Analysis Assignment	Accuracy, clarity, application of theory
Participation (sync + forums)	Engagement, peer feedback, collaboration
Final Reflection Portfolio	Integration of course learning, critical thinking, ethical awareness

Recommended Readings

Classical / Foundational

- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
- Strevens, P. (1988). *ESP after twenty years: A re-appraisal*. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1–13). SEAMEO Regional Language Centre.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.

Contemporary

- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Flowerdew, J. (2013). *English for specific purposes: Research and practice*. Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book.* Routledge.
- Jordan, R. R. (2015). *English for academic purposes: A guide and resource book for teachers* (3rd ed.). Cambridge University Press.

VINT 4060 Internship

(In progress)

VRES 5090 Research Project - CAPSTONE

(In progress)