

NB: Media and Information Literacy will run for 4 semesters of year 1 and 2. Continuous Assessment will be conducted in the first three semesters while examination will take place in the second semester of year two

COURSE DESCRIPTION

YEAR ONE FIRST SEMESTER

ENG 111: Practical Listening Skills Work

(1 Credit) C

Objectives

The training will enable the students to identify, discriminate, react and respond appropriately to what is listened to. In addition, it will help trainees to extract specific information from texts listened to.

Similarly, trainees will obey the rules of turn taking, instruction, command or directives given and the capacity to announce news, advertise, appreciate and critique public speeches

Topics

- What is listening?
- Distinction between listening and hearing
- Training the ear for sound/ word discrimination (listening for information on radio and television stations, listening to information on recorded dialogues of native speakers and good models, etc.)
- Drills: Vowels – vowel contrasts and minimal pairs/sets
- Drills: Consonants- -consonant contrasts and minimal pairs/sets
- Drills: Identification and practice in rhythm
- Intonation (contrast with tone in student's MT/LI)
- Drills: Intonation for sentence meaning/speakers' attitudes
- Types of listening (intensive, extensive, appreciative, anticipatory, discriminatory, comprehensive, critical, etc.)
- Practical listening to audio of native speakers, good models, BBC news, etc., and educative movies

Note: *Listening to models of English speech and practice in oral discrimination in the language laboratory or on recorded cassette is fundamental.*

Lecturers are advised to ensure that actual practice and drills are the essence of ENG 111 and 112 and should permeate their facilitation.

ENG 112

Introduction to Phonetics and Phonology

(2 Credits) C

Objectives

This course would acquaint trainees with knowledge of the segmental and supra-segmental features of Phonetics and Phonology. Efforts should be made to give enough drills and practice in these features in the language laboratory.

Topics

- Phonetics and Phonology: Definition & distinction.
- Organs of speech and the mechanism of speech sounds.
- Consonants: Recognition/articulation in isolation and in phonetic environment
- Vowels: Recognition/articulation in isolation and in phonetic environment
- The syllable and its structure
- Stress: word and sentence level
- Intonation: meaning, uses and application
- Consonant and vowel sounds discrimination – minimal pairs/sets
- Introduction to phonemic transcription of words and sentences

Note: Efforts should be made to help the students to reduce to the minimum, elements of LI interference in their speech at the supra-segmental level. The use of the Language Laboratory should be emphasized for practical drills. Lecturers are to note that, although this course has a strong theoretical component, practical drills essential parts of the teaching. The use of language laboratory under the operation and supervision of a language laboratory technologist should be emphasized.

ENG 113:

Basic Grammar

(2 Credits) C

Objectives

The place of grammar in the teaching and learning of English language is central. The goal here is to make students communicate effectively in diverse situations using these grammatical forms accordingly.

Topics

- Grammar: Meaning and importance
- Parts of speech; General description
- Nouns: Meaning, types, function, number, case
- Pronouns: Meaning, types, function, case
- Verbs: Meaning, types, modals, voice
- Tense, aspect of tense and sequence of tense
- Concord
- Adjectives: Meaning, types, comparison of adjectives and order of adjectives
- Adverbs: Meaning, types, comparison of adverbs and order of adverbs
- Preposition: Meaning, types and prepositional collocations
- Conjunctions: Meaning and types
- Interjections
- Sentence transformation: Direct and indirect speech, question tags, negation, passivisation, integration.

ENG 114:

Introduction to Literature

(1 Credit) C

Objectives

This course prepares students for all other Literature courses in the NCE syllabus. Students are introduced to the great critical debates in literature. It also gives students a panoramic knowledge of the history of literature and practical criticism

Topics

Analysis of practical samples

Note: Gender sensitivity and gender balance are critical considerations in the selection of authors. For the purpose of illustration, a few texts should be randomly selected in areas of prose, drama and poetry for intensive critical analysis/practice.

**YEAR ONE
SECOND SEMESTER**

ENG 121: Basic Reading Skills and Reading Comprehension (2 Credits) C

Objectives

The aim of this course is to expose trainees to critical components of reading with a view to emphasizing reading skills and reading comprehension, which include literal, critical and creative comprehension skills, vocabulary development, reading efficiency and fluency

Topics:

- Concepts in Reading
- Meaning of reading
- Types of reading
- Reading skills: Decoding, fluency, vocabulary, sentence construction and cohesion, background knowledge, memory and attention
- Reading strategies: Scanning, skimming, SQ3R

Reading Challenges

- Sub-vocalization
- Eye regression
- Tracing with fingers
- Head movement
- Backward skipping
- Repetition (in oral reading)

Comprehension

- Word recognition/analysis

Print Concept:

- Print awareness
- Letter knowledge
- Alphabetic principle
- Phonemic awareness
- Phonemic segmentation
- Word Comprehension
- Sentence Comprehension
- Paragraph Comprehension
- Text comprehension at literal, interpretative, inferential, critical and creative levels
- Reading for sequence
- Intensive and extensive reading practice to include poetry, prose, and dramatic passages involving narration of real-life stories to expose students to diverse texts

ENG 122: English Language and Literature Methods (2 Credits) C.

Objectives

The course is designed to give the teacher trainee the relevant methods in the teaching of language and literature. Emphasis should be on practice, application, micro-teaching, and techniques of teaching both language and literature.

- Nature of Language
- Distinction between language learning and acquisition
- Language teaching methods
- Teaching the four language skills/Language Arts Approach (Strategies and techniques for teaching listening, speaking, writing and reading) using contemporary Language Teaching Methods for the JSS level.
- Teaching other language items:
- Teaching vocabulary items
- Teaching grammatical structures
- Planning to Teach:
- The lesson plan
- Language and Literature teaching and learning resources
- Teaching and learning of Literature
- Methods, techniques, strategies and resources for teaching prose, drama and poetry (thematic discussion, dramatisation, oral, lecture)
- Criteria for selecting literature texts
- The concepts of Reading and Reading readiness.
- Methods of teaching vocabulary; language games, e.g. quiz, scrabble, use of acronyms, etc.
- Active learning strategies

ENG 123: Modern African Literature /Female Writers in Africa (2 Credits) E

Objectives

This course is aimed at exposing students to modern trends in African literature highlighting namely: colonialism, negritudism, neocolonialism, post-colonialism, protest, civil war literature, and feminism.

Effort must be made to cover the entire contents. Texts selected should cut across the main genres of literature including drama, poetry, and prose (short stories inclusive). The following topics should be covered:

Course Outline

- Understanding the concepts of African literature and modern African literature.
- Discuss the history and development of modern African literature
- Scope of African literature:
- East and Central African Literature
- West African literature
- Southern African literature
- North African literature
- Literary Trends of colonialism, post colonialism protest, feminism, etc.
- Practical analysis of texts (the three genres of literature to exemplify the thematic and literary considerations of the scope and trends of African literature)

- The following texts are recommended:
 - The Old Man and the Medal by Ferdinand Oyono.
 - Things Fall Apart by Chinua Achebe
 - No Longer at Ease by Chinua Achebe
 - Sizwe Bansi is Dead by Athol Fugard
 - The Lion and the Jewel by Wole Soyinka
 - Tell Freedom by Peter Abraham
 - The Still Born by Zaynab Alkali
 - One is Enough by Flora Nwapa
 - The Successors by Jerry Agada
 - So Long a letter by Mariama Ba
 - The Victims by Isidore Okpewho
 - No Sweetness Here by Ama Ata Aidoo
- The list should be updated from time to time as new writers, especially females, emerge

**YEAR TWO
SECOND SEMESTER**

ENG 211: The Structure of English (2 Credits) C

Objectives

This course introduces the trainees to basic knowledge of the structure of the English Language in the core areas of morphology, syntax and semantics.

- Introduction to the structure of the English Language
- Morphology: Definition and scope
- The Morphemes and Allomorphs
- Morphological processes: Affixation, Suffixation, Suprafixation (Prefixes, Suffixes, supprafixes), inflection, suppletion, coinage, clipping, backward derivation, desententialisation
- Compounding, Derivation, etc., and their phonological realisation. e.g. (plurality)
- The word as a Linguistic concept (Word and Lexeme)
- Syntax: The English sentence (Structural types and Constituents)
- Phrase and Clauses (Types and functions)

- Error Analysis: Meaning, Procedure in Error Analysis: Identification, description, Explanation, Remediation
- Contrastive analysis: meaning and procedure (A contrastive survey of the orthographical, phonological, morphological, lexical, syntactic, semantic nature of the Source Language and Target Language for differences and similarities; language transfer and the concepts of facilitation and interference.
- Interlanguage
- Motivation; meaning, types and implications to language teaching

ENG 213:

Selected European Authors

(2 Credits) E

Objective

This course gives an overview of literary activities from the neo-classical period to 21st Modern period. The course is expected to familiarise students with important movements in European literature. The approach should be to relate the historical movements to the works of the important writers. The movements to be studied are: Elizabethan, Neoclassical, the Romantic, the Victorian and the Modernists demonstrated in selected works. Texts in areas of poetry, drama and prose should be selected randomly to reflect the literary climates of the period.

- Medieval Era with examples from either Geoffrey Chaucer's Poetry or from Christopher Marlow's Drama, e.g. Dr. Faustus (5th -15th Century)
- Renaissance Era (Basic discussion on the re-awakening of classical standards in literature (1800-1600 [14th – 17th Century]))
- Elizabethan Era: Use examples from Shakespeare's plays: either tragedy, comedy or tragic-comedy (1558 - 1603)
- Neoclassical Era (Basic discussion of the example could be used from either John Lilly, Francis Bacon, or Alexander Pope's essays (1660-1798) lasted 15 years)
- Romantic Era: Use an Ode, for example, Such as John Keat's *Ode to a Nightingale* (1800-1850)
- Victoria Era: Basic information about the happenings in the development of the novel from this age). e.g. Charles Dicken's *Great Expectation 1837-1901*
- 19th Century with examples from Jonathan Swift's
 - Gulliver's Travels
 - A Modest Proposal
 - A Tale of a Tub
 - The Battle of the Books
- Poetry such as T. S. Eliot, B. Yeats, G. Hopkins
- Novel such as T.S. Eliot's Wasteland

ENG 214

Research Method

(2 Credits) C

Objective: This course is aimed at equipping the trainee with the knowledge of basic concepts in research, skills in organising, conducting research, and writing research reports.

Course Outline

- Nature of research; Meaning and importance
- Choosing a good research topic/Qualities of a good research topic
- Types of research and research design
- Literature review: meaning, importance of literature review.
- Research population, sample, sampling procedures (simple random sampling, stratified random sampling, systematic sampling, cluster sampling, etc.)

- Instrumentation; Questionnaire, observation, test, interview, etc.
- Writing a research report: (Structure of research report – Introduction, literature review, methodology, analysis, findings, conclusion, recommendation)
- Documentation (citations, referencing and referencing styles)

**YEAR TWO
SECOND SEMESTER**

ENG 221: Composition Writing (2 Credits) C
Objectives

The teaching of English composition is meant to enable students to compose and write in the language. Learners should be exposed to what to write on before they are asked to write.

Course description)

- Nature and essential features of composition writing?
- The basic components of composition writing?
- Types of composition and their characteristics
- Paragraphing: Meaning, qualities of a good paragraph, paragraph development
- Formal, semi-formal and informal letters.
- Elements of some special forms of writing: Technical Writing (e.g. Accident Report, Duty Report, Handing- over Notes, Instruction Manual, Minutes of Meetings)
- Other forms of writing such as:
 - Personal Data,
 - Autobiography,
 - Curriculum Vitae (CV),
 - Memoirs,
 - Diary keeping
- Memorandum Writing
- Complaints and Petitions
- Articles for Publication
- Speech Writing

ENG 222: Summary Writing Skills (1 Credit) E
Objectives

The teaching and learning of summary skills is aimed at cultivating in the learners' specific techniques they need to enable them read and summarise texts, short stories, novels, etc.

Course Outline

- What is summary writing?
- Techniques for summary writing
- Identifying topic sentences or main point(s)
- Formulating topic sentence(s) or main point(s)
- Learning to provide a title to a text
- Learning paraphrasing skills.
- Summarising short texts and long texts, e.g. novels, essays etc.

ENG 223: Critical Theory and Practical Criticism (2 Credits) C

Objective

The course is aimed at introducing students to the great critical debates so that they would see how different schools of thought perceive literary productions and their techniques of appreciation

Course Outline

- Equipping students with the skills of interpreting and evaluating literary texts.
- Types of criticism: Aristotelian or Intrinsic, Platonic or Extrinsic. The major schools should include Socialism, Formalism, Structuralism, Feminism, Marxism, etc.
- Lecturers should ensure that texts selected as basis of reference must reflect the three major genres i.e. Poetry, Prose and Drama.

ENG 224: Young Adult Literature (1 Credit) E

Objectives

This course is designed to introduce the features, themes, trends of young adult literature to trainees with the background of what their challenges are.

- The nature and features of young adult literature
- Functions of young adult literature
- Themes in young adult literature
- Comparative analysis of young adult literature and popular literature.
- Techniques of teaching young adult literature

ENG 225: Stylistics (2 Credits) C

Objectives

The course is aimed at exposing trainees to different styles in language use with emphasis on the relationship between form, context and content

Course Outline

- Definition of Stylistics
- Identification of Stylistic features and their effects in chosen texts
- Language use according to situation
- Identification different approaches to style.
- Types and Dimensions of stylistics
- Practical stylistic analyses of texts from different discourse types

**YEAR THREE
FIRST SEMESTER**

EDU 311

Teaching Practice

(6 Credits) C

**YEAR THREE
SECOND SEMESTER**

ENG 321 Long Essay (1 Credit) E

Course description

- Students reading English as a single major are expected to write their project in English, their other teaching subject or in education.
- The project must follow a standard format approved by the Department.
- It must be typed on A4 Quarto and properly bound. Three copies should be submitted: one for the College library, one for the Department and the other for the supervisor.
- However, the score so earned should go to EDU 323.

ENG 322 Varieties of English & Stylistics (2 Credits) C

Objectives

This course launches trainees into communicative grammar of English whereby trainees should know under what contexts a particular form of language will be used; be it formal, semi-formal, non-formal, written, spoken, etc.

- The history of the English language
- English language spread and varieties
- Standard English and Received Pronunciation
- Variety according to Regions: British, American, Nigerian English
- Variety according to Subject
- Variety according to user: Dialect etc.; Variety according to medium (oral & written): attitude
- Pidgin in Nigeria
- Language use: according to situation, topic, medium, audience
- Identification of linguistic features and their effect in chosen texts (Phonological, lexical, semantic, and syntactic levels)
- Practical stylistic analysis of texts chosen should be done on the different varieties.

ENG 323 Theatre and Drama in Education (1 Credit) E

Objectives

The course is aimed at introducing two very important disciplines: theatre in education and drama in education. The structure and methodology of both shall be organised to exemplify the methodologies of both disciplines.

- Definition and role of drama in education
- Definition and role of theatre in education
- The linking factors of theatre, drama and education
- The structure and methodology of theatre in education (producer, director, stage-manager, etc.).
- The structure and methodology of drama in education.
- (Child drama- improvisation, miming, role play, simulation).
- Differences between theatre and the mass media: television, radio, cinema, and Nigerian film industry, etc.

ENG 324 Language Testing (1 Credit) C

- What is testing?
- Characteristics of a good test

- Kinds of test; achievement, diagnostic, progress, placement, proficiency, aptitude tests
- Types of tests; subjective, objective, multiple-choice, open-ended, free response and close tests
- Test construction
- Marking, scoring and analysis of results
- Tasks for testing listening, speaking, reading and writing skills.
- Use of tests for teaching

Orature
Objectives

(1 Credit) E

This course is designed to deepen students' knowledge of oral literature. It is intended to inculcate a sense of appreciation and criticism.

- Oral literature, its nature, performance, occasions, forms, means of transmission and functions.
- Distinction between oral literature forms of literature.
- Introduction to field research in orature e.g. recording of songs, transcription, analysis, etc.
- Performance in orature
- Study of songs, poetry, entertainment and ritual performances, story-telling, names, satirical compositions, etc.
- Methods of analysis (practical analysis from various backgrounds)

ENG 325