

**DEPARTMENT OF LANGUAGES AND LITERARY STUDIES**



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## **DEPARTMENT OF LANGUAGES AND LITERARY STUDIES**

### **Overview**

A degree in English language and literature-in-English is designed to develop in the students the habit of reading literary texts, critiquing prose, analysing theories, spontaneous and written discourses, verse, drama, folk narratives and so on. It studies meaning within contexts as well as takes a critical look at signs and words surrounding day to day living by enabling students to embark on critical, creative and analytical thinking in English studies. It also focuses on combined literature and language courses with a provision for specialization in either option.

### **Philosophy of the Programme**

The programme in English language and literature -in- English provides a high level of proficiency for graduates of English, and generates ample competence and skills of communication. Great attention is devoted to the achievement of improved knowledge of

English and the acquisition of adequate skills in speaking and writing in the language. Thus, the programme facilitates adequate proficiency in pronunciation, articulateness in speech, correctness of grammar with elegance and style in the various administrative and professional job opportunities available in the labour market, in literary and creative writing domains, and in postgraduate studies in language and literature.

### **Objective**

The objectives of the programme are to:

1. train students to acquire adequate communicative competence in both the spoken and written varieties of the English language, thereby provide them a good grounding and effective mastery of the language, adequate self-expression, and self-actualisation.
2. equip the students with the knowledge of the forms and features of the varieties of English used in different professional domains such as business communication, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing, and biography writing.
3. empower the students with adequate linguistic knowledge of the English language through a detailed study of its sound system, lexicon, syntax, semantics, and its usage.
4. adequately prepare the students to pursue postgraduate studies in English language, linguistics, and to take up teaching and research at the appropriate level of education.
5. orient students towards self-employment by focusing on skills such as writing (e.g. of articles in magazines, of speeches; designing and presenting special programmes on radio or TV, designing and publishing magazines, etc.), creative writing, and other kinds of original output through independent thought, inventiveness and creativity.
6. enable students to overcome deficiencies in their English usage.
7. instil in students the skills of critical thinking, scholarly rigour, and effective writing.

## **Unique Features of the Programme**

The programme:

1. provides in-depth knowledge that makes learning interesting, effective, and rewarding;
2. focuses on research into effective teaching and learning and motivate learners of all ages by enhancing communicative abilities to learn English and develop practical skills for the real world.
3. helps learners to systematically improve their speaking, writing, reading, and listening skills.
4. goes beyond tests, exams, and grades as it is also about developing the learners' confidence to communicate and gain access to a lifetime of enriching experiences and opportunities. It is designed specifically for learners, providing them regular milestones and motivating and helping them to develop language skills to succeed in an international workplace; and
5. offers a broad range of learning and support materials to sharpen learners' language skills to communicate with confidence for life.

## **Employability Skills**

The skills gained through studying English and Literature -in- English are marketable in most sectors, such that a graduate of the programme can effectively serve as:

1. digital copywriter.
2. editorial assistant.
3. English as a foreign language teacher.
4. lexicographer.
5. magazine journalist.
6. newspaper journalist.
7. private tutor.

8. publishing copy-editor/proof-reader.
9. secondary school teacher.
10. web content manager.
11. creative writer (poet, novelist, or playwright).

Jobs where a degree in English Language and Literature -in- English would be useful include being an:

- i. academic Librarian.
- ii. advertising copywriter.
- iii. archivist.
- iv. arts administrator.
- v. education consultant.
- vi. information officer.
- vii. learning mentor.
- viii. marketing executive.
- ix. media researcher.
- x. pay-per-click specialist (paid advertising).
- xi. primary school teacher.
- xii. public relations officer.
- xiii. records manager.
- xiv. social media manager.

## **21st Century Skills**

Overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills that a graduate of the programme should possess:

1. research skills and practices, critical questioning;

2. creativity, artistry, curiosity, imagination, innovation, personal expression;
3. perseverance, self-direction, planning, self-discipline, adaptability, initiative;
4. oral and written communication, public speaking and presenting, listening;
5. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
6. information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming;
7. civic, ethical, and social-justice literacy;
8. economic and financial literacy, entrepreneurialism;
9. global awareness, multicultural literacy, humanitarianism;
10. scientific literacy and reasoning, the scientific method;
11. environmental and conservation literacy, ecosystems understanding;
12. health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

## **Admission and Graduation Requirements**

### **Admission Requirements**

#### **English Language**

##### **4 Year Programme**

Five (5) Senior Secondary Certificate (SSC) credit passes in relevant subjects, including English Language and Literature -in- English, at not more than two sittings.

##### **3 Year Programme**

Five SSC credit passes in Arts subjects, two of which must be at the Advanced Level and should be in English Language and Literature -in- English

#### **Literature -in- English**

#### **4 Year Programme**

Five (5) Senior Secondary Certificate (SSC) credit passes in relevant subjects, including English Language and Literature -in- English, at not more than two sittings.

#### **3 Year Programme**

Five SSC credit passes in Arts subjects, two of which must be at the Advanced Level and should be in English Language and Literature -in- English

#### **Graduation Requirements**

A full time student will normally be required to register for a maximum of 24 credit unit in each semester. A student shall pass a minimum of 120 credit units for the four- year programme or 90 credit units for the three-year programme including all the compulsory courses

A student must have obtained a minimum CGPA of 1.00.

#### **Global Course Structure**

#### **English Studies**

#### **UNITS SUMMARY TABLE**

<b>LEVEL</b>	<b>GEDS COURSES</b>	<b>DEPARTMENTAL COURSES</b>	<b>TOTAL</b>
<b>100</b>	<b>11</b>	<b>23</b>	<b>34</b>
<b>200</b>	<b>10</b>	<b>24</b>	<b>34</b>
<b>300</b>	<b>7</b>	<b>29</b>	<b>36</b>
<b>400</b>	<b>3</b>	<b>22</b>	<b>25</b>
<b>TOTAL</b>	<b>31</b>	<b>98</b>	<b>129</b>

**100 Level**

Course Code	Course Title	Status	Semester	
			1 <sup>ST</sup>	2 <sup>ND</sup>
	<b>GENERAL EDUCATION COURSES</b>	C		
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
GST 111	Communication in English	C	2	-
GST 112	Nigerian Peoples and Culture	C	-	2
BU-GST 120	ICT Fundamentals and office Productivity Management	C	1	-
BU-GST 105	Use of Library and Study Skills	C	2	-
BU-GST 126	Life and Teachings of Christ and Messiah	C	-	3
BU-GST 112	Health Principles	C	-	1
ENG 101	A Survey of the English Language	C	2	-
ENG 102	Introduction to English Grammar and Composition	C	-	2
ENG 103	Spoken English (Practical)	C	2	-
BU-ENG 106	Introduction to Human Communication	C	-	3
LIT 104	Introduction to Poetry	C	-	2
LIT 105	Introduction to Prose Literature	C	2	-
LIT 106	Introduction to Drama	C	-	2
LIT 107	Introduction to Creative Writing I (Practical)	C	2	-
BU-ENG 104	Introduction to Reading	C	-	3
BU-LIT 109	Introduction to Theatre	C	3	
	<b>TOTAL (34)</b>		16	18

**200 level**

Course Code	Course Title		Semester	
			1 <sup>ST</sup>	2 <sup>ND</sup>
	<b>GENERAL EDUCATION COURSES</b>			
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
GST 212	Philosophy, Logic and Human Existence		-	2

ENT 211	Entrepreneurship and Innovations		2	-
BU-GST 221	Introduction to Agriculture		1	-
BU-GST 215	Adventist Heritage		3	-
BU-GST 290	Introduction to Data Analytics		1	-
BU-GST 200	Communication in French		-	1
BU-GST 220	Origins and Science			1
FAC 201	Digital Humanities: Application of Computer to the Arts		2	-
FAC 202	The Arts and other Disciplines		-	2
ENG 202	Entrepreneurial English		-	2
ENG 203	Introduction to General Phonetics and Phonology I		2	-
ENG 204	Introduction to General Phonetics and Phonology II		-	2
ENG 205	Advanced English Composition I		2	-
ENG 207	Varieties of English Language (Including English based Pidgins and Creoles)		2	-
ENG 209	Language and Society	C	2	-
LIT 210	Creative Writing II		2	
ENG 211	English Morphology	C	2	-
BU-ENG 212	History of English Language	C	-	3
BU-LIT 214	The English Novel from the 19 <sup>th</sup> Century	C	-	3
BU-LIT 216	Literature, Culture and the Media	C	-	3
	<b>40 units</b>		<b>21</b>	<b>19</b>

**Pre-requisite: ENG 203: Introduction to General Phonetics and Phonology I is a pre-requisite to ENG 204: Introduction to General Phonetics and Phonology II.**

### 300 LEVEL

Course Code	Course Title		Semester	
			1 <sup>st</sup>	2 <sup>nd</sup>
	GENERAL EDUCATION COURSES	C	1 <sup>st</sup>	2 <sup>nd</sup>
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
GST 312	Peace and Conflict Resolution	C	-	2
BU-GST 317	Fundamentals of Christian Faith	C	3	-
BU-GST 312	Introduction to Family Life Education	C	-	1
ENT 312	Venture Creation	C	-	2
FAC 301	Research Methodology in the Arts	C	2	-
FAC 302	Theories in the Arts and Humanities	C	-	2
ENG 302	Phonology of English	C	-	3
ENG 303	Introduction to Applied Linguistics	C	2	-
ENG 304	Introduction to Semantics	C	-	3
ENG 305	The English Language in Nigeria	C	2	-
ENG 306	Discourse Analysis	C	-	2
LIT 308	Creative Writing III	C	-	2
ENG 307	Socio-linguistics of English		2	-
BU-LIT 306	African Oral Literature (With fieldwork)	C	-	3
BU-ENG 311	Writing Workshop and Seminar	C	3	-
BU-LIT 313	Modern African Literature	C	3	-
	<b>TOTAL UNITS (37)</b>		<b>17</b>	<b>20</b>

**Literature -in- English 400 level**

	GST		C	1ST	2 <sup>ND</sup>
BU-GST 041	Citizenship Orientation			0	
BU-GST 042	Citizenship Orientation				0
BU-GST 440	E-Project Management and Simulation		C	-	1
BU-GST 400-	Religion and Social Ethics		C	3	
<b>CORE COURSES</b>					
LIT 401	Advanced Literary Theory and Criticism		C	2	
LIT 402	Common Wealth Literature		C		2
LIT 403	African- American and Caribbean Literature		C	2	
LIT 421	Stylistics		C	2	
LIT 423	Research Methods		C	2	
LIT 490	Project		C		6
<b>LITERATURE EMPHASIS (ELECTIVE)</b>					
			<b>Status</b>		
BU-LIT 406	Literary Studies in the Bible		C	-	3
BU-LIT 408	Special Authors		C	-	3
BU-LIT 410	Women Writers in Africa		C	3	-
BU-LIT 433	Autobiography and Biography		C	3	-
BU-LIT 448	Issues in Shakespearean Studies		C		3



BU-ENG 411	Linguistic Stylistics				C	3	-
BU-ENG 413	The Language of Journalism				C	3	
BU-ENG 439	The Language of Publishing					3	
	TOTAL Units 36				C	17	18

**NOTE: At 400 Level, Students can choose either Language or Literature option as area of specialisation.**

NOTE:

Literature students should offer the same GST as English students.

Electives: An elective can be chosen from any of the following: Philosophy, History, Music, Religious Studies, Theatre Arts, Fine/Applied Arts, Foreign Languages.

Course Synopses (Literature -in- English)

### **Course Contents and Learning Outcomes**

#### **English Language**

##### **100 Level**

#### **GST 111: Communication in English (2 Units C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to;

1. identify possible sound patterns in English Language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and

7. write simple and technical reports.

### **Course Contents**

Sound patterns in English language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). The English Sentence (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing , writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc. mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

### **GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State in Nation building
6. analyse the role of the judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

## **Course Contents**

Nigerian History, Culture and Art up to 1800 (Yoruba, Hausa, and Igbo peoples and Cultures; peoples and cultures of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigerian peoples; trade, skills acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigerian norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (the 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

## **ENG 101: A Survey of the English Language (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course students should be able to:

1. apply the basic conventions of English grammar to writing;
2. employ the rudiments of grammar in sentence construction;
3. identify tone marks and apply them;
4. display grasp of communication skills in written and spoken forms of the English language.

### **Course Contents**

Fundamentals of English Language. morphology, phonology, stylistics and semantics.

Basic communication skills: speaking, listening, hearing and writing.

## **ENG 102: Introduction to English Grammar and Composition (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course students should be able to:

1. display familiarity with the structure of the English language;
2. familiar with the structure of English language;
3. display competence of the basic conventions and rules of the language;
4. construct good and flawless sentences in the language,
5. compose short and correct paragraphs in the language.

### **Course Contents**

Elements of English grammar and composition. Lexis and structure. Basic clauses in English. Noun phrase, verb phrase, adverbial and adjectival clauses. Tree diagram.

## **ENG 103: Spoken English. (Practical) (2 Units C: PH 90) Learning Outcomes**

At the end of the course, students should be able to:

1. list the tools of spoken English;
2. hold intelligible conversations in the English language;
3. deploy the tools of the language such as videos, tapes, records, films, video;
4. carry out persuasive exercises in spoken English;
5. identify and correct infelicities in spoken English.

### **Course Contents**

Basic classroom and laboratory exercises on conventional English. Application of phonological tools (videos, tapes, records, films, video). Advancing competences in spoken English.

## **BU- ENG 104: Introduction to Reading (3 Units; Core; LH =30, PH= 45)**

### **Senate-approved relevance**

In view of the deteriorating reading culture of Nigerian youths, evident in their increased interest to watch and listen to more of entertaining than academic programmes, the Babcock University senate in alignment with the University's vision of excellence approved this course to improve the communication skills of fresh undergraduate in a language programme. Reading is one of the four communication skills—speaking, writing, listening inclusive. It is a skill that enhances the thinking and writing capabilities of students. Thus, the aim of the course is primarily to enhance effective higher-order of reading strategies and heighten a clear understanding of academic and non-academic texts. ENG 104 is expected to equip the students with the necessary reading strategies that can enhance their critical thinking, analytical skills in English language as well as prepare them to function in other career paths such as: journalism, acting, politics, public speaking and so on.

### **Overview**

English language is a second language that is used for communication in most sectors of the Nigerian economy. The mass media and other sectors in Nigeria depend heavily on the graduates of English studies for effective performance in different areas of their operations. Thus, this course ENG 104 with a focus on practical sessions in reading of linguistic texts would help produce graduates of English studies who have a high level of communicative competence to function effectively in various sectors of the Nigerian socio-political economy.

As one of the four basic skills of using any language, the course approaches reading as components of both the cognitive and psychomotor domains of learning. To appeal to both, the course elucidates different means of effective reading such as: pre-reading strategies, stages of reading, comprehension strategies and varied texts used for several purposes that can prepare the students to practice for improving their skills and strategies in real life situations.

### **Objectives**

The objectives of this course are to:

1. Examine the concept and nature of reading
2. Describe the developmental strategies of reading

3. Explicate the process and types of reading,
4. Explain the new forms of reading and the strategies for understanding them
5. Elucidate on the different text types
6. Explain the connections between reading, writing, critical thinking and the Arts

### **Learning Outcomes**

At the end of this course, students should be able to:

1. Provide four (4) definitions of reading as a study skill
2. List seven (7) types and five (5) stages of reading.
3. Outline (10) strategies for improving reading skills
4. Illustrate five (5) features of phonological and phonemic awareness in the process of reading and improve critical reading
5. Demonstrate the connections between reading, writing, critical thinking and the Arts

### **Course Contents**

Definition of reading as an art. Steps in reading proficiency. Reading and transition. Pyramids of reading skills. Reading and literacy skills. Types of reading skills. Importance and benefits of reading comprehension skills. Tips to improving effective reading. Reading Comprehension strategies. Direct writing and reading skills. Pre-reading skills in language learners. Reading skills for educators. Reading skills for higher education. Reading skills and journalism. Reading skills and religion. Reading skills in business. Reading skills in politics.

### **Minimum Academic Standards**

A language laboratory and a well-stocked library.

### **BU-ENG 106:INTRODUCTION TO HUMAN COMMUNICATION 2 Credits**

This course is an introduction to the three basic systems of human communication. Features of writing system such as Language, meaning and communication will be taught.

### **BU-LIT 108: Introduction to Theatre and Performance (3 Units; Core; LH =30, PH =45)**

## **Senate-approved relevance**

Babcock University is located in the south-west of Nigeria; specifically, in the Ogun/Lagos axis, which is the greatest hub of theatre practice of the Nigerian film industry. Several graduates of Babcock University have carved a niche for themselves in this industry as graduates of English and even the undergraduates are inspired tread the same path. Therefore; the Senate of the University is committed to including courses related to theatre performance in English studies curriculum in order to increase acceptability and expand the horizon for her graduates in the industry. The Senate accepts BU-LIT 108 as a suitable course in the curriculum as it would enhance the propagation of the mission of the proprietors.

## **Overview**

The Nigerian film industry has become a money spinner for the Nigerian economy. Presently, the industry is valued at about \$6.4 Billion per annum. The industry has continued to grow exponentially thereby requiring the services of knowledgeable practitioners. The film and theatre industry is also a critical part of the history of Nigerian entertainment from the likes of Hubert Ogunde, whose film village is about ten kilometres from Babcock University, and the travelling theatre tradition to the celluloid and digital movie tradition of the present.

BU- LIT 108, is designed to stimulate and equip students of English studies with requisite theoretical and performance skills such as: historical antecedents of theatre and performance, script writing, improvisation skills, acting skills, directing, stage management, costuming, make-up artistry, scenography lighting, sound and props in order for them to thrive in the theatre/film industry if they so desire.

## **Objectives**

The objectives of this course are to:

1. Outline the history and development of theatre.
2. Elucidate on the elements of the theatre as a performing art.

3. Examine the various parts of the theatre.
4. Enumerate the entrepreneurial capabilities of the theatre.
5. Prepare students to write and perform a script as a practical component of the course.

### **Learning Outcomes**

At the end of this course, the students should be able to:

1. Outline the history and the development of theatre
2. Enumerate at least three (3) elements that make theatre a performing art.
3. Explain the centrality of performance skills in the theatre endeavor.
4. Develop improvisation and writing skills for the theatre
5. Develop and exhibit acting skills for stage and movies.
6. Demonstrate three (3) of the arts of the theatre

### **Course Contents**

History of the theatre. Development of Theatre. Theatre as an art. Theatre as a performing art. Theatre as a collaborative art. The Performer. The producer. The artistic director. Acting Skills. Auditioning and casting. The acting spaces (Stage). Scenography., Lighting and Sound design. Costuming and Make up. The audience. Memory. Improvisation and Scripting. Performance.

### **Minimum Academic Standards**

A studio for mini performances with a capacity for 50 persons.

### **200 Level**

**GST 212: Philosophy, Logic and Human Existence** (2 Units C: LH 30)

### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;

5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

### **ENT 211 : Entrepreneurship and Innovation (2 Unites C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;

7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; 8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **FAC 201: Digital Humanities: Application of Computer to the Arts (2 Units**

**C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the students should be able to:

1. explain what Digital Humanities entails;
2. appraise the DH techniques tools for data analysis;
3. appreciate the importance of computers in the Humanities;
4. apply DH to interdisciplinary research;
5. appreciate the adoption of DH tools for entrepreneurship;
6. apply DH to new research, publishing, media, networking.

#### **Course Contents**

Meaning of digital humanities. Interface between computing and the disciplines in the Arts. Methodological and interdisciplinary scope of digital humanities. Techniques of data analysis.

Application of Computer in the Arts disciplines. Entrepreneurial, research, publishing, networking and application of various digital tools. The new media.

**FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, the students should be able to:

1. appreciate the relationship between the arts and other disciplines
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research
3. assess the interconnectivity between disciplines
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

**Course Contents**

Relationship between the Arts and other disciplines, e.g., Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc. An investigation of the connection between the disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

**ENG 201: An Introduction to Morphology and Syntax (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. display knowledge of the principles and concepts of morphology;
2. list the structures and systems of the English Language;
3. construct simple sentences with correct morphemes and syntax
4. practice models of syntax;
5. practice categories of syntax in sentence construction;
6. construct sentences with elements of tense and concord;
7. list forms of transformational-generative grammar.

**Course Contents**

Basic principles and practices of syntactic models. Transformational-generative grammatical forms. Essential elements of tense and concord.

**ENG 202: Entrepreneurial English**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. display ample skills in self-employment;
2. demonstrate ability to self-employ
3. start-up minimum and basic businesses;
4. use acquired skills and knowledge of copywriting;
5. assist editors in the newsroom in news construction;
6. list basic elements of publishing, proof-reading; and
7. display knowledge of web content management.

**Course Contents**

Introduction to Digital copywriting. Editorial assistantship as a profession. English as a foreign language teaching. Lexicography. Magazine journalism. Newspaper journalism. Private tutoring. How to become a publishing copy-editor/proof-reader, and Web content management.

**ENG 203: Introduction to General Phonetics and Phonology I (2 Units**

**C: LH 30)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. list the basic rules of phonology;
2. apply elements of phonology to classify various languages; and
3. apply phonological principles to teach Nigerian languages.

**Course Contents**

Principles of phonetics and phonology description and taxonomy. Practical exercises from a variety of languages with English teaching as focus. Laboratory uses of phonology.

### **ENG 204: Introduction to General Phonetics and Phonology II (2 Units**

**C: PH 90)**

#### **Learning outcomes**

At the end of this course, students should be able to:

1. list elements of the phonetics and sound systems;
2. use the phonetics of sound systems in various languages;
3. distinguish the English phonetics from those of other languages in communication.

#### **Course Contents**

Practical examples of the application of studies in ENG 203. Advancing application of phonetic and phonological principles. Practical laboratory exercises on languages in the context of English teaching.

### **ENG 205: Advance English Composition I (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course students should be able to:

1. list basic technical tools for writing in special professional situations;
2. display acquisition of technical tools in writing for specialized professions;
3. draw distinctions in registers and styles of specialized writing;
4. practice their competence in scholarly writing, protocol writing and journalistic and media composition.

#### **Course Contents**

Specialized composition writing, specialized essays (reports, long essays, minutes and invitations). Feature articles; magazines, journals, monographs. Language use on technical matters and professional writing.

### **ENG 207: Varieties of English (Including English based Pidgins and Creoles)**

## **(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course students should be able to:

1. state and utilize English of various ages;
2. state the impact of the internationality of the English language;
3. express and exemplify the impact of regional and contextual situations on the Standard English usage.

### **Course Contents**

Development of the English Language. Historical periodizat of the English language. The origin and development of the English language. A diachronic study from old English to contemporary world English usage. Socio- linguistic factors in the development of English Language.

## **ENG 209: Language and Society (2 Units C: LH 30)**

### **Learning outcomes**

At the end of this course students should be able to:

1. list language use and registers of the English language in social contexts;
2. apply the English Language to various social genders;
3. identify English language in educational and political settings;
4. and identify and deploy the English language and their usage in various context and situations.

### **Course Contents**

Language in a social context. linguistic and social categories of language. grammar of social interactions and movements. theories and concepts of language usage, e.g. Womanism, feminism, Marxism gender etc. Language change, attitude, identity, and education. Language and social economic categories. Multilingualism.

## **LIT 210: Creative Writing II (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. compose short stories;
2. create actable drama sketches;
3. write many engaging types of poems; and
4. deploy their imagination with flair to develop fictions and factions.

### **Course Contents**

Rhetoric and poetics of creative writing. Practical approaches to creative writing. Instructions on imaginative writing (poetry, drama and prose). Devoted to seminars and workshops assisted by creative writers.

## **ENG 211: English Morphology (3 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. display mastery of the word structures;
2. apply competence in word formations in various language various contexts.
3. use derived English usage in various situations;
4. identify the processes and patterns of sentence constructions;
5. display knowledge of the features of English morphologies;
6. practice interpretation of morphology through borrowing, creolization, etc.

### **Course Contents**

English morphological processes and patterns. word and sentence formations and constructions. English derivatives (inflection, blending, clipping and acronyms. Replacement. features of English morphology). borrowing and grammaticalization. change in analogy.

## **BU- ENG 212 History of English Language (3 Units; Core, LH =45, PH= Nil)**

## **Senate-approved relevance**

Babcock University has the mission of transforming lives and impacting society for positive change. Knowledge of history, including the History of English enhances the world view of graduates. English language has evolved over several centuries. BU- ENG 212 will enable the students as L<sub>2</sub> (English as Second Language) learners of the language to have a grasp of the historical knowledge of the English language and this will in turn foster the students' competence in the use and application of the language. The course also appraises the growth and development of the various Englishes, including Standard Nigerian English (SNE) and pidgin. The foundational knowledge of the History of English Language will empower the students in the overall teaching, learning, and application of the language in impacting humanity and society at large.

## **Overview**

The History of English Language specifically addresses the origin of English Language and the ancestry of the English language from the Anglo Saxons, who are the original owners of the language to the middle English and down to the modern and postmodern era of English language. The course also examines the various varieties of the language along with the historical antecedents that propelled them.

The course sheds light on the various eras of the language as well as the influences the English language experienced over time from other languages due to conquests and invasions. Finally, the course is designed to establish the linguistic features that characterise the development of the English language.

## **Objectives**

The objectives of the course are to address the following:

1. Describe the development of English Language
2. Review significant changes in the history of English language and establish God as the author language
3. Discuss the different periods in the development of English language
4. Identify the similarities and differences among the different periods in the development of English language.
5. Discuss the importance of studying English language.

6. Explain the concept of language change and how languages change over time.

### **Learning Outcomes**

On the completion of the course, the students should be able to do the following;

1. Define History, English language and History of English language.
2. Explain the origin of English language.
3. Elaborate on at least five (5) influences that characterized the transformations of the English Language.
4. Discuss at least three (3) ways language is important in human interaction.
5. Use English language to communicate effectively within and outside their environment.
6. Explain each of the four (4) eras of English language.

### **Course Contents**

Evolution of the English language. Definition of key terms. Different periods in the Development of the English language. Old English Period 449-1100. Middle English Period 1100- 1500. Early Modern English 1500-1800. Late Modern English 1800-Present. Language change. Historical changes in English language grammar and syntax. Changes in English Phonology. Features of the Old English. Features of British English. Features of American English. Features of Nigerian English. Differences between British and American English. Differences between British English and Nigerian English. Phonological syntactic and semantic hurdles.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 students.

**BU- LIT 214: The English Novel from the 19<sup>th</sup> Century (3 Units; LH =45 PH= Nil)**

### **Senate-approved relevance**

The novel genre, particularly from the 19<sup>th</sup> century witnessed unprecedented growth and production of many classics. Novels play a quintessential role in every student's life by introducing them to a world of imagination, providing knowledge of the outside world, improving their reading, writing and speaking skills as well as boosting memory and

intelligence. This is consistent with the goals of university education as well as the vision and mission of Babcock University to produce students who can thrive anywhere in the world on the basis of their training and worldview. Thus, the University senate aligns with the inclusion of this course.

## **Overview**

The English Novel from the 19<sup>th</sup> Century focuses on the development of the English Novel from the 19<sup>th</sup> century to the present. The intention of the course is to provide relevant backgrounds that will enable the students to understand novels written in that period. Additionally, the themes as well as styles of novelists of that century will be considered in order for the students to understand the influences of such novelists on their respective works. Thus, the course would enable the students to read and appreciate selected novels.

The major writers of the era to be considered include: Charles Dickens, George Elliot, John Conrad, Mary Shelly, Emile Bronte, Charlotte Bronte and William Thackeray. The landmark works include Wuthering Heights, Heart of Darkness, Jane Eyre, David Copperfield, Pride and Prejudice, Frankenstein and Vanity Fair. These canonical works served to redefine the landscape of the modern novel particularly with their treatment of the human condition.

## **Objectives**

The objectives of this course are to:

1. Define the concept of the English Novel (From the 19<sup>th</sup> Century).
2. Explain the themes and styles of selected novels of the period.
3. Discuss the background of the major English novelists from the 19<sup>th</sup> century.
4. Distinguish between the 19<sup>th</sup> century English novels and the modern ones.
5. Examine the socio-political influences on the novelists and their works.
6. Identify the major English novelists from the 19<sup>th</sup> century till date.

## **Learning Outcomes**

At the end of the course, the students should be able to:

1. Analyse seven (7) major 19<sup>th</sup> century English novels;
2. Explain the techniques and forms used in the 19<sup>th</sup> Century English Novel;
3. Identify five (5) critical themes and preoccupations of their novels.
4. List at least ten (10) major 19<sup>th</sup> Century English Novelists;
5. Identify at least five (5) differences in the 19<sup>th</sup> Century English Novel and those after that period;
6. Discuss the style of at least five (5) of the 19<sup>th</sup> Century English Novelists.

### **Course Contents**

History of the English novel. Development of the English Novel. 19<sup>th</sup> Century English Novel. Major 19<sup>th</sup> Century English novelists. Landmark English novels of the 19<sup>th</sup> Century. Philosophical underpinning of the 19<sup>th</sup> Century English Novel. Structure of the 19<sup>th</sup> Century English novel. Aesthetics features of the 19<sup>th</sup> Century English novel. Artistic form of the 19<sup>th</sup> Century English novel. Thematic preoccupations of the 19<sup>th</sup> Century English novel. Plot arrangement of the 19<sup>th</sup> Century English novel. Style of the 19<sup>th</sup> Century English novel. Language and Diction in the 19<sup>th</sup> Century English Novel. Narrative techniques of their work. Comparison with other era in the development of the English novel. Critical perspectives. Theoretical approaches to the work of 19<sup>th</sup> Century English novelists.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 students.

**BU–LIT 216: Literature, Culture and the Media (3 Units; Core; LH =45, PH = Nil)**

### **Senate-approved relevance**

In this millennium, there have been many dimensions to how culture has sharpened. Popular culture, also known as ‘pop culture’, is shaped by people’s choices, and students come into contact with it via several mass media for entertainment, sports, brands, beliefs and forms of expressions. Hence, the Senate of Babcock University (BU) believes infusing popular culture and mass media into Literature studies can capture students’ attention and provide them the

cultural accessibility to understand texts and other forms of literary productions. In this course and in consonance with BU mission, the students will be made to realise that Literature is not merely a subject in school but then again a similitude of reality which connects with the: social, physical, and spiritual dimensions of life.

## **Overview**

Literature is mainly transmitted through books but popular culture is transmitted through mass media, which is any means of delivery standardised messages to a larger audience. The advantage of technology has created many more outlets for mass media and, consequently, the spread of popular culture. LIT 216 is a three-credit course taken in the second semester of 200 level undergraduate programme at Babcock University. The course has a total number of twenty-one units in all. The units address basic rudiments and fundamental issues/knowledge about popular culture, mass media and Literature. It exposes the students to the interface or interrelationships between Literature and Popular Culture, and the transmission of knowledge and culture through the various mass media. By its nature and scope, the course has a broad range and multi-various aspects. It is specifically designed for the students of undergraduate students of the Department of Languages and Literary Studies, Babcock University, Nigeria. The course is also worthwhile for students of other departments especially in the Social sciences and Humanities within and outside BU seeking to understand the interface of literature, popular culture, and the mass media.

Moreover, Nigeria is a multi-ethnic state with a conventional estimate of over two hundred and fifty languages being spoken by her citizens, the study of popular culture and the mass media in relation to literature will expose the students to the heterogeneous cultural milieu, traditional music, oral art forms (as obtained in folktales, folklore) and non-literary modes etc. as well as avail them the different media with which such practices could be disseminated or encountered or understand. The course will equip learners to observe, participate in festival event, and explore their form and content for a scholarship. The guide is systematic and detailed. It is designed to equally arouse interest in acquiring knowledge about pop music, festivals, traditional and modern media about their artistic modes.

## **Objectives**

The aims of the course are to:

1. Explain the nature and functions of Literature.
2. Define the concept of culture with a specific focus on popular and folk culture.
3. Evaluate the students' knowledge of mass media and its various types and relevance.
4. Apply the practical idea and experience of festival events, music, folktales, and oral art forms.
5. Describe basic knowledge in computer as a tool of popular culture.
6. Evaluate the capacity to think critically about literature in a comparative framework.

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. Identify at least three (3) definitions and functions of Literature
2. Explain concepts such as culture, mass media, music, and their various types in an in-depth manner.
3. Appraise at least five (5) folktales.
4. Illustrate five (5) aesthetic dimensions to festivals.
5. Apply the capacity to think critically about literatures in a comparative framework

### **Course Contents**

Definition and Nature of Literature. Functions of Literature. Genres of Literature. Formal and Moral Characteristics of Literature. Orality. Literature and Society. Culture: Definition and Origin. Benefits of Culture. Popular Culture. Folk Culture. Culture, Literature and Ideology. The Mass Media: types and Functions. Movies, Films, and Videos. Music: Typology and Functions. Festival: Meaning and Types. Computer Appreciation/ICT/Approaches to Data/Textual Sampling and Analysis. Folktale, Festivals, songs and dance.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 students.

### **300 Level**

#### **GST 312: Peace and Conflict Resolution (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to eace & conflict management --- (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics

assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

### **ENT 312 – Venture Creation (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students be able to, through case study and practical approaches, should be able to:

1. provide case studies of venture creation;
2. describe the key steps in venture creation;
3. spot opportunities in problems and in high potential sectors regardless of geographical location;
4. state how original products, ideas, and concepts are developed;
5. develop business concept for further incubation or pitching for funding;
6. identify key sources of entrepreneurial finance;
7. implement the requirements for establishing and managing micro and small enterprises;
8. conduct entrepreneurial marketing and e-commerce;
9. apply a wide variety of emerging technological solutions to entrepreneurship; and
10. appreciate why ventures fail due to lack of planning and poor implementation.

#### **Course Contents**

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

### **FAC 301: Research Methods in the Arts (2 units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. embark on field work and collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

#### **Course Contents**

Meaning and characteristics of research. Research methods. Types of research in the Arts disciplines. Approaches to research, problems, proposals, techniques of data collection, analysis and interpretation. Criteria for determining good data. The use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

### **FAC 302: Theories in the Arts and Humanities (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course students should be able to:

1. capture complexity by means of a single general statement;
2. demonstrate systematic thinking and logical drawing of conclusions through analysis of issues;
3. analyse complex data to minimal units;
4. to make out underlying patterns in art phenomena; and
5. utilize evidence to organize and explain complex phenomena in the humanities.

#### **Course Contents**

An in-depth analyses of the diversity of theories employed by researchers in the arts and humanities; social integrative theory, gender theory, inter-culturality theory, liberation theory, etc.; theoretical underpinnings as the essential foundation of humanities scholarship; evaluation of the merits of scholarly works.

### **ENG 302: Phonology of English (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify and describe the nature of sound and their behaviours in speech contexts;

2. deploy English sounds and written nuances to construction and composition of speech and essays and various forms of writing;
3. list approaches phonology and generative English language study;
4. discuss sound patterns of the English language;
5. identify the system of combining sounds in the English language.

### **Course Contents**

Approaches to phonology, prosody and generative to English language study. Concrete organization of discuss aided with appropriate practical courses. Advancing student perception and production of sound. Sound systems and sound combinations. Phonemes and allophones. Types of stresses in English language. Intonation patterns of English.

### **ENG 303/LIN 303: Introduction to Applied Linguistics (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. apply the structure of languages to construction
2. list elements of and language competence
3. apply linguistics to technical specialized situations such as computer technology and artificial intelligence situations, and detect causes and resolutions of speech defect in language use;
4. master various language teaching methods;
5. display apt language pedagogy.

#### **Course Contents**

Application of linguistic knowledge to language phenomena; analysis: contrastive, error, discuss and performance; acquisition of language in L1 and L2 situations; language teaching, learnin

g and testing; psychology and sociology of language acquisition and development; deploying practical relevance of linguistics to computer language instruction speed effect and artificial intelligence.

## **ENG 304/ LIN 307: Introduction to Semantics (2 Units C: LH 30)**

### **Learning Outcome**

At the end of this course, students should be able to:

1. identify the main issues emerging from the study of semantics;
2. demonstrate competence in writing and compositions;
3. generate various types of meanings from word and sentence structures;
4. develop distinctive styles of writing through meaning generation competence from known theories of meaning derived from word phrase sentence clusters of grammar;
5. draw the importance of semantics to the development of English vocabulary.

### **Course Contents**

Sense properties and sense relations in semantics. Word versus sentence meaning and semantic markedness. General framework of linguistic semantics. Basic semantic theories (Componential analysis, meaning postulates and general transformational generative semantics)

## **ENG 305: The English Language in Nigeria (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. differentiate between Nigerian Englishes and their influence on standard English;
2. identify the distinctive character of Nigerian English and standard English and using them at the appropriate context;
3. display the distinctions of the properties of Nigerian English; and
4. discuss the impact of Nigerian English on standard English usage.

### **Course Contents**

History of English in Nigeria. Emergence of Englishes and the evolution of a Nigerian standard. Distinctive properties of Nigerian Languages and their impact on performance in standard English.

## **ENG 306: Discourse Analysis (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. compose and analyse English texts;
2. criticise speeches and writings in specialized situations;
3. and criticism of text and composition of speeches and writings in specialized situations;
4. construct English texts for special and professional usages such as advertisements tributes cartoons and courtesies;
5. composition of typical Nigerian English in social and regional contexts.

### **Course Contents**

Principles and practice of Discourse analysis. Features of Coherence and cohesion. functions of linking devices. Intra and inter sentential paragraph devices in texts. Text description such as advertisement, obituary cartoons greetings

## **ENG 307/ LIN 305: The Sociolinguistics of English (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify the usages of English languages in various political contexts;
2. develop English language registers appropriate to Nigerian situations and contexts;
3. construct technological register for technological findings and innovations;
4. propose texts concepts for the development of a national language through indigenous languages.

### **Course Contents**

Basic introduction to the history methodology, theory and application of social linguistics. Differentiation of English in post-colonial situations like Nigeria. English and multilingualism. English and Globalization. English and national development. English in a second language context. English as lingua franca / official language.

## **BU-LIT 313: Modern African Literature – (3 Units; Core, LH=45, PH =Nil)**

### **Senate-approved relevance**

The Senate of Babcock University recognises that literature in modern African society is very massive and outstanding in assessing contemporary African societies. With liberation and increase in literacy, since most African nations gained their independence in the recent time, Africa literature has experienced growth continuously in quantity and in recognition, with numerous African texts appearing in western academic curricular and on best of its list compiled at the end of the 20th Century. Literature has significant roles in civilisation of Africans from the renaissance period to this modern African society. Its significance has encroached to all spheres of life such as culture: music, theatre, traditions and much more, to all evolution and influence of globalisation and technology in formal education. The modernity of African society is the uniqueness and organisation of its literature from days of oral traditions to recent time of reading and writing. Therefore, it is imperative to study the numerous modern African literary works that have placed Africa in enviable positions in the global ranking of literary excellence or masterpieces.

### **Overview**

Modern African literature consists of body of work in different indigenous languages and various genres, ranging from oral literature to written literature in colonial languages (French, Portuguese, and English). Oral literature including stories, folktales, drama, riddles, histories, myths, songs, chants, proverbs and other expressions is frequently employed to educate and entertain children. Oral histories, myths and proverbs additionally serve to remind whole communities of their ancestors, heroic deeds, their past and the precedents for their customs and traditions. Pertinent to oral literature is a concern for presentation and oratory, folktales tellers use calls response techniques a griot (praise singer) will accompany a narrative with music.

Modern African Literature as a subject explores the writings of some of the first African writings to gain attention in the west, from the heartbreaking slave narratives, such as the “The interesting narrative of the life and adventures of Olaudah Equiano, the African”, which describes vividly the horrors of slavery and the slave trade to the works of African writers with vivid descriptions of colonialism and its impact in Africa, and post-colonial themes. This

course considers the themes, antecedents and contexts of Modern African Literature in the different forms or genres. Selected reading materials will be African literatures from across the generations written or translated in the English language.

## **Objectives**

The objectives of this course are to:

1. Demonstrate the capacity to think critically about modern African literatures in a comparative framework.
2. Explain the genres or forms in which writers treat African social realities and issues shape their representation of colonial and postcolonial realities and identities
3. Examine how the varying situations in African nations are represented and interrogated in texts from Africa
4. Criticise comparatively how identities are formed in the context of class, gender, and ethnicity in formerly colonized African nations.
5. Analyse specific literary texts as modern African texts

## **Learning Outcomes**

At the end of the course, the students should be able to:

1. Critically evaluate modern African literatures in a comparative framework;
2. Enumerate at least four (4) genres forms in which writers treat African social realities and issues shape their representation of colonial and postcolonial realities and identities;
3. Examine at least five (5) situations in African nations and interrogated in texts from Africa;
4. Describe comparatively their understanding of how identities are formed in the context of class, gender, and ethnicity in formerly colonized African nations;
5. Identify and analyse at least seven (7) literary texts as modern African texts.

## **Course Contents**

General overview of African literature. Definition of modern African literature. Trends and development in modern African Literature. Examining Tanure Ojaide's canonisation of African literature. Oral Traditions. Oral traditions and the written word. The influence of Oral traditions on Modern writers. Historical survey of Modern African literature. Literatures in African languages. Literature in European and European-derived languages. Notable novels by

African Writers. Notable African Poets and their works. African playwrights and plays. The generations of African literary writers. Thematic concerns of African writers. Practical textual analysis.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 students.

### **BU- LIT 306: African Oral Literature (With fieldwork) (3 Units; Core, LH= 30, PH= 45)**

#### **Senate-approved relevance**

It has become more pertinent for the Nigerian and Africans in general to re-acquaint themselves with their oral literatures as significant culture markers and to learn the general nature, development principles and practice as well as the rendition of orature across cultures. The Babcock University Senate aligns with the need for the study of cultures and practices from a multi-disciplinary perspective in order for the students to understand the continent and thrive together in spite of the inherent linguistic and cultural diversity. This is given the fact that Babcock University belongs to a worldwide network of Universities, owned and operated by the Seventh-Day Adventist Church. BU–LIT 306, *African Oral Literature* has been developed to cater for the oral undocumented literatures of the African people with a view to understanding them better and fostering peaceful co-existence as well as global mission.

#### **Overview**

There has been an ongoing debate about the place of oral literature in the corpus of literatures since it is largely undocumented and deemed unreliable due to embellishments as it is passed from one generation to the other. However, since oral and written literature express the same human interest in artistic creativity inherent in all men in the context of performance, it is worthy of study. Moreover, there are new dimensions to oral literature studies as a result of new media technologies and digitalisation. All these have opened new vistas in the study of African Oral literature.

BU-LIT 306: African Oral Literature (with fieldwork) intends to expand the scope of Nigerian Oral Literature since Babcock University caters for an intercontinental student population,

faculty and staff. The course will transverse the continent to establish the oral, folkloric, festival and theatre traditions of the various peoples on the continent. This will also serve as a precursor to engaging the students in the perennial debate of the origins of African written literature.

### **Objectives**

The objectives of this course are to:

1. Reveal the nature of orature, including its tradition of universal continuum;
2. Explain the processes of African Oral literature;
3. Relate the oral composition of various peoples;
4. Elucidate on the aesthetics and values of the African communities;
5. Describe skills necessary for descriptive, narrative and expository display of the various genres of African Oral Literature;
6. Examine the functions of African Oral Literature drawing attention to its categories;
7. Arrange fieldwork in African Oral literature.

### **Learning Outcomes**

At the end of the course, the students should be able to:

1. State six (6) definitions of oral literature;
2. Explain four (4) concepts of African Oral Literature;
3. Discuss five (5) factors that hinder the growth and development of African oral literature;
4. Relate modern incursions and transitions in African oral literature;
5. Classify oral literature practices into the three (3) main genres of literature;
6. Review African oral literature as the source of written literature;
7. Design and complete a mini-fieldwork in oral literature.

### **Course Contents**

A general overview of oral literature as a universal practice. Origin of oral African literature. Nature and forms of oral African literature. Discussions of its poetic, dramatic and prose forms. Factors that constitute the building blocks of oral African literature. Functions of oral African literature. Oral African literature as the source of written literature. The factors that hinder the growth and development of oral African literature. Folktales and its aesthetic elements. Methods of characterizing aesthetics in oral African folktales. Aesthetic delimitations and oral literary theories. Modern incursions into African Oral Literature. transitions in African Oral

Literature. Fieldwork in African Oral literature. The Pre field stage. The field stage. The post field stage. Challenges of field work in Africa Oral literature.

### **BU- ENG 311: Writing Seminars and Workshops (3 Units; Core, LH =30, PH=45)**

#### **Senate-approved relevance**

Babcock University, a faith-based educational institution of higher learning, is poised with the mission to provide holistic education for developing students mentally, physically, spiritually and socially. Hence, the Babcock University senate thereby approved this course to create opportunities for students to interact in academic group meetings and discussions of issues of social impact on the students of English studies who are typically from different socio-cultural backgrounds. This course is approved for inclusion in the curriculum of English Studies to enable the students develop and improve their communicative skills in presenting term papers in their areas of professional interest. In addition, ENG 311 would help students enhance their capabilities in critical thinking and logical presentation of ideas in public spheres.

#### **Overview**

The 21<sup>st</sup> century is a world that thrives on diverse skills. Thus, this course ENG 311, is designed to enhance all the expressive capabilities of students, especially writing. This will be achieved with a focus on practical interactive sessions of group meetings that involve full participation of all students in small groups, with the teacher as the instructor or moderator of such meetings and interactions.

The course BU-ENG 311 is aimed at improving the format design capability of students, especially for academic writing skills; prepare them for academic or non- academic forms of

writing, such as argumentative writing, reflective writing etc. Thus, students are equipped with skills in fundamental writing mechanics; argument construction and use of evidence; rhetorical thinking/ flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for his or her genre to focus students' reading and writing work.

### **Objectives**

The objectives of this course are to:

1. Identify the concept of seminars and workshops as a process of communication
2. Develop broad critical thinking and argumentation skills in the students
3. Demonstrate principles of effective writing for academic purpose
4. Summarize the basic rhetorical principles of communication for students
5. Apply rhetorical flexibility to different contexts and contents
6. Explain expressive skills for effective public communication
7. Outline the rudiments of public speaking

### **Learning Outcomes**

At the end of this course, the students should be able to:

1. Recall at least four (4) definitions of writing seminar
2. List six (6) steps of the writing process
3. Provide five (5) similarities and contrasts between seminars and workshops;
4. Enumerate ten (10) tips for improving writing skills and delivery;
5. Identify five (5) features of formatting workshops and seminars;
6. Set up group discussions and participate actively to achieve a resolution.

### **Course Contents**

The History Writing. Writing styles. Types of Writing. Writing seminars and or Response paper. Features of writing Seminars. Writing as a process of communication. The concept of Writing Workshops. Writing as a creative art. The genres and skills of writing. The process and of Writing. Critical thinking and Writing. Importance of writing skills for language learners. Ways to improve writing skills. Structure and major parts of Writing workshops. Purposes and features of Seminar writing. Procedure and format for Seminar writing. Writing

skills for public speakers. 16. Building academic writing skills. Writing skills for business and politics.

### **Minimum Academic Standards**

A well-stocked library and a classroom space for 50 students.

### **ENG 402: Pragmatics (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to. Identify and discuss the functions and behaviours of the English language. Describe and analyse the functions and behaviours of their sociocultural implications. Interpret the theories of English and apply the in national context. Define the intentions and purpose of language use. Explain the different meanings of utterances in contexts.

#### **Course Contents**

Scope, goals and principles of pragmatics (Relate to ENG 304). Utterance Meaning versus sentence meaning. Sociocultural and linguistic rules. Determining interpretation presupposition and context. Locution and perlocution speech acts. Features, concepts and theories of pragmatics.

### **ENG 403/LIN 408: Psycholinguistics (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. display acquired competences in the meaning, structure, and impact of the English language on the African experience and African psyche;
2. identify and correct defects in language usage based on physical challenges including tools for language understanding and usage by the mentally challenged citizens

3. help mentally or physically challenge in understanding and usage of English language in communication.

#### Course Contents

Psycholinguistics account of language and relationship between language and the mind. Language acquisition and language learning. Language thinking and cognition. Language and the mental process. Language localization, linguistic performance and behaviour. Language behaviour, production and comprehension. Language impairments.

#### **ENG 404/LIN 403: Multilingualism (2 Units C: LH 30)**

##### **Learning Outcomes**

At the end of the course students should be able to:

1. appreciate the role of the English language and its impact on the development of indigenous languages;
2. contribute to the growth and development of indigenous language and viability for survival outside of the English language dominance in Nigeria;
3. deploy English language in management and planning;
4. analyse the impact of English on indigenous Nigerian languages and vice-versa.

#### Course Contents

General and English specific multilingualism. English in multilingual African and other continents. Language choice, minority language, language planning and management. Nigerian multilingual context and the role of English and Nigerian indigenous languages

#### **ENG 405: English for Specific Purposes (2 Units C: LH 30)**

##### **Learning Outcomes**

At the end of the course students should be able to:

1. identify English language tools for different contexts;

2. develop effective usage of English language effective in various technical vocational circumstances;
3. establish the character, form and nature of English for academic purpose such as thesis writing, academic essay writing etc.

### **Course Contents**

Adoption of English for particular purpose and circumstances. English for academic purposes. Short projects through field work. English for creative writing. English for political and electioneering campaigns.

### **ENG 406: Research Methods (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. identify the fundamental tools choosing research topics
2. compose literature review and theoretical framework of the research;
3. develop and apply methodology data gathering methodology;
4. carry out analysis and findings and make recommendations at the end of their writing.

#### **Course Contents**

Continuation of FAC 301 emphasizing data analysis. Methodology, theories and conceptual framework for discourse. Complete project writing, complete with abstract, findings and recommendations.

### **BU-ENG 439: The Language of Publishing**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. Function properly in the publishing industry
2. Exhibit knowledge of editing
3. Demonstrate the knowledge of script assessment

4. Understand the process of manuscript design and layout
5. Select types and prepare page proof
6. Demonstrate the knowledge and functions of literary agents and script title.

### **Course Content**

The course aims to prepare the students to function in the publishing industry. The linguistic features of editing, assessment of scripts, modification, correction, the preparation of page proof, selection of types, layout and selection of title, etc., will be covered in this course. The function of a literary agent will also be covered.

#### **BU-LIT 408: SPECIAL AUTHORS (3 Credits C: PH 270)**

The course examines literary features of African drama and poetry with emphasis on contemporary critical approaches, and a survey of the writings of one major African Novelist, Poet or Dramatist.

#### **BU-LIT 433: BIOGRAPHY AND AUTOBIOGRAPHY (3 Credits C: PH 270)**

An interdisciplinary complement to previous or simultaneous study in literature, history and culture. Focus is on the development of autobiography and biography as genres.

#### **ENG 409: Project/Long Essay: (6 Units C: PH 270)**

### **Learning Outcome**

At the end of the course students should be able to:

1. fully embark on critical, rational and organizational abilities to write a full project under supervision;
2. complete the writing of their project;
3. prepare their project for technical finish and submission.
4. input documentation styles for long essays.

### **Course Contents**

Original independent research by students on a topic in English with appropri

documentation and proper referencing techniques. Finalising production of their project. Consultation with supervision for final touches on the thesis.

## **Course Contents and Learning Outcomes**

### **100 Level**

#### **Literature -in- English**

#### **LIT 104: Introduction to Poetry (2 Units C: LH 30)**

##### **Learning Outcomes**

At the end of the course students should be able to:

1. list the basic techniques and principles for comprehending the poetic genre;
2. identify the basic poetic forms and traditions of all poetic traditions;
3. appreciate the elements and figures of speech
4. relate to poetic devices and themes.

##### **Course Contents**

Poetry as a literary genre. Poetic forms and traditions (narrative, dramatic and lyrical and ode). The epic traditions, romance and panegyric poetry. Odes, dirges and epics.

#### **LIT 105: Introduction to Prose Literature (2 Units C: LH 30)**

##### **Learning Outcomes**

At the end of the course students should be able to:

1. establish the influences and impacts of the English novel on the African and Nigerian novels;
2. appreciate the distinctive features of Nigerian and African novel;
3. distinguish between African and Western prose forms and traditions; and
4. identify the context of African prose.

##### **Course Contents**

Origins of the English novel and its adaptation in Africa. Basic characteristic features of the English novel. Distinctive features of English and African novels. Major theories and criticisms of fiction.

**LIT 106: Introduction to Drama (2 Units C: LH 30)**

**Learning Outcome**

At the end of the course students: should be able to:

1. identify the performance elements in African drama;
2. differentiate African dramatic features from the western classical notion;
3. african Theatre and Drama Scholars and their proposition of the tenets of African drama;
4. discuss the thematic and sociological contexts of African drama.

**Course Contents**

Introduction to drama as a literary genre; the performance context of African drama. Origins and evolution of drama from rituals to festivals. Great classical drama to modern English drama. Forms of drama in Africa; comedy, total theatre. Dramatic traditions and major proponents of the traditions.

**LIT 201: A Survey of English Literature from the Anglo-Saxon to the Elizabethan period (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course students should be able to:

1. identify the various literary forms and movements of the genres English literature;
2. provide the textual examples of the literature of the period; and
3. exemplify the classical texts of the literature of the period.

**Course Contents**

Literary traditions and periods in English literature. Literary movements: epics, romance, renaissance and Elizabethan; Augustan, modern.

**LIT 202: Introduction to English Poetry (2 Units C: LH 30)**

## **Learning Outcomes**

At the end of the course students should be able to:

1. identify the works of major poets of English poetry;
2. depict the sources and origins of the works of Keats, Arnold, and selley to those of Elliot and Pound;
3. draw textual examples of the works of the Victorian and metaphysical poets.

## **Course Contents**

English poetry from the romantics to the 20th century. The poetry of the romantic periods. Victorian poetry. Augustan and metaphysical poets.

## **LIT 203: The English Novel from the 19th Century (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. analyse the novels of major English novelists;
2. depict and use technique and forms of their writing; and
3. identify the critical themes and preoccupations of their poetry.

### **Course Contents**

History and development of the English novel; the major authors: aesthetic and thematic features of their works; basic styles and techniques of their work; critical perspectives and approaches to their work.

## **LIT 204: Literature, Popular Culture and the Mass Media (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. differentiate between high cultural and popular literature;
2. list and discuss literature and popular mass art like festival performances; and
3. identify features of electronic print and film media.

### **Course Contents**

Popular culture and popular literature. Varieties of Popular culture and popular literature e.g. Festivals, radio, television, newspaper, music, video, film and news media.

### **LIT 205: Modern English Drama (2 Units C: LH 30)**

#### **Learning Outcome**

At the end of the course students should be able to;

1. identify the works of notable playwrights in the West;
2. discuss the impact of political periods and movements on their drama;
3. draw distinctions between classical and modern dramatic compositions;
4. identify the dominant critical traditions of modern drama.

### **Course Contents**

Major dramatists and playwrights of the modern age. Works from T. S, Elliot, Ezra Pound to mid-20th century drama. Study of sample authors and their texts Critical and theoretical studies of the period.

### **LIT 207: Entrepreneurial Literature (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course students should be able to:

1. self-employ by starting their own business;
2. serve as potential employers of labour;
3. take on professional media related business such as e-books creation and journals; and
4. engage in advertising and marketing.

### **Course Contents**

Freelance Writing, web content creation, publishing and creation of e-books and journals, teaching, advertising and marketing; acquisition of self-reliance skills.

### **LIT 208: Prose Fiction (2 Units C: LH 30)**

## **Learning Outcomes**

At the end of this course, students should be able to:

1. deploy prose-related aesthetics;
2. demonstrate competence in critical analysis of prose fiction; and
3. offer persuasive commentary on the works of literary icons across the world such as James Joyce, T.S. Eliot, James Joyce, Chinua Achebe, Toni Morrison.

## **Course Contents**

Forms of prose fiction, see LIT 105. Advancement on the aesthetics of prose fiction. Literary criticism. Major novelists. Themes of major authors.

## **LIT 210: Creative Writing II (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. compose short stories;
2. create actable drama sketches;
3. write many engaging types of poems; and
4. deploy their imagination with flair to develop fictions and factions.

### **Course Contents**

Rhetoric and poetics of creative writing. Practical approaches to creative writing. Instructions on imaginative writing (poetry, drama and prose). Devoted to seminars and workshops assisted by creative writers.

## **LIT 301: Folklore in African Literature I (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to:

1. identify basic folk narrative forms;
2. narrate folk tales, myths, and riddles from their local environments;

3. interpret oral mythologies, legends and chants; and
4. deploy oral performance forms in contemporary texts.

### **Course Contents**

Oral Literature and the exploration of oral folkloric elements. Oral resources as provenance for written African literature. Oral performance in contemporary literary texts. Performance of both oral and written texts.

### **LIT 302: Modern African Prose Fiction (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. analyse the major themes and ideologies in modern prose fiction;
2. deploy narrative techniques to explicate of at least two authors from the sub-continent of Africa;
3. distinguish the basic African canons from western forms; and
4. identify the essential African aesthetics.

### **Course Contents**

Novels by African and non-African authors on African themes life and experience. Fictions from major regions of the Africa continent; postcolonial fiction. Alternative African prose fiction.

### **LIT 303: Modern African Poetry (2 Units C: LH 30)**

#### **Learning Outcomes**

1. At the end of the course students should be able to;
2. Develop the history of Modern poetry of Africa;
3. Apply the basic techniques of poetic analysis;
4. Analyse the preoccupying ideologies and themes of the poetry of Africa's major poets;
5. Understand the critical ideological and technical departures of two poets each of the first two generations of African poets.

6. Identify and analyze the poetry of a poet each from the sub-regions of Africa.

### **Course Contents**

The origins and development of written poetry of Africa. Generational studies of African poetry

and poets. The classics of African poetry; [poetry, aesthetics and ideology. Area poetry in Africa.

### **LIT 304: Modern African Drama (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. locate the oral sources of the traveling theatre and concert party in Africa;
2. identify the basic elements of drama of the concert party of Ghana and the Folk Operatic theatre in Nigeria;
3. discuss the essential forms of literary drama of foreign expression in Africa;
4. analyse the ideological and aesthetic features of African drama; and
5. discuss elements of cultural diffusion in African drama.

### **Course Contents**

Origin and development of written drama in Africa; cultural provenance and repository of African drama; Stages of dramatic development from precolonial to postcolonial times; Major proponents and playwrights of literary drama in Africa; issues of form and aesthetics in modern African drama.

### **LIT306: Nigerian Oral Literatures in English Translation ( to include Field Work**

**Project and Presentation) (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. identify the basic tools deployed for collecting oral literary forms;

2. embark on the translations to English of oral chants, tales, legends and myths in Africa;
3. translate the oral histories of the heroes of Africa in pre-colonial times;
4. translate indigenous tales of Africa in their regions; and
5. carry out field work to collect their own tales and oral performances.

### **Course Contents**

Translations of oral literature into English; Field work research, data collection, translations and their classification. Analysis of collected samples. Reconstruction of literary histories from collected tales. Locate the genres of oral literature from various indigenous polities and languages.

### **ENG 306: Discourse Analysis; Same as ENG 306 (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of end of this course, students should be able to:

1. render persuasive definitions of discourse analysis
2. take the content of discourse analysis beyond the sentence;
3. interpret discourse analysis in context;
4. develop theories and basic approaches to discourse analysis.
5. relate language in meaning to society;
6. interpret language use to social and political contexts.

#### **Course Contents**

Basic principles and tenets of discourse analysis. Discourse and society. Theories, approaches and criticism of discourse analysis. Typologies; language and communication. Values, beliefs and ideological assumptions. Cultural rules and conventions in communication.

### **LIT 308: Creative Writing III (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. write a one –act play;
2. compose a slim volume of poems;
3. write a convincing short story or a novelette;
4. deploy the technical rules of creative writing in composing texts.

### **Course Contents**

Intensive practical course in creative writing (Continuation of LIT 210). Active creative works by students on the major literary genre. develop enduring skills in imaginative works.

### **LIT 310: Introduction to Literary Criticism/Theories (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to:

1. identify and analyse various literary theories, concepts and critical forms;
2. apply them to the works of major authors like Soyinka, Shakespeare, Ngugi, Achebe, etc;
3. differentiate between theory and criticism;
4. deploy various theories and criticism to literary and textual analysis.

### **Course Contents**

A survey of literary theories. In-depth examination of renowned literary works and criticism. Movements and development of critical schools. Theories, ideologies and aesthetics.

### **LIT 401: Advanced Literary Theory and Criticism (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course students should be able to;

1. engage in the application of critical theories to texts;
2. define the tenets of classism, formalism, realism, and structuralism;
3. explain postmodernist, post-structuralist and deconstruction in the works of major writers;
4. detect the ideological standpoints of the proponents of the major twentieth century theorists.

## **Course Contents**

In-depth historical and contemporary examination of literary criticism; examination of classical works and their scholars; the basic discourse standpoints of the major theorists like Derrida, Bakhtin, Foucault, Barthes and so on; theory and ideologies.

## **LIT 402: Commonwealth Literature (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able:

1. identify the major themes and regions in Commonwealth literature;
2. discuss the informing themes, aesthetics and ideologies in Commonwealth literature;
3. critique racism, identity, neo-colonialism post colonialism, etc.; and
4. engage radical theories in commonwealth literature.

## **Course Contents**

Major themes and literary trends in the commonwealth; Main regional studies, e.g., Australia, Canada, New Zealand and West Indies; Determine common issues to writers in the Commonwealth; Problems of creative writing in the Commonwealth: a semantic approaches.

## **LIT 403: African-American and Caribbean Literature (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course students should be able to;

1. identify works of major diaspora writers in America and the Caribbean like Wallcot, Morrison, Hughes;
2. analyse the thematic and aesthetic preoccupations of their works;
3. determine the influences of home countries on Diaspora literature;
4. draw examples of diasporan authors response to history and politics.

## **Course Contents**

A comprehensive survey of literature of black diaspora in north America, English speaking countries of politics and form in the literature; basic similarities and differences in the works

from each sub-region; literary responses to the history, socioeconomic and political movements in the last three centuries; recent trends in Afro American and Caribbean literature.

**BU -ENGL 420: THEORIES OF TRANSLATION (3 Units C: LH 30)**

**Senate-approved relevance**

The world today is characterised with heterogenous languages and cultures. Hence, the need for translation. However, the inappropriate translation of ideas from one context is posing myriad of problems to all nations world over. Therefore, the Babcock University Senate with adequate understanding of the quintessential role of translation in the aforementioned domains of the society at large, deemed it pertinent to create ENG 420 in order to train B.A English graduates who will not only display grammatical competence in text creation and analysis but also show a mastery of transferring varied discourses from one language to another.

**Overview**

The course is designed to introduce the students to the theories and practice of translation, a crucial skill in bilingual and multilingual studies. The effect of the different approaches to translation on translated texts will also be attended to. Each student will be encouraged to work on his/her mother tongue.

Translation theory is based on a solid foundation on understanding of how languages work. In addition, it recognizes that different languages encode meaning in different forms, yet, it guides translators to find appropriate ways of preserving meaning, while using the most appropriate forms of each language.

Translation theory is an aid to the translator. It helps him capture the sense and the spirit of verbal and non-verbal elements in texts. Any attempt to translate a text without restoring to translation theory would fail to produce certain elements, which are essential to the effectiveness and efficiency of a text. Therefore, a good and successful translator is the who can link between translation theory and translation practice.

**Objectives**

At the end of this course, students should be able to:

1. Review translation and its types.
2. Explain approaches to translation
3. Enunciate the theories of translation.

4. Explain problems of translation.

### **Learning Outcomes**

At the end of this course, students should be able to:

1. account for the three (3) types of translation;
2. apply techniques of translation in translating varied texts;
3. grapple with (5) translation methods in texts, especially literary texts;
4. determine (3) approaches of translation used in specific products of translation
5. reveal (5) problems of translation

### **LIT 421: Stylistics (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. account for the distinctive styles in given literary genres;
2. apply theories in stylistics and to the works of major writers of their region;
3. grapple with style in texts, especially literary texts;
4. determine the formal and functional features of texts; and
5. reveal the complex of meanings embedding literary texts.

#### **Course Contents**

Stylistics theories and practice focusing on classical works; stylistics as applied linguistics; figures, tropes, and other rhetorical strategies in Stylistics; combining linguistic analysis and literary criticism; elements of character, dialogue, foreshadowing, and imagery; point of view, structure, symbolism.

## **LIT 423: Research Methods (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. display tools and methods of research;
2. deploy research methodology data gathering and analysis and findings;
3. combine types of research data to write their project to finishing line; and
4. complete their writing with analysis, findings, recommendations and conclusion.

### **Course Contents**

Project work preparatory to LIT 424; exposure of students to methods and tools of research; preparation for technical finish; complete writing and engage supervisor for final oversight.

## **LIT 424: Project (6 Units C: PH 270)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. design a research project;
2. answer research questions;
3. identify and deploy case series, control study and cohort study;
4. write a thesis in their chosen genre under a supervisor.

### **Course Contents**

Twenty- five to forty page research work under the guidance of a supervisor. Engaging student in independent research in area of their interest. Differentiate between research and project work. Complete writing and preparing the project.

Minimum Academic Standards Equipment

1. computers
2. Projectors
3. internet facilities,

4. television sets
5. radio/tape recorders/audio recording applications
6. video cameras
7. English language learning software

**BU-ENG 411- Linguistic Stylistics (3 Units; Core, LH = 30, PH = 45)**

**Overview**

Stylistics introduces the students to how language works effectively in texts. It, therefore, defines and enunciates the relationship between style, stylistics and rhetoric. Explains varied approaches to the concept of style such as: style as a choice, the man, register, deviation from the norm and so on. It also emphasizes why variation engendering factors such: genre, region, context of situation, purpose, individual idiosyncrasies and so on should be taken into consideration in the construction and retrieval of meaning in English Language.

Aside the theoretical aspect, ENG 411 being a branch of applied linguistics that aims to equip the students with analytical skills, also delineates the concept of foregrounding and levels of stylistics - morphological, lexico-semantic, syntactic as well as phonological, in order that the students might pay attention to how communicators could exploit language diversely in text creation and analysis.

**Objectives**

The objectives of the course are to:

1. Review scholarly definitions of style, stylistics and rhetoric.
2. Express three goals of stylistics
3. Examine the history of stylistics.
4. Describe salient approaches to style.
5. Explain the levels of stylistic analysis
6. Describe the language of: poetry, prose and drama.
7. Analyse the language of: religion, law and technical writing

8. Apply different linguistic tools in analysing literary and non- literary texts
9. Compose short original literary and linguistic texts.

### **Learning Outcomes**

At the end of this course, the students should be able:

1. Review three (3) scholarly definitions of style, stylistics and rhetoric each.
2. Express three (3) goals of stylistics
3. Trace the history of stylistics.
4. Discuss five (5) approaches to style.
5. Explain four (4) levels of stylistic analysis
6. Describe the language of: poetry, prose, law.
7. Classify the language of: religion, law, technical language
8. Apply different linguistic tools in analysing literary and non- literary texts.
9. Create short coherent original literary and linguistic texts through various foregrounding devices.

### **Course Contents**

Definition of Style and Stylistics. Distinction between Style Stylistics and Rhetoric. Scope and Goals of Stylistics. History of Stylistics. Distinction between Literary and Linguistic Stylistics. Approaches to the Study Style. Levels of Stylistic Analysis. Foregrounding. Deviation. Parallelism. Steps to Stylistic Analysis. Practical Analysis of the Language of Poetry. Practical Analysis of the Language of Drama. Practical Analysis of the Language of Prose. Practical Analysis of Religious Language. Practical Analysis of the Language of Law. Practical Analysis of Technical Language.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 persons.

**BU-ENG 413: The Language of Journalism (3 Units; Core, LH = 30, PH = 45)**

**Senate-approved relevance**

The unprofessional use of language in the media by practitioners is contributing immensely to the spread of fake news, hate speeches and in turn violence in the world, today. Thus, to ameliorate this anomaly, the Babcock University Senate considers it justifiable to introduce ENG 413 in order to produce B.A English graduates who will, on the one hand, become properly furnished with the technical language of broadcasting that they might need to function proficiently as professional journalists, editors or freelance writers and so on. On the other hand, the skill students will learn in this course will empower them to professionally mediate information in different sections of the media, other spheres of the economy in the nation as well as the world at large.

### **Overview**

Language behaves differently in different contexts and the context of journalism is not an exception. Thus, this course will introduce the students to journalese, that is, the language of journalism including the technical languages of the field, various kinds of writings that typify the profession such as: the lead story, news writing, editorials, articles, and advertisement and so on. The course will also enunciate the linguistic ethical nuances of the journalistic profession in order that the students might understand the acceptable linguistic behavior that will enable them mediate information to the glory of God and the benefit of humanity.

Additionally, the practical aspect of the course entails practical hands-on that will require the students to deliver news to a sizeable audience and produce publishable original articles, news, newsletters and editorials from trending events on the university campus and the nation at large. This endeavor is critical as it will imbue confidence in the students to aspire to become freelance writers, analyst, editors, commentators and as soon as they graduate.

### **Objectives**

At the end of this course, the students should be able to:

1. Define journalese
2. Explain newsroom terminologies
3. Describe a lead story and its various types
4. Identify the structure of a lead story

5. Identify the functions of a lead story
6. Define a news article
7. Identify the linguistic features of a news article
8. Describe an editorial.
9. Explain the functions of the language of advertisement.
10. Differentiate between direct and indirect speeches.

### **Learning Outcomes**

On the completion of the course, the students should be able to:

1. Describe journalese.
2. Review at least ten (10) newsroom terminologies.
3. Classify five (5) different types of a lead story.
4. Write two (2) news stories on any trending phenomena on the university campus.
5. Enumerate at least three (3) the functions of a lead story.
6. Create news articles on trending issues in their department.
7. Compose two (2) publishable editorials.
8. Describe five (5) features of the language of advertising.
9. Explain four (4) functions of the language of advertisement.
10. Apply direct and indirect speeches in news reportage.

### **Course Contents**

Definition of Journalese. Newsroom terminologies. Introduction to News Writing and Reporting in the Media. Definition of a News Article. Structure and the Linguistic Peculiarities of a News Article. The Structure and Linguistic peculiarities of news Articles. Conceptualization of a Lead Story. The Structure of a Lead Story. Functions of a Lead Story. The Structure and Linguistic peculiarities of a news Article. Description of an Editorial. The structure and Linguistic features of an Editorial. Definition of Advertisement. The Functions of the Language of Advertisement. Direct and Indirect Speeches in Reportage. Functions of Direct and Indirect Speeches in News Reportage. The Dos of Media Language. The Don'ts of Media Language

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 persons.

## **Babcock University**

### **Arts**

### **English**

### **B.A English**

## **BU-LIT 406 Literary Studies in the Bible (3 Units; Core; LH =45, PH=Nil)**

### **Senate- approved relevance**

The Bible is the most read book in the world containing stories and anecdotes. It also covers the genres of literature. For instance, the book of Job is a melodrama in three acts. The Bible contains teachings about human conditions and fallibility of man. The application of biblical stories to literature aligns with the vision and mission of Babcock University. It also agrees with the values of integration of faith and learning which signpost Adventist education. Therefore, the senate concurs with the Department for the floating of this course. It is a veritable tool for the teaching of literary devices.

### **Overview**

The Bible is a complete book which was written through the inspiration of the Holy Spirit. Although the Bible is a book of faith, it is embedded with lots of literary elements such as similes, metaphors, paradoxes and ironies. The Bible also captures the three genres of literature namely: prose, poetry and drama therefore making it an ideal book for examination. This course introduces students to the contextual meaning of the Bible as literature, bringing out its historical, legendary and mystical dimensions. In this course, students will also be exposed to various fascinating and interesting portions of the Bible such as Romantic Poetry: Songs of Solomon, Forms of Poetry in Psalms: Ballads. Pastoral Poetry and Odes, Proverbs as Poetic

Expressions. In the same vein, the students will undertake an in-depth examination of the Bible as literature and this will help them to identify the literary and artistic features of the Bible. Students will also be introduced to various aspects of the Bible which entail the fallibility of man and faith in God as revealed through the character of Job in the book of Job. This course will also inject freshness to the student's perception about the Bible.

This course, BU-LIT 406 is specifically designed for the 400 level undergraduate students of the Department of Languages and Literary Studies, Babcock University, Nigeria. The course is imperative for students at this level because it will rouse their creativity skills, help them become more analytical in interpreting metaphorical languages and connotative meaning of various portions of the Bible. This course will also assist students to appreciate the aesthetic qualities of the Bible.

### **Objectives**

The objectives of this course are to:

1. Examine the contextual meaning of Bible as literature.
2. Discuss the historical, legendary and mythical dimensions of the Bible.
3. Identify the literary/artistic features of the Bible.
4. Outline the literary analysis of various portions of the bible.
5. Appraise the Bible's artistic and creative qualities.

### **Learning Outcomes**

At the end of this course, the students should be able to:

1. Appraise at least three (3) literary/artistic features of the Bible;
2. Write a literary analysis of at least five (5) various portions of the Bible;
3. Explain the historical, legendary and mythical dimensions of the Bible;
4. Identify at least five (5) literary elements depicted in the Bible;
5. Appreciate at least four (4) of the Bible's artistic and creative qualities;
6. Display an appreciable level of mastery of the various artistic elements of the Bible.

### **Course Contents**

Bible as literature. Bible's artistic characteristic. Theological and spiritual qualities of the Bible. Contextual understanding of the Bible. Biblical Biographies: Joseph and Esther.

Historical Dimension of the book of Genesis. Legendary Dimension of the book of Genesis. Mythical Dimension of the book of Genesis. The Exodus as an Epic. Romantic Poetry: Songs of Solomon. Forms of Poetry in Psalms: Ballads. Pastoral Poetry and Odes. Drama: Job. Proverbs as Poetic Expressions. Allegories & Parables. Symbolism and imagery in Daniel, Symbolism and Imagery in Revelation. The Beatitudes.

### **Minimum Academic Standards**

A well-stocked library and classroom space for 50 learners.

### **BU- LIT 410: Women Writers in Africa (3 Units; Core, LH =45, PH=Nil)**

#### **Senate-approved relevance**

Africa has produced a number of female authors who have been able to assert themselves on the national and global scale. Most African Societies are patriarchal, hence emphasis is paid to the menfolk. More attention is currently being paid to womenfolk even in the national political equation bringing about affirmative actions towards gender balance and recognition. The Senate of Babcock University aligns with the aspirations of both the male and female genders and supports the creation of LIT 410 - Women Writers in Africa, to accentuate this position from a literary point of view.

#### **Overview**

Over decades, liberation of African women from every form of prejudice, subjugation, and evils of traditions and cultures have been a matter which draws varying concerns among female writers in Africa. These writers draw conclusion from the anomalies and unacceptable subjugation of African women by the patriarchal African culture. The literary space in Africa was dominated by male writers with the female writers merely interspersing the numbers. Factors militating against the recognition of women writers include western sexism, of the colonial system which kept girls out of school, culture, gender, religion, politics and other power relations metrics. However, women writers across the globe and in Africa have continued to carve a niche for themselves in spite of arriving late on the scene. They have

influenced discourses, themes and contents of literary writing and are worthy of being studied as a genre of writers.

The major concerns of women writers in modern African literature are the re-entrenchment of women or female related aspects of selected statement into contemporary discourse. Women writers directed their literary works to politics, leadership, economy, religion amongst others to bring to light the problem inherent in them. For a long time, female African writing was neglected in the largely male-authored journals, critical studies and anthologies. The discrimination which they encountered at the onset was that any text authored by female writer is never valued no matter how interesting the work might be. Authors like Flora Nwapa, Buchi Emecheta, Cathrine Acholonu, Akachi Adimora-Ezeigbo, Sefi Atta, Tsitsi Dangarembga, and Marilyn Heward amongst others have had to contend against this syndrome in their numerous works. This course, BU-LIT 410 will, therefore, expose the students to the works of women writers in Africa who have lent their voices to the emancipation of women folks in Africa as a whole.

### **Objectives**

The objectives of this course are to:

1. Outline the history of feminism and womanism.
2. Examine the distinguishing characteristics of womanism.
3. Identify the ideological positions of African female writers in Gender Discourse.
4. Analyse the thematic concerns of African women writers.
5. Explain the common challenges of African women as portrayed in literature.
6. Examine the regional spread and contents of African women writing.

### **Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain five (5) influences of African women writers on literary writing in general;
2. Identify at least five (5) women writers in Africa.
3. Classify the writings of women in Africa into various ideological positions.
4. Appraise at least six (6) texts of major women writers in Africa.
5. State ten (10) major thematic concerns of African women writers.
6. Outline the responsibilities of women in the African society within a Christian worldview.

7. Compare at least three (3) concerns of African women writers to that of their contemporaries across the globe.

### **Course Contents**

Origin of feminism. Origin of gender discourse. Evolution of womanism. Distinguishing characteristics of womanism. Influences of African women. African Writers in Africa. Ideological positions of African female writers in gender discourse. Gender politics in African literature. Common challenges of African women. Portrayal of male characters in African literature. Thematic concerns in African writings. Regional spread and Contents of African Women Writing

#### **BU-LIT 448: Issues in Shakespearean Studies**

The course examines the dramatic art of Shakespeare. The study also considers representative plays, including songs, history plays, great tragedies, romances, comedies, and sonnets. The focus is on his dramatic techniques, his social vision, and the humanism that underlines his works. A distinction is made between his tragedies, comedies, and histories.

#### **Learning Outcomes:**

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

1. Understand and explain clearly the concepts of tragedies
2. Explain the concept of comedies
3. Explain the meaning of history
4. Distinguish between tragedies, comedies, and histories
5. Identify the Shakespearean art
6. Identify Shakespearean sonnets
7. Clearly discuss Shakespearean dramatic techniques and social visions
8. Stage and reproduce Shakespearean plays and/or songs

## **Minimum Academic Standards**

A well-stocked library and classroom space for 50 persons.

### **Staffing**

Staff-Rank Mix and Ratios should be 20:35:45 guidelines, for Professor, Senior Lecturer and Lecturer I and below. Staff/Student Ratio for Arts should also be 1:30. In addition to the above General Staff requirements, the following should be applicable to the individual departments.

### **English Language**

To teach a variety of basic courses as well as meet the high demands usually made on English Language Departments for service on inter-faculty and other courses, it is essential that they be well staffed the difficulty of getting the right people for all the major areas of the discipline notwithstanding.

Hence:

at least one Senior Academic (Senior Lecturer and above) should be available to take charge of each major area of the discipline, viz:

English Syntax/Semantics

English Phonetics/Phonology

English for specific purposes/linguistics/Stylistics

Communication and Study Skills course for all students in the early years of the degree programmes, whether with English Language, Linguistics, Literature or Combined Honours emphasis in order to enable their students to overcome some of the disturbing deficiencies in their use or application of the English Language, which is the medium of instruction throughout.

- a) At least two or three Junior Academics with appropriate qualifications/specialization.
- b) Provision should also be made to recruit at least three Graduate Assistants yearly to help with tutorials, and for staff development purposes, within National Universities Commission guidelines on staff: student ratio.

### **Library**

Libraries should be well stocked with classical and current books and vast and up to date online materials for use of staff and students.

Photocopiers and Printers should be provided to make the use of the library by staff and students convenient and worthwhile.

Library staff should be trained in classification and location of library materials.

Library materials should be electronically captured for easy search and record purpose.

### **Classrooms, Laboratoires, Workshops and Office**

Language laboratories should be spacious, well lit, well ventilated and well equipped.

Lecture rooms should be adequate in number, space, well lit, well ventilated, well-furnished and have emergency exits.

Departmental Office should be spacious enough to accommodate the Secretary, the Clerical Staff and the Office Assistant as well as their working facilities like computers, printers and photocopying machines conveniently.

All offices should be provided with functional air-conditioners.

The Head of Department provided with functional air-conditioners. Secretary, the Clerical Staff and office Assistant.

Furniture should be adequate in number and quality.

Offices of Professors should have toilet the General toilet in the Department should be adequate in number and space.