



BABCOCK UNIVERSITY

SCHOOL OF EDUCATION HUMANITIES

DEPARTMENT OF LANGUAGES AND LITERARY STUDIES



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HEAD OF THE DEPARTMENT

B.A. French Studies

Overview

The French Studies programme is a comprehensive and well-focused programme aimed at producing high-flying multilingual graduates with acute understanding of human issues and well positioned to perform their roles as dignified members of the human community. The programme seeks to achieve this objective by taking the students cautiously, in its three/four years duration, through the exhaustive and intricate phases of its fully-packaged lectures in French phonetics and phonology, aural/oral and written comprehension, French grammar, French Metropolitan civilisation and literature and Francophone African civilisation and literature.

The programme also takes students to the closer terrain of creative writing, practical writing and entrepreneurial French, with due attention paid to the practical dimensions of these courses. All these are intended to arm the students with the knowledge, competences and skills that will enable them to be top performers in the private and public sectors nationally and on the international plane.

Philosophy

The B.A. Honours French programme is intended for the production of accomplished graduates, competent in spoken and written French, who with their multilingual background and broad general outlook, have an acute understanding of societal realities for the achievement of self-actualisation and contribution to the attainment of the national objectives.

Objectives

The objectives of the B.A. French programme are to:

1. equip the students with the knowledge of the forms and features of the varieties of French used in different professional domains such as business communication, diplomatic service, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing and biography writing;
2. equip the students with adequate linguistic knowledge of the French Language through a detailed study of its sound system, its lexicon, its syntax, semantics and usage;
3. adequately prepare the students to pursue postgraduate studies in French
4. language, Linguistics and other areas of specialisation within the programme to take up teaching and research at the appropriate level of education;
5. produce graduates with adequate grasp of the intricacies of French politics and
6. the politics of Francophone countries generally, as a way of preparing them for Nigeria's effective response in her inter-face with the French-speaking world;
7. produce graduates capable of exploiting works of art expressed in French via literature or cinema to boost cultural awareness and the understanding of global Francophone cultural life;
8. orient students towards self-employment by a focus on knowledge and skills such as entrepreneurship, practical writing (e.g. of articles in magazines, of speeches, memoranda of understanding, 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; and
9. thereby, contribute most significantly to the development of the nation and to the projection of Nigeria as a major force in the sub-regional, regional and international fora.

Employability Skills Emphasised

The graduate of French will possess employable skills in the following fields:

1. teaching ;
2. bilingual research;
3. translation/interpretation;
4. bilingual secretarial services;
5. bilingual journalism;
6. bilingual publicity;
7. Diplomacy;
8. international tourism;
9. international communication;
10. aviation industry;
11. security services;
12. hospitality/entertainment industry; and
13. Business.

21st Century Skills Emphasised

The Programme will lead to the development and acquisition of 21st Century skills in the areas of:

1. information literacy;
2. bilingual practical writing;
3. international networking and collaboration;
4. translation/interpreting;
5. international tourism;
6. bilingual communication;
7. international media literacy;
8. speech/report writing in French;
9. international commerce; and
10. international sports commentary.

Unique Features of the Programme

Among the unique features of the programme are:

1. enhancing the linguistic competence of graduates of French through emphasis on oral, grammatical and translation aspects of the programme;
2. a shift from the dominance of Metropolitan French civilisation and literature to African and Negro-African civilisations and literatures; and
3. a more practical/labour and national oriented degree French programme, through emphasis on Translation, Practical Writing, Creative Writing and Entrepreneurial French and the marketing of their products.

Admission and Graduation Requirements Admission

Requirements

4-Years or Eight-Semester Degree programme

In addition to appropriate UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) to include a credit passes English Language, at not more than two sittings. The UTME subject must include French.

Direct Entry

Five SSC (or its equivalent) credit pass including English and French Language two of which must be at the Advanced Level. Baccalauréat' (For Francophone candidates).

Diploma in French from any recognised institution/National Diploma or NCE in French with other three SSC credits passes, including English Language.

Graduation Requirements

1. A full time student will normally be required to register for a maximum of 24 credit units in each semester.
2. A student shall pass a minimum of 120 credit units for the four years programme or 9 credit units for the three years programme including all the compulsory courses
3. A student will spend the third year of studies (for the UTME candidate) and second year of studies (for the Direct Entry candidate) at the Nigeria French Language Village, Badagry or in a French-speaking country for the One-Year-Abroad French Language Immersion Programme.
4. A student must have obtained a minimum CGPA of 1.00.

Global Course Structure

French Studies

UNITS SUMMARY TABLE

LEVEL	GEDS COURSES	DEPARTMENTAL COURSES	TOTAL
100	11	28	39
200	13	24	37
300	11	22	33
400	3	28	31
TOTAL	31	98	136

100 Level

Course Code	Course Title	Status	Semester	
	GENERAL EDUCATION COURSES	C	1 ST	2 ND
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
GST 111	Communication in English	C	2	-
BU-GST 105	Use of Library and Study Skills	C	2	
GST 112	Nigerian Peoples and Culture	C	-	2
BU-GST 120	ICT Fundamentals and Office Productivity Management	C	1	
BU-GST 126	Life and Teachings of Christ and Messiah	C	-	3
BU-GST 112	Health Principles	C	-	1
FRN 101	Introduction to a Second Foreign Language	C	2	-
FRN 102	Laboratory Exercise	C	-	2
FRN 103	Introduction to French Grammar	C	2	-
FRN 104	Introduction to Composition Writing in French	C	-	2
FRN 105	Initiation into Translation	C	2	
FRN 106	Introduction to Literary Appreciation	C		2
FRN 107	Introduction to French Literary Genres-Prose	C	2	
FRE 108	Introduction to Negro- African Literature in French	C		2
FRE 109	Nigeria and Her Francophone Neighbours	C	2	
FRE 110	History of the French Language	C		2
BU-FRE 113	Techniques of Oral Expression	C	2	
BU-FRE 114	Aural Comprehension I	C		2
BU-FRE 115	Drama in French	C	2	
BU-FRE 116	Introduction to French Linguistics	C		2
	TOTAL (37)		19	20

200 level

Course Code	Course Title		Semester	
			1 ST	2 ND
	GENERAL EDUCATION COURSES			
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 220	Origins and Science			1
FAC 201	Digital Humanities: Application of Computer to the Arts		2	-
FAC 202	The Arts and other Disciplines		-	2
FRE 201	Entrepreneurial French	C	2	
FRE 202	Translation (Theme and Version)	C		2
FRE 203	Introduction to French Phonetics and Phonology	C	2	
FRE 204	Essentials of French Grammar	C		2
FRE 205	Introduction to Practical Writing in French	C	2	-
FRE 206	Survey of French Metropolitan Literature-Prose, Drama and Poetry	C		2
FRE 207	Oral Literature in Francophone Africa	C	2	-
BU-FRE 208	Contemporary French Drama	C	-	2
BU-FRE 209	French Reformation	C	2	
BU-FRE 210	Aural Comprehension II	C	-	2
BU-FRE 212	Textual Analysis	C		2
	36units		18	18

300 Level

Course Code	Course Title		Semester	
			1 st	2 nd
	GENERAL EDUCATION COURSES	C	1 st	2 nd
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	Family Life	C	-	1
ENT 322	Venture Creation	C	-	2
FAC 301	Research Methodology in the Arts	C	2	
FAC 302	Theories in the Arts and Humanities	C	-	2
FRE 301	Advanced Studies in French Phonetics	C	2	
FRE 302	Introduction to Creative Writing	C		2
FRE 303	Translation	C	2	
FRE 304	Intermediate Practical Writing in French	C		2
FRE 305	Francophone African Literature-Colonial Era	C	2	
FRE 306	French Literature of the 19 th Century: Prose	C		2
BU-FRE 308	Intermediate Oral Expression	C	-	2
BU-FRE 309	Aural Comprehension III	C	3	-
BU-FRE 310	Morphology of French Language	C	-	2
BU FRE 311	Interpretation practice	C	3	
	TOTAL UNITS (34)		17	17

400 LEVEL

GEDS				
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-GST 440	E-Projected Management	C	1	
BU-GST 400	Religion and Social Ethics	C	-	3
	CORE LANGUAGE COURSES			
FRE 401	Advanced Oral French	C	2	-
FRE 402	Advanced Translation	C	-	2
FRE 403	Advanced Creative Writing in French	C	2	-
FRE 404	Advanced Practical Writing in French	C		2
FRE 405	20 th Century Metropolitan French Literature-Prose	C	2	
FRE 406	Post-Independence Francophone African Literature: Prose			2
FRE 407	Francophone African Experience		2	
BU-FRE 409	Culture and Civilization of Francophone African Countries	C	2	
BU-FRE 411	Advanced French Grammar I	C	2	
BU-FRE 413	Practical French I	C	2	
BU-FRE 414	Practical French II	C		2
BU-FRE 115	Interpretation Practice	C	2	
FREN 490	Research Project	C	-	6
	TOTAL Units 34		17	17

Course Contents and Learning Outcomes

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). Sentence in English (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 towards 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 culture; peoples and culture 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 self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria 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; Re-orientation 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.

FRN 101: Introduction to a Second Foreign Language (2 Units C: LH 30) Learning

Outcomes

The course will enable the student to:

1. appraise the necessity for a 2nd foreign language for a student of French;
2. practice the basics grammatical rules of the second foreign language;
3. demonstrate ability to make sentences in the second foreign language;
4. compare the 2nd foreign language with the French language.

Course Contents

Importance of a 2nd foreign language for a student of French. Alphabet of second foreign language. Acquisition of sounds of 2nd foreign language. Basic grammatical rules of second foreign language. Tenses of second foreign language. Making simple sentences. Aural and oral comprehension in 2nd foreign language. Conversation in 2nd foreign language. Writing simple composition in 2nd foreign language. Simple dialogue in second foreign language.

FRE 102: Laboratory Exercise:

(2 Units C: LH 15; PH 45)

Learning Outcomes

The course enables the student to:

1. identify the items of equipment used in the language laboratory and how to use them;
2. recognise the importance of phonetics as a subject and its place in his/her studies;
3. distinguish between various French sounds.

Course Contents

Familiarisation with a French language laboratory, its function in the student's studies and how to use the items of equipment therein. Meaning and function of phonetics. Sound acquisition in French through listening to texts by native French speakers. Sound acquisition through reading French texts. Sound acquisition through listening to French songs and poems by native speakers. Sound acquisition through viewing French films. Sound acquisition through dialogue. Sound acquisition through debate. Sound acquisition through listening to and viewing video tapes and VCDs.

FRE 103: Introduction to French Grammar:**(2 Units C: LH 30)****Learning Outcomes**

The course enables the student to:

1. explain parts of speech in French;
2. identify basic grammatical mistakes and how to correct them;
3. discuss lexical development in French;
4. analyse simple sentences in the 'présent, passé composé and 'imparfait'.

Course Contents

Lexical acquisition. Definite and indefinite articles in French. Identification of verbs, nouns, adjectives, adverbs and prepositional etc phrases and their functions in the French sentence. Conjugation of verbs in the present tense. Conjugation of simple verbs in the 'passé composé', 'futur' and l'imparfait'. Making of simple sentences in the 'passé composé', 'futur' and l'imparfait'. Agreement of tenses. Gender agreement. Sentences in the negative, interrogative and imperative forms. Plural formation. Interference of English with French in terms of structure, spelling, etc. Problem of 'faux amis'

FRE 104: Introduction to Composition Writing in French (2 Units C: LH 30) Learning**Outcomes**

The course enables the student to:

1. describe what a composition is in French;
2. identify the constituent parts of a good composition;
3. explain the importance of logical thinking and coherence in the organisation of ideas;
4. identify types of composition in French;
5. explain the importance of the use of appropriate form of words and expressions in composition writing in French.

Course Contents

What is composition writing in French? Importance of a composition in French. What is logical thinking and coherence in the organisation of ideas? Main parts of a composition in French. Content of an introduction. Content of the body of a composition. Content of the conclusion of a composition. Types of composition in French- argumentative, narrative and descriptive compositions. Grammatical elements and their proper use in a composition. Importance of proof-reading. Simple essays on the student's life, family, community and academic environment.

FRE 105: Initiation into Translation**(2 Units C: LH 30)****Learning Outcomes**

The course enables the student to:

1. define translation and its importance in French studies;
2. translate simple words and sentences from the French language to the English language and vice versa;
3. translate simple materials in the social sciences disciplines; and
4. translate simple materials in the sciences disciplines.

Course Contents

Meaning of Translation. Importance of translation as a subject. Translation of simple words from French to English. Translation of simple words from English to French. Translation of

simple sentences in the present tense from French to English. Translation of simple sentences in the present tense from English to French. Translation of simple sentences in the passé composé. Translation of simple sentences in the 'futur'. Translation of simple sentences from French Metropolitan prose or proses from other Francophone literary sources. Translation of simple terms in the social sciences disciplines. Translation of simple terms in the sciences disciplines.

FRE 106: Introduction to Literary Appreciation

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. define and explain the meaning of literature;
2. list and explain clearly the three literary genres;
3. identify types of literature: French, African, Caribbean, etc.; and
4. analyse simple extracts taken from literary texts.

Course Contents

Meaning of literature. Importance of literature. What are the three main literary genres? Introduction to the novel. What is a play? Meaning of poetry and its characteristics. Introduction to French Metropolitan literature. Introduction to French Caribbean literature. Introduction to Francophone African literature. Principles, concepts and theories associated with literary appreciation. Objectivity in literary appreciation. Analysis of extract of representative texts from French Metropolitan literature. Analysis of extract of representative texts from French Caribbean literature. Analysis of extract of representative texts from Francophone African literature.

FRE 107: Introduction to French Literary Genres: Prose

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. explain the origin and evolution of French Metropolitan literature;
2. distinguish between the genres of French Metropolitan literature;
3. explain the meaning of a novella, a flash fiction and a short story in French;
4. distinguish between the singular first person, the singular third person, the dairy and the epistolary forms of novel in French;
5. compare the French Metropolitan prose writers;
6. analyse simplified extracts of works published by the French prose writers;
7. analyse the themes of the French prose.

Course Contents

Introduction to French Metropolitan literature? Genres of French Metropolitan literature. Evolution of the French novel. Origin and evolution of the Metropolitan French play. Origin, evolution and characteristics of French poetry. Meaning of a novella. Difference between a novel and a novella in French. What is flash fiction in French? The short story in French. Characteristics of singular first person prose. Singular third person prose. The dairy form of novel. The epistolary novel. Representative writers of these forms of prose in French Metropolitan literature. Appreciation of extracts of works of the French writers of the various forms of prose.

FRE 108: Introduction to Negro-African Literature in French

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to discuss:

1. the historical relationship between Francophone African writers and Francophone Caribbean writers;
2. slavery and its effect on the development of Africa;
3. colonialism and its effect on the development of Africa;
4. the review called *Légitime défense* and the journal called *Présence Africaine*;
5. the origins of negro-African literature in French;
6. the meaning of negritude;
7. founders of negritude;
8. themes treated by the negritude writers;
9. aesthetic value of the works of the negritude writers.

Course Contents

Origins of negro-African literature in French. The common historical origins of Francophone Caribbean and Francophone continental African writers. Slavery and its effects on the development of Africa. Colonialism and its effects on the development of Africa. The review *Légitime Défense* as prelude to the Negritude movement. What did the journal *Présence Africaine* stand for? What is negritude? Who are the negritude writers- Aimé Césaire, Léon Damas and Léopold Sédar Senghor. Contributions of the trio to the negritude movement and negro-African literature generally. Other writers on Negritude- Guy Tirolien, Bernard Dadié. Aesthetic value of works of negro-African writers.

FRE 109: Nigeria and her Francophone Neighbours

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. describe the location of Nigeria among her Francophone neighbours in West Africa and in Africa generally;
2. analyse the various forms of affinity between Nigerians and citizens of neighbouring Francophone African countries;
3. assess the volume of informal and formal trade between Nigeria and her Francophone neighbours;
4. assess the prospects of educational cooperation between Nigeria and her Francophone neighbours;
5. appraise the roles played by Nigeria's Francophone neighbours in ECOWAS, AU and the UN;
6. evaluate the benefits derivable from a rapprochement between Nigerians and citizens of neighbouring Francophone countries;
7. discuss areas of future cooperation between Nigeria and her Francophone neighbours.

Course Contents

Location of Nigeria among neighbouring Francophone countries. Historical and cultural relationship between Nigeria and her Francophone neighbours. Informal trade between Nigeria and her Francophone neighbours. Formal trade between Nigeria and her Francophone neighbours. Educational cooperation between Nigeria and her Francophone neighbours. Nigeria and her Francophone neighbours in politics of ECOWAS. Nigeria and her Francophone neighbours in politics of the African Union (A.U.). Nigeria and her Francophone neighbours in international politics. Benefits derivable by individual Nigerians and individual citizens of Nigeria's Francophone neighbours from cooperation between their countries. Benefits in terms of national interests. Survey of possible areas of future cooperation between Nigeria and her Francophone neighbours.

Learning Outcomes

The course enables the student to discuss the:

1. origins of the French language;
2. transmutations that the French language has undergone from its origins to the present day;
3. contributions made by other languages to the development of the French language;
4. status and importance of French in West Africa and Africa;
5. status and importance of French in the contemporary world;
6. varieties of the French Language today.

Course Contents

Evolution of the French language from its origin in Vulgar Latin. First known document on the origin of the French language. Major influences on the French language over the centuries-political, cultural, scientific influences. Various manifestations of regional dialects and local circumstances on French. Contribution of Latin to French vocabulary and grammar. Contribution of Ancient Greek, Italian, Occitan to the development of the French language. Contribution of Arabic, English etc to the lexical development of French. Status of French in West Africa. Importance of French in Africa. Status and importance of French in contemporary world. Varieties of French in the world today e.g. Standard French, Canadian French, Ivorian French, Beninese French etc.

BU-FRE 113 Techniques of Oral Expression (3 Units; Core, LH=30, PH=45)**Senate-approved relevance**

The teaching and learning of French language and literature is paramount to the Babcock University Senate, since Nigeria shares boundaries with francophone Countries-Republic of Benin, Cameroun, Niger and Chad. More so, French is an accredited language of international politics and trade. The Babcock University senate places strong emphasis on students' ability to express themselves in oral French so that it can be an added advantage for the products of the University to communicate in another international language apart from the English Language which is the lingua franca of Nigeria.

Overview

Language is a very important tool of communication that is used daily in all spheres of life. It is as old as humanity and in the primitive years, oral communication served as the sole means of communication available for forming and maintaining societies and institutions. Studies show that oral tradition still remains a dominant means of public relations in the 21st century.

Of the four language skills (listening, reading, writing, speaking) speaking gives the ability to express emotions, gestures, and movements. Hence, students especially second language learners, need to be taught the art of oral expression through an involving approach- the system of words, structure and grammar that will enable them participate freely in discussions.

Course Objectives

The objectives of the course are to:

1. Outline basic vocabularies in French language.
2. Introduce communication skills in French.
3. Describe liaison, élisioin and enchainment.
4. Explore reading of simple French passages.
5. Identify objects in images.
6. Describe events in images.
7. Relate in simple dialogues.

Learning Outcomes

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

1. Enumerate at least ten (10) new vocabularies in French.
2. Apply oral skills in at least six (6) presentations.
3. Answer questions on assigned passages.
4. Outline objects in at least four (4) images.
5. Describe the events in at least five (5) images.
6. Apply knowledge gained in giving directions in French in at least five (5) sentences.
7. Practice time-telling in French.
8. Relate in at least five (5) simple dialogues.

Course Contents

Introduction of self. My friend. The Family. Description of Nigeria. My Home town. Dressing. My Best food. My Best Course. My Mother. Last Vacation. First Day in the University. My University. At the Cafeteria. At the Mall. The Beach. The School Library. Giving Directions.

Minimum Academic Standard

A well-equipped Language Laboratory and classroom space for 50 persons.

BU-FRE 114 : Aural Comprehension I (2 Units ; Core. LH 15, PH 45)

Senate-approved relevance

The fact that Babcock University is an Anglophone country bordered by French speaking neighbours commits the Senate of the institution to place strong emphasis on the comprehension of French language as well as its usage in interaction with citizens of these neighboring countries on an economic, social or political scale. Aural comprehension of any language is important for the display of effective expressive competencies. This course is pertinent for French students in order for them to effectively interact and engage in collaborative works with their counterparts in surrounding countries. This can only be achieved through the effective use of the French language in discourse situations. To uncover all aspects of aural comprehension, this course entails three tiers: Aural Comprehension I, II and III. Aural Comprehension I entails basic receptive comprehension skills.

Overview

French Language was first used in an official document in AD 842 and is one of the leading languages in the globe. It is one of the official languages of the United Nations; a body that unites most countries of the world. This accounts for the importance of its aural and oral competency by the students especially in the fast growing technological world.

The comprehension of French Language is equally highly necessary for Nigerian students to have adequate rapport in all facets with its surrounding Francophone neighbors as well as other Francophone member- states of the Economic Community of West African States (ECOWAS) of which Nigeria is a member- country and French being one of the official languages of the body. The importance of the acquisition of French as Second Language (FSL) by Nigerian students cannot be overemphasised. Its aural and oral competency would afford Babcock French graduates' relevance in whatever facet of life they find themselves.

Objectives

The objectives of this course are to :

1. State strategies for active listening and taking of clear notes
2. Outline main ideas in an aural text.
3. Identify relevant information to support main ideas in an aural text.
4. Improve student's written and spoken vocabulary.
5. Recall methods for organizing ideas.
6. Explain the ability for oral expression with acceptable accuracy.

Learning Outcomes

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

1. Enumerate at least five (5) strategies for active listening
2. Explain at least four (4) main ideas in an oral text
3. Illuminate on relevant information to support main ideas in an aural text.
4. Describe the methods for organising ideas in a text.
5. Develop the ability for accuracy in oral expression.

Course Contents

Developing strategies for aural comprehension. Salutations. Documentary on Animals. At the restaurant. Audio on Herbs and their uses. Food. Phone Etiquettes. At the Rail Station. Sports. Meeting a friend. Fixing appointments. At the Bookshop. At the market. Booking an hotel room. At a meeting. At the bank. At the hospital.

BU-FRE 115 Drama in French (3Units; Core, LH=30, PH=45)

Senate-approved relevance

Babcock University is a faith-based University where philosophy of education is hinged on harmonious development of the whole-person: physical, social and spiritual environment. More so, the university has foreign affiliations and international students from francophone African countries. All of these made it imperative to study French in all its dimensions. This particular course focuses on drama, which is a veritable tool for immersion in French studies as it enhances the use of the language in real time with accompanying emotions and understanding of the human condition. This course can also elicit interest in acting careers in the students.

Overview

Drama is regarded as the mirror of society where themes and tropes of human interest are treated. This course is packaged to be largely practical in nature. It will augment other courses that have been designed to enhance the oral expressions of the students in French. Beyond this, human interest is also considered in floating a course where French students will showcase their talent using French drama as a template. In the course, general dramatic principles will be discussed. The students will be taught the basic principles of play production using the French language and play texts by French writers. Also, the arts of performance such as acting skills, improvisation memorisation, movement, eye contact, speech and oral interpretation skills, gestures, facial expressions and other dramaturgic components will be highlighted.

Objectives

This Objectives of this course are to:

1. Outline the origin of drama in general
2. Classify the elements, functions and contents of drama
3. Illuminate on the nuances of drama in French
4. Identifying major French playwrights and their styles
5. Apply the art of play production
6. Prepare performances of playlets in French

Learning Outcomes

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

1. Recall on the origin of drama.
2. Explain at least five (5) of the elements of drama
3. Differentiate five (5) characteristics of drama
4. Identify at least six (6) major French playwrights

5. Evaluate at least five (5) drama texts in French
6. Practice a play written and rendered in French.

Course contents

Origin of Drama. Characteristics of drama as a literary genre. Genres of drama. Origin of drama in French. Growth and development of drama in French. Major French Playwrights. Analysis of the characteristics of French drama. The French theatre. Play production methods. The audition and casting techniques, Rehearsal techniques. Acting methods. Speech and oral interpretation. Movement and gestures. Scene design and craft. Lighting and sound production. Play production of a chosen drama text.

Minimum Academic Standards

An acting space that can accommodate 50 persons is a requirement for this course.

BU-FRE 116 Introduction to French Linguistics (3Units ; Core ; LH=45, PH=Nil)

Senate-approved relevance

Linguistics provides insight into the most intriguing aspects of human knowledge and behavior. Specialisation in linguistics, therefore, means learning about several aspects of human life as knowledge of how language works is critical to the existence of human kind. The Babcock University Senate recognises the diversity of faculty, staff and student population that characterise the school, and the need for the students to have communicative competence in both English and French which are both official languages of the University and proprietors. Thus, the course is deemed ideal for the Babcock French curriculum.

Overview

This course provides an introduction to the linguistic analysis of Modern French. It will enhance the development of the basic skills of linguistic analysis by ensuring adequate understanding of how the French language works. The course focuses on the four different levels of linguistic analysis: the phonology (sounds), the morphology (internal structure of words), the syntax (ordering of elements within the phrase) and the lexis (vocabulary).

The course places considerable emphasis not just on the system, but also on areas where there are variations such as: why the negative particle *ne* is often dropped in spoken French, why some speakers use *on* instead of *nous* and how speakers decide between *tu* and *vous* in a given context. Real linguistic data will be used as much as possible, in order for the students to be able to analyse transcripts of conversations, excerpts from films, voice notes and other aural texts.

Objectives

The objectives of this course are to :

1. Define the basic tenets of linguistics
2. Apply methods of logical inquiry in French linguistics.

3. Analyse data from a variety of linguistic sources
4. Distinguish methodologies that enhance the understanding of language
5. Establish the connectedness of linguistic to other fields of study.
6. Evaluate the results of linguistic inquiry in relation to the nature of the French language

Learning Outcomes

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

1. List at least four (4) basic tenets of linguistic inquiry.
2. Explain five (5) methods of logical inquiry in French linguistics.
3. Analyse data from at least three (3) linguistic sources.
4. Relate the connection between linguistics and other fields of study.
5. Discuss three (3) methods that enhance the understanding of the French language.
6. Evaluate the results of linguistic inquiry in the French language.

Course Contents

The Human language. Structure of the human language. Structure of French language. Definitions of linguistics. Nature of linguistics. Branches of linguistics. History of linguistic inquiry. Linguistic inquiry into the French language. Understanding the methods of logical analysis. Using the methods of logical analysis. Analysing data from a variety of French dialects. Distinguishing the methods of linguistic analysis. Interpretation of linguistic data. Interdisciplinary approaches to linguistic inquiry. Relevance of linguistics to other fields. Comparison between linguistics in French and English. Textual linguistic analysis in French.

Minimum Academic Standards

A well-equipped library and classroom space that can accommodate 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 Units 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, intrapreneurship, 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 C: LH 30)

(2 Units

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; and 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; and
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

FRE 201: Entrepreneurial French

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. underline the relevance of French studies to a broad spectrum of careers;
2. recognise the need for self-employment instead of waiting endlessly for unavailable
3. white-collar jobs;
4. recognise the lucrateness of translation/interpretation as a subject/business;
5. assess the procedure for establishing a translation/interpretation business.

Course Contents

Relevance of French studies to various careers- in civil service and private sector. Survey of the various forms of enterprise a graduate of French can establish. Translation/interpreting as a business enterprise. Can translation business be done together with the training of translators? Raising capital for translation business. identification of business site. Registration of business. Identifying and attracting clientele. Publicity. Recruitment of trainees. Preparation of programme curriculum. Procurement of equipment. Certification.

FRE 202: Translation: 'Thème' and 'Version'

(2 Units: LH 30)

Learning Outcomes

The course enables the student to:

1. define 'thème' which means translation from English into French;
2. define 'version' which means translation from French into English;
3. translate from English into French and vice versa;
4. distinguish between literal translation and literary translation and problems caused by literal translation;
5. discuss the cultural factors in the art of translation;
6. recognise the importance of dictionary in translation;
7. assess the differences in the techniques of translating literary and non-literary materials.

Course Contents

What is 'thème'? What is 'version'? Meaning of literal translation. Problems of literal translation. Meaning of literary translation. Difference between literary translation and translation of scientific materials. Techniques of literary translation. Techniques of translation of non-literary materials. Cultural factors in the art of translation. Role of dictionary in translation. Illustration of literary translation from English to French with a representative novel e.g. Chinua Achebe's *Things Fall Apart* and from French to English e.g. Camara Laye's *L'enfant noir*.

FRE 203: Introduction to French Phonetics and Phonology
C: LH 15, PH 45)

(2 Units

Learning Outcomes

The course enables the student to:

1. differentiate phonetics from phonology
2. identify International Phonetic Alphabet
3. differentiate between French speech sounds;
4. explain phonetic transcription of French words;
5. identify flaws in pronunciation of French sounds.

Course Contents

Meaning of phonetics. Meaning of phonology. Relationship between phonetics and phonology. Meaning of International Phonetic Alphabet (I.P.A.). Uses of International Phonetic Alphabet. Sound system in French- vowels and consonants. Meaning of *allongement consonantique*. Meaning of *allongement vocalique*. Meaning of *assimilation*. What is *syllabisation*? Meaning of 'e' *caduc*. What is *neutralisation*? Flaws in students' pronunciation. Oral exercise on pronunciation of French sounds in the French language laboratory. Remedying flaws in students' pronunciation. Practice of French phonetic transcription.

FRE 204: Essentials of French Grammar

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. identify specific features of French grammar;
2. recognise the various essential elements of the French grammar;
3. discuss Transformational Grammar;
4. distinguish Transformational Grammar from Systemic Functional Grammar.

Course Contents

Specific features of French grammar. Nouns: genders feminisation, pluralisation, proper nouns, use of capitals, formation of nouns from verbs, identification of verbs and adjectives used as nouns etc. Descriptive adjectives: position, variable nature, genders, pluralisation, comparison and nationalities. Other adjectives: possessive, demonstrative, relative, interrogative, exclamatory. Pronouns: personal, possessive, demonstrative, relative, exclamatory etc. Meaning of *passivation*. Conjunctions and their uses in sentences. What is 'subordination'? What is *'adverbialisation'*? Role of oral and written codes in the determination of these grammatical forms and functions. Introduction to new trends in grammar e.g. Transformational Grammar and Systemic Functional Grammar.

FRE 205: Introduction to Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. explain the meaning of Practical Writing and the differences between it, Composition and Creative Writing;
2. recognise the importance of Practical Writing in French studies and in the student's life in future;
3. identify the areas of interest of Practical Writing;
4. discuss the difference between informal and formal letters in French;
5. discuss the writing of curriculum vitae in French;
6. appraise the challenges in choosing Practical Writing as a career;

7. assess the consequences of plagiarism.

Course Contents

What is Practical Writing? Difference between Practical Writing in French and Composition in French. Difference between Practical Writing and Creative Writing in French. Newspaper reporting as a sub-subject of Practical Writing. Writing of official reports. Nature and style of ‘news in brief’- ‘fait divers’. Introduction to the formats and content of informal and official letters in French. Introduction to writing of curriculum vitae. Marketing products of Practical Writing. Danger of plagiarism.

FRE 206: Survey of French Metropolitan Literature- Prose, Drama and Poetry (2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. discuss French Metropolitan literature generally;
2. identify great French novelists, playwrights and poets and their works;
3. identify the thematic choices of these prominent French writers;
4. assess the aesthetic talents of these French writers among many others.

Course Contents

General introduction to French Metropolitan Literature. Major French writers of the three main genres –prose, drama and poetry. Who are the novelists? Balzac and a survey of his works. Voltaire and a survey of his works as writer and philosopher. Stendhal and his representative novels. General introduction of the great playwrights. Corneille and his classical plays. Anouilh and his plays. General introduction of the poets. Baudelaire and Rimbaud and their classical poems. Illustration with extracts from the works like- Stendhal’s *Le rouge et le noir*, Balzac’s *Eugénie Grandet*, Corneille’s *Phedre* and *Le Cid*, Anouilh’s *Antigone*, Baudelaire’s *Les fleurs du mal* and Rimbaud’s *Le bateau ivre*

FRE 207: Oral Literature in Francophone Africa

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. explain the meaning of oral literature;
2. identify important elements of the oral literature of Francophone Africa;
3. recognise the importance of the roles of traditional story-tellers e.g. Amadou Koumba and of writers, among whom are Bernard Dadié and Birago Diop who committed some of the Francophone African tales into writing;
4. discuss the important place occupied by oral traditional in Francophone African communities;
5. review the aesthetic qualities of the oral literature of Francophone Africa.

Course Contents

Meaning of oral literature. Importance of oral literature. State of oral literature of Francophone African communities before the arrival of Europeans. Elements of oral traditions of French-speaking African communities- proverbs, maxims, tales, myths, legends etc. Role of traditional African story-tellers eg. the old Senegalese story-teller Amadou Koumba. Role of traditional African tale-collectors and writers eg. Birago Diop and Bernard Dadié. Study of samples of traditional African tales. Lessons from the traditional African tales and their relevance to the contemporary era. Aesthetic qualities of the traditional African tales as manifested in the works of the story-tellers.

BU-FRE 208 BU-FRE 208 Contemporary French Drama (3 Units; Core, LH=45, PH=Nil)
Senate Approved relevance

BU-FRE 208 is premised on the belief that the culture and traditions of the francophone Africans and those in the diaspora can be better propagated through the use of the French language drama as a veritable tool for mirroring society and ensuring the immersion of the French language. Babcock Senate regards French as a signature programme that appeals to all aspects of French pedagogy including drama is approved.

Overview

French language, a tool of communication in several countries of the world, was declared the second official language in Nigeria in 1996 during the late General Sani Abacha's military regime. From then, French became a language taught in schools ranging from primary to tertiary institutions. This is imperative with Nigeria being surrounded by Francophone countries whose lingua franca is French. The importance of the comprehension and active usage of the language cannot therefore be over emphasized. Contemporary French Drama is designed for students to read and analyse a wide intercontinental repertoire of drama texts written in French. This, in turn, enhances the student's understanding of the language, the culture and development of native French speakers. Texts will be read in class to enhance the comprehension of the language by the students.

Course Objective

The objectives of this course are to:

1. Define drama in all its ramifications
2. Outline the development of drama in French
3. Introduce the plays written by French playwrights
4. Explain the thematic concerns of French playwrights
5. Identify different periods in the development of drama in French
6. Examine the ability of the students to read play texts in French

Learning Outcomes

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

1. Recall at least three (3) definitions of drama
2. Outline the development of drama in French
3. Analyze at least six (6) plays written by French playwrights
4. Explain at least seven (7) thematic concerns of French playwrights
5. Enumerate the different periods in the development of French Drama
6. Review play texts written in French.

Course Contents

Definitions of Drama. Drama as a literary genre. Evolution of Literature in French. Philosophical underpinnings of French drama. Growth of drama written in French. Periods in the development of French drama. Prominent French Playwrights of each era. Canonical French plays. Different genres of French drama. Thematic concerns of French Playwrights, Structure of French plays. Plot of French plays. Style of French Playwrights. Language and diction of French Playwrights. Comparison between literature in English and French. Response of critics to French drama. Textual analysis of selected French Plays

Minimum Academic Standards

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

BU-FRE 209 **French Reformation** (3Units; Core, LH=45, PH=Nil)

Senate-approved relevance

History of French reformation and Christian religion are inseparable. This is as a result of the fact that the rise of the French monarchy was closely tied with the growth of the power and influence of the Catholic Church. The course is designed to showcase notable personalities of great integrity that shaped

the history of French civilization. The examination of the notable figures in France and how their achievements shaped the country is worthy of scholarship and in tandem with Babcock University core value of promoting integrity for the following reasons: the lessons from the lives of the notable French men and women to be studied in this course would help in inculcating right principles in Babcock University graduates; the students be enlightened about the role of religion in world economy, politics and peace.

Overview

France was inhabited by various Celtic people and its Roman name was Gaul. The Romans launched a war led by Julius Caesar against the people of Gaul and conquered the region. Hence, Gaul, now France became one of the most important provinces in the Roman Empire. Beginning in the 4th century AD, the Roman Empire began to decline due to the migration and invasion of several Germanic tribes from across Rome's northern borders. One of these tribes, the Franks, took advantage of Roman weakness and invaded Gaul. After Rome finally fell in 476 AD, the province of Gaul came completely under Frankish control. The rise of the French monarchy was closely tied with the growth of the power and influence of the Catholic Church. Clovis I, King of all Franks and known as the Father of the French nation, converted to Catholicism in 493 AD and in return he received backing from the church.

Subsequently, the years (1562- 1598) are noted for the Wars of Religion between French Catholics and Protestants (Huguenots). The French Revolution was a watershed event in world history that began in 1789 and ended in the late 1790s with the ascent of Napoleon Bonaparte. During this period, French citizens radically altered their political landscape, uprooting centuries-old institutions such as the monarchy and the feudal system. The upheaval was caused by disgust with the French aristocracy and the economic policies of King Louis XVI, who met his death by guillotine, as did his wife Marie Antoinette. Though it degenerated into a bloodbath during the Reign of Terror. The Terror originated with a centralised political regime that suspended most of the democratic achievements of the revolution, and intended to pursue the revolution on social matters. Its stated aim was to destroy internal enemies and conspirators and to chase the external enemies from French territory. The French Revolution began not only as a revolt against the monarchy, but had a strong anti-clerical streak as well. The revolutionaries were largely atheists, products of the Enlightenment. One of the more ironic developments then was the institute of a new cult of the "goddess of Reason." Events during and after the French Reformation are filled with economic and moral lessons that leave lasting impacts on those who study it.

Course Objectives

The objectives of the course are to :

1. Discuss the rise of reformation in France.
2. Highlight notable figures of the French reformation.
3. Describe the moral state of France during the reformation.
4. Explain the economic state of France during the reformation.
5. Outline events surrounding the French reformers and French leaders.
6. Discuss the state of France after the rejection of the Reformation.

Learning Outcomes

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

1. Describe the events that led to rise of reformation in France.
2. Discuss three (3) early notable reformers and their influences in France.
3. Highlight at least (4) notable later reformers and their influences in France.
4. Discuss at least five (5) events that surrounded the French reformation and French leadership.
5. Outline at least four (4) events that depict the moral state of France after the rejection of the reformation.

6. Review at least three (3) events that showcase the economic state of France after the extermination of Reformation.

Course Contents

Roman Empire and France. Clovis 1. Jaques Lefevre. William Farel. John Calvin. Louis de Berquin. Frument. Francis 1. The Huguenots. The Industrial and Literary Eminence of the French Reformers. The Rise of the Jesuites. Pope Gregory XIII. Louis XV. The French Revolution. The Economical Effect of the French Revolution. The Effect of the Extermination of Reform on France. Napoleon Bonaparte.

Minimum Academic Standards

A well-equipped library and classroom space for 50 persons is required

BU-FRE 210 Aural Comprehension II (3 Units ; Core ; LH=30, PH=45)

Senate-approved relevance

In view of the fact that aural comprehension skills cut across all linguistic competencies, Babcock University Senate deemed it apt to introduce aural comprehension II in order to expose the students of French language to rapid and complex audio texts, necessary for them to effectively participate in life's varied discourses; social, political, economic and religious. This can only be achieved through effective familiarisation with the usage of French language in diverse and real-life discourse situations.

Overview

French is the official language of the United Nations; a body that unites most countries of the world and the fifth most widely spoken language in the world. This necessitates that French students learn the aural and oral skills relevant for them to function effectively in the fast growing technological world.

The comprehension of French Language is equally highly necessary for Nigerian students for adequate rapport in all facets with its surrounding Francophone neighbors as well as other Francophone member-states of the Economic Community of West African States (ECOWAS) of which Nigeria is a member-country and French being one of the official languages of the body. The importance of the acquisition of French as Second Language (FSL) by Nigerian students is crucial. Its aural and oral competency equip the students to function effectively in all facets of life.

Objectives

The objectives of this course are to :

1. Explain strategies for taking clear notes in more rapid audio texts
2. Identify effectively and rapidly main ideas in aural texts.
3. State important information to support an idea within a short time.
4. Enunciate how to predict outcomes from audio texts.
5. Identify more accurately various aspects of French culture; both African and European
6. Organise ideas accurately in more complex conversations
7. Outline oral expression of ideas and thoughts.

Learning Outcomes

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

1. Distinguish main ideas in an audio-text from other dialogues and lectures in a short time.
2. Identify seven (7) relevant information to support the main ideas in various advanced audio texts within a short time.
3. Select accurate topics from audio texts based on the subject matter as well as predict accurate outcomes to incomplete audio texts.

4. Summarise five (5) aspects of Francophone culture and the European French culture in given audio texts or real-time conversations.
5. Write speeches suitable for a variety of advanced topics.

Course contents

Computer and its growing relevance. Advertisement. Social media and the youth. Restaurant. Marriage Ceremonies. Seminars. Sermons. Audio texts on a Bus Station. Tour of an Apartment. News. Reports. Tour of Specific Countries. Audio texts on Bible stories. Family. Audio texts on giving directions. Nationalities. Speech Delivery.

Minimum Academic Standards

A well-equipped language laboratory is a requirement.

BU-FRE 213: Textual Analysis (2 Units; Core; LH=30, PH=NIL)

Senate-approved relevance

Every day, humans are surrounded with various discourses/texts. Text interpreters are sometimes constrained to render information from a particular text to another and this calls for the identification of: the main ideas, the themes, the summary and the context. Textual analysis entails understanding or interpreting messages encoded in a given text. The Senate of Babcock University aligns with the offering of courses in textual analysis as it is consistent with the mission of the university whereby sacred texts, parchments, scrolls and historical documents could be perused and analysed. Through the knowledge shared in this course, the students would be empowered to acquire analytical and interpretative skills in terms of reading texts and deriving information adequately from them.

Overview

Textual analysis is a term for various methods used to describe, interpret and understand texts. It entails analysis of all kinds of information that can be gleaned from a text – from its literal meaning to the subtext, symbolism, assumptions, and values presented in texts to gain information regarding how people make sense of and communicate life and life experiences.

The course will, however, focus on the study of text structure, methods of deriving information from a text, such as key idea, theme, summary, context, background study and structural connectedness. The learners will be exposed to text samples from a variety of thematic constructs.

Objectives

The objectives of this course are to:

1. Identify different types of text.
2. Describe different methods of textual analysis.
3. Review a text to derive key ideas.
4. Summarize texts.
5. Study the cultural and historical contexts of a text.
6. Compare key ideas of two different texts.
7. Practice comprehension questions from a text.
8. Analyse grammatical features in a text.
9. Analyse derivative words and their synonyms, antonyms and false friends.
10. Identify different types of texts.

Learning Outcomes

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

1. Define types of texts.
2. Describe five (5) different methods of textual analysis.
3. Select three (3) key ideas from a text of 100-200 words.

4. Summarize a text on ½ to ¼ ratio.
5. Illuminate the cultural and historical context of a text.
6. Compare key ideas of two (2) different texts.
7. List five (5) tenses in a text and explain their usage.
8. Identify ten (10) key words with their synonyms and antonyms

Course Contents

Introduction to methods of textual analysis. Levels of textual analysis. Categorization of text types. Key features of textual analysis. Reading to derive key ideas. Theme formation. Text summary on ½ to ¼ ratio. Key elements in literary texts. Characters. Places and actions. Study the cultural and historical context of a text. Compare key ideas of two different texts. Comprehension questions from a text. Grammatical features in a text. Tenses and actions. Derivative words and their synonyms, antonyms and false friends.

Minimum Academic Standards

A well-equipped library and a classroom space for 50 persons.

300 Level

*Note: Students of French in Nigerian Universities spend their third year (of the 4-year programme) outside their university for the Year-Abroad Programme in French. They spend the year at the Nigeria French Language Village, Badagry, Lagos State.

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, through case study and practical approaches, should be able to:

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

9. 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 e-commerce. 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

The course will enable the student 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. engage in field works to 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 and 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: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to demonstrate:

1. the ability to capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. the capacity to analyse complex data to minimal units;
4. the ability to make out underlying patterns in art phenomena; and

5. the ability to utilise 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.

FRE 301: Advanced Studies in French Phonetics

(2 Units C: LH 15: PH 45)

Learning Outcomes

At the end of the course, the successful student will:

1. distinguish between different French speech sounds;
2. explain linguistic interferences;
3. transcribe long sentences in French with ease.

Course Contents

Advanced practice in the acquisition and discrimination of French vowel sounds. Advanced practice in production and discrimination of sounds of consonants. Discrimination of sounds of liaisons. French pronunciation through dialogue. French sounds through debate. Use of hesitation. Use of interjection. Interrogation in French. Instruction in French. Proverbs. French intonations. Interference of sounds of local languages- Hausa, Igbo Yoruba etc. with French sounds. Correction of interferences of sounds of local languages. Advanced transcription.

FRE 302: Introduction to Creative Writing

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. differentiate between fictional and non-fictional writing;
2. discuss the differences between a novel, a novella and a short story in French;
3. assess the differences in the stylistic devices of the authors of the two forms of writing;
4. discuss commitment in creative writing;
5. analyse gender dimension of creative writing;
6. evaluate the challenges of printing materials of creative writing;
7. assess the problem of marketing the products of creative writing;
8. discuss the consequences of plagiarism.
9. appraise the performance of the associations of creative writers

Course Contents

Meaning of creative writing. Differences between fictional and non-fictional writings. Examples of creative writing- novel, tale, drama, short story, poem. Differences between a novel, a novella and a short story in French. Analysis of samples of non-fictional documents e.g. political speeches, company reports, government reports. memorandum of understanding. Themes of creative writing e.g. political, economic, social, religious etc. Commitment in creative writing. Gender themes in creative writing. Styles of creative writing. Printing challenges of materials of creative writing. Challenges of marketing materials of creative writing. Consequences of plagiarism. Associations of creative writers.

FRE 303: Translation**(2 Units C: LH 30)****Learning Outcomes**

The course enables the student to:

1. analyse the translation of literary texts such as poems by Hugo and Baudelaire;
2. assess the challenges of translating passages and texts from disciplines outside the Arts disciplines;
3. analyse translation errors;
4. assess the prospects of career in translation/interpretation in Nigeria;
5. appraise the state of translation as a subject in the Departments of French of Nigerian universities.

Course Contents

Further practice in the translation of literary texts. Translation of poems by Apollinaire, Paul Edouard, Paul Valery, Victor Hugo and Baudelaire among other French poets. Translation of texts from other Arts and Humanities disciplines-History, Archaeology, African Languages etc. Translation of texts from the Social Sciences-Economics, Political Science, Mass Communication, International Studies etc. Translation of legal documents. Translation of scientific materials. Analysis of translation errors. Clientele of translation. Translation in the curricula of Departments of French of Nigerian universities.

FRE 304: Intermediate Practical Writing in French**(2 Units C: LH 30)****Learning Outcomes**

The course will enable the student to:

1. compare the registers of various disciplines for the purpose of Practical Writing;
2. develop the skills of journalistic writing;
3. evaluate the market situation of the tourism industry;
4. assess the market situation of the hotel industry;
5. apply the skills of marketing products of Practical Writing;
6. analyse the consequences of plagiarism in Practical Writing.

Course Contents

Developing registers of various disciplines for Practical Writing. Conducting interviews for the print media. Conducting interviews for the broadcast media. Writing features articles for the print media. Coverage of events and occurrences e.g. accident, fire-outbreak, local and international festivals, local and international trade fairs. Sports commentaries in French for the broadcast and print media. Writing of manuals for tourism industry. Preparing manuals for hotel industry. Marketing materials of Practical Writing. Danger of plagiarism.

FRE 305: Francophone African Literature - Colonial Era**(2 Units C: LH 30)****Learning Outcomes**

The course will enable the student to:

1. discuss the evolution of Francophone African literature;
2. identify some of the major first generation Francophone African writers who wrote on the colonial theme;
3. discuss assimilation and indirect rule;
4. analyse the variety of themes treated by the first generation of Francophone African writers;

5. assess the French colonial policies that inspired the Francophone African novelists of the colonial era;
6. discuss the uniqueness of the work of the individual writers.

Course Contents

Origins of Francophone African Literature. Prominent early Francophone African writers e.g. Mongo Beti, Ferdinand Oyono, Bernard Dadié, Abdoulaye Sadjji, Sembene Ousmane, Leopold Sedar Senghor, David Diop etc. Survey of policies of the French Colonial Government that inspired the works of the writers. Assimilation and Indirect Rule. Survey of works by Francophone African writers of the colonial era. Commitment in the Francophone African literature of the colonial era. Gender issues in the Francophone African literature of the colonial era. Tone, style and specificity of the works of Francophone African writers of the colonial era. African tradition in the works of Francophone African writers of the colonial era. Religion in the works of Francophone African writers of the colonial era. Writers on the colonial themes in the post-independence African society.

FRE 306: French Literature of the 19th Century: Prose

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. assess the major literary movements of the 19th century France;
2. identify some of the major French novelists of the 19th century France and the literary movements to which they belonged;
3. analyse historical realities that inspired some of the themes of the French Metropolitan novel of the 19th century.

Course Contents

Overview of French Metropolitan literature of the 19th century. Survey of the French prose of the 19th Century. Survey of major 19th century literary movements. Manifestations of the thoughts of the literary movements eg. “romantisme” “réalisme” and “naturalisme” in the 19th century French Metropolitan literature. Study of themes in the works of representative writers- Flaubert’s *Madame Bovary* and its relevance to the reality of 19th century French society. Commitment in Zola’s *L’Assommoir*. Social reality in Maupassant’s *Une vie*. Obsession with wealth in Balzac’s *Eugénie Grandet*.

Senate-approved relevance

It is fitting for the Senate to approve a course that enables deeper oral competency of French language study. More oral practice of the Foreign Language under supervision would enhance the student's ability to express thoughts and ideas, ask questions and be relevant in the domain of influence especially as it concerns French and other speakers of the language. The linguistic diversity of Babcock University and her affiliates makes the study of oral linguistic competence important. Furthermore, French language is critical to the vision and mission of Babcock University and her proprietors due to the presence of affiliated universities in French speaking countries.

Overview

French is the world's fifth- most spoken language in the world. It is the only language spoken in five continents of the world. As a result, it has varieties and differs according to region or country. Hence, there are formal or informal varieties of French and according to use such as French for: media and cultural activities and international discussions. Moreover, French is one of the official languages of the United Nations, the largest international body in the world as well as the African Union housing countries in Africa and ECOWAS in West Africa of which Nigeria is a member-state of each body.

Adequate oral French practice in class is in line with the country's adoption of French as the Second Official language and a necessary subject taught at all level of education under the regime of General Sani Abacha in 1996. Anglophone students aiming to be awarded Bachelor's degree in French should be equipped to engage actively in all spheres of influence where competency in French is required whether locally or internationally. Hence the addition of this course to the 30% CCMAS of Babcock University.

Objectives

The course aims at teaching students how to :

1. Practice fluency in spoken French.
2. Demonstrate coherence in high discourse conversations.
3. Review adequate use of tenses orally.
4. Appraise French texts fluently.
5. Relate answers to comprehension passages orally.
6. Describe the perception of images orally.

Learning Outcomes

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

1. Demonstrate fluency in four (4) creative conversations.
2. Practice the use of correct tenses in at least four (4) topic presentations..
3. Read three (3) French passages fluently.
4. Relate answers to comprehension passages orally.
5. Discuss perception of at least four (4) images.

Course Contents

Remarkable childhood experience. ECOWAS. African Union. Lessons from Bible Characters. First day at the Airport. News Casting. Persuasive dialogue on buying and selling. Health. Embassy. Finance. Environment. Tourism. Food and Eating. Interests. Future plans. Farming. Leadership in Nigeria. The United Nations.

Minimum Academic Standards

A well-equipped language laboratory is required.

BU-FRE 309: Aural Comprehension III (2 Units; Core; LH=15, PH=45)

Senate-approved relevance

The aural competency of a language is essential for effective communication. Therefore, the Senate of the institution approves an advanced aural comprehension course that would equip the graduates of French in collaborative works with their counterparts in other countries. The adequate development of this linguistic skill will qualify the products of French department for membership and effective impact in various domains: religious, social, economic and political.

Overview

At the beginning of the 21st century, French was the official language of more than 25 countries. In France and Corsica about 60 million individuals use it as their first language, in Canada more than 7.3 million, in Belgium more than 3.9 million, in Switzerland (cantons of Neuchâtel, Vaud, Genève, Valais, Fribourg) more than 1.8 million, in Monaco some 80,000, in Italy some 100,000, and in the United States (especially Maine, New Hampshire, and Vermont) some 1.3 million. Furthermore, more than 49 million Africans—in such countries as Benin, Burkina Faso, Burundi, Cameroon, the Central African Republic, Chad, Congo (Brazzaville), Congo (Kinshasa), Coted’ivoire, Djibouti, EquatorialGuinea, Gabon, Guinea, Madagascar, Mali, Mauritania, Morocco, Niger, Rwanda, Senegal, and Tunisia—use French as a first or second language, and millions of inhabitants of Vietnam, Laos, and Cambodia use it as their principal international language. Many creole French speakers too use standard French in formal situations.

The comprehension of French Language is equally pertinent for Anglophones as it is becoming more widely spoken and a language of international trade and politics. Its comprehension will make graduates of Babcock University relevant in various domains of life.

Objectives

The objectives of this course are to:

1. Identify strategies for taking clear notes in more rapid audio texts
2. Identify effectively and rapidly main ideas in aural texts.
3. Relate important information to support an idea within a short time.
4. Predict outcomes and infer topics to incomplete audio texts.
5. Identify more accurately various aspects of French culture; both African and European
6. Organise ideas accurately in more complex conversations.

Learning Outcomes

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

1. Produce clear notes of ideas from various audio texts of different professional domains which would also be beneficial in real-time conversations.
2. Solve ten (10) questions posed on various professional audio texts orally and accurately.
3. Analyse logically at least (5) themes from rapid audio texts orally.
4. Identify new vocabularies and employ them effectively in sentences.
5. Create real-time rapid conversational dialogues and events in class.
6. Interpret presentations from French to English and vice-versa.

Course Contents

TV and relationship with neighbours. Qualities of a good community. Home Appliances and Uses. Continents and languages. Migration. Retirement. Education. Transportation. Banking and online transactions. Natural Resources in specific Countries. The Museum. Building equipments. Professions. Politics and its departments. Economy and currencies of specific countries.

BU-FRE310 Morphology of French language (3 Units: Core; LH=45, PH=NIL)

Senate-approved relevance

Morphology is the study of word formation. Studies in morphological competence is a step in this direction in language study as it is critical in learning the lexical database to express oneself in a given language. This course enhances the ability to create new words and use them in their appropriate contexts. The Babcock University Senate approves of this course since it is in consonance with the vision and mission of the university to produce world class graduates who can compete favourably anywhere in the world.

Overview

This course will uncover the major types of word formation and core concepts of word structure. This will be done through a cross-theoretical lens, and through exploration of how different theories of word formation speak to the issue of Morphology's place in the grammar as a whole.

Morphological analysis is the deep linguistic analysis process that determines lexical and grammatical features of each token in addition to the part-of-speech. The result of the analysis is a list of Universal features. The course emphasises the meaningful subparts of words in French language and a survey of the derivational morphology of French.

Objectives

Objectives of the course are to:

1. Describe different approaches of the word
2. Identify the meaningful subparts of words in French language
3. Define the notion of morpheme and allomorphs
4. Describe prefixes in French and their meanings
5. Illustrate suffixes and their meanings
6. Clarify the notion of word root
7. Distinguish the different methods or processes of word formation in French

Learning Outcomes

The students will be able to:

1. Explain three (3) definitions of the word using different approaches
2. Identify the subparts of words in French language
3. Define the notion of morpheme and allomorphs
4. List morphemes and allomorphs in a word
5. Describe at least three (3) different methods or processes of word formation in French
6. Explain neologisms and word borrowing in French language
7. Enumerate at least five (5) different French language varieties.

Course Contents

Word, morpheme, lexeme. Inflection vs. derivation. A survey of the derivational morphology of French. Affixes. Suffixes. Prefixes. Neology. Headedness. The Unitary Base Hypothesis. Rival morphological processes and 'blocking'. The mental lexicon, lexical accessing and 'productivity'. Compounding in French and the Lexical Integrity Principle. The lexicon-syntax 'continuum' and its problems. Interactions between morphology, syntax and phonology.

Minimum Academic Standards

A well-equipped library and classroom space for 50 persons is required.

400 LEVEL

FRE 400: Project**(6 Units C: PH 270)****Learning Outcomes**

The course will enable the student to:

1. identify a feasible research topic and a supervisor;
2. recognise the importance of documentation in research;
3. describe the art of composing the findings of a research work;
4. recognise the importance of citation, referencing and bibliography.

Course Contents

General introduction to academic research. Introduction to research in the Arts/ Humanities. Choice of research topic. Choice of supervisor. Techniques of documentation for research in the Arts/Humanities. Importance of books in research. Role of internet in research. Identification of research problems-objectives, justification, scope and limits of the research. Literature review. Referencing/bibliography; Structure and format of research. Plagiarism.

FRE 401: Advanced Oral French**(2 Units C: LH 15; PH 45)****Learning Outcomes**

The course will enable the student to:

1. discuss confidently with citizens of Francophone countries in daily life situations;
2. argue confidently in French in complex Francophone academic environments;
3. analyse verbally programmes on French and other Francophone television and radio stations;
4. differentiate between the version of French of native French speakers from those of other French-speaking peoples;
5. demonstrate the art of making public speech in French;
6. assess the prospects of career in journalism for a graduate of French.

Course Contents

Simulation of student's spontaneous verbal reaction to practical situations in the market, at the train station, airport and police station. Simulation of student's verbal reaction to complex academic situations e.g. discussion on economic and international affairs at an international conference. Student's verbal analysis of news broadcast from RFI, TV5 and other Francophone radio and television stations. Verbal analysis of French and other Francophone films. Sports commentary in French. Delivery of political speech to a simulated Francophone audience. Verbal analysis of songs, poems, monologues and dialogues by native French speakers. Verbal coverage in French of international trade fairs and festivals. Interviews in French of top political figures. Verbal commentary of international business conference. Verbal simulation of the role of a tourist guide. Prospects of career in journalism for graduates of French.

FRE 402: Advanced Translation**(2 Units C: LH 30)****Learning Outcomes**

The course will enable the student to:

1. discuss the history of translation;
2. discuss the theories of translation and the roles played by leading French translation theorists;
3. critique the translation of important practical documents from French to English;
4. review the translation of high level documents from English into French;
5. discuss the differences between translation and interpretation;
6. assess the efficacy of the use of software in translation;
7. analyse the prospects of a career in translation;
8. evaluate the performance of Nigerian graduates of French in the translation/interpreting market in and outside Nigeria.

Course Contents

Evolution of translation. Theories of translation in French. Roles of French theorists of translation eg. Jean Darbelnet and Jean-Paul Vinay. Current theories of translation. Differences between translation and interpretation. Translation into and from French of advanced literary texts. Translation of complex political speeches, business reports, and diplomatic communications, memoranda of understanding. Translation of conference proceedings. Translation of technological and scientific documents. Correction of translation errors. Use of software in translation. Career in translation/interpretation. The translation/interpretation market in Nigeria. Establishing translation/interpretation business in Nigeria.

FRE 403: Advanced Creative Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. identify and develop viable themes for fiction;
2. evaluate the stylistic qualities of any creative work;
3. review materials of creative writing;
4. discuss plagiarism
5. analyse the challenges of printing creative materials;
6. recall the challenges of marketing creative materials.
7. analyse copyright issues;
8. discuss censorship.

Course Contents

Writing full-length publishable and saleable creative works e.g. short stories, plays and poems. Choice of genre. Choice and development of themes. Development of plot. Structure of the creative material. Importance of vocabulary. Aesthetic quality of the creative material. Originality in creative writing. Plagiarism. Copyright. Challenges of printing. Marketing materials of creative writing. Problem of censorship.

FRE 404: Advanced Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. analyse the process of applying for employment in French;
2. critique newspaper editorials in French;
3. recall the techniques of writing advanced level report for official purposes
4. assess the relationship between Practical Writing and other disciplines;
5. evaluate the prospects of career in Practical Writing in French in Nigeria;
6. assess the state of Practical Writing in the Departments of French of Nigerian universities.

Course Contents

Content and language of application for employment. Writing newspaper editorial. Writing complex reports for private organisations and government agencies. Advanced diplomatic reports and correspondences. Reports of international organisations. Relationship between Practical Writing and other disciplines of the Arts/Humanities. Practical Writing and the Social Sciences, Sciences and Technology. Practical Writing and entrepreneurship. Career in Practical Writing. Practical Writing in the Curricula of Nigerian universities.

FRE 405: 20th Century French Metropolitan Literature- Prose (2 Units C: LH 30) Learning

Outcomes

The course will enable the student to:

1. assess the 20th century French Metropolitan literature generally;
2. identify major novelists of French Metropolitan literature of the 20th century;
3. recognise the major literary movements of French Metropolitan literature of the 20th century;
4. appraise the historical forces that influenced the works of the novelists;
5. analyse commitment in the 20th century French novel;
6. critique the gender dimension of the 20th century French novel.

Course Contents

Survey of 20th century French literature with emphasis on the novel. Study of the 20th century French literary movements: ‘existentialisme’, “absurde”, “nouveau roman” etc. Representative writers of the 20th century literary movements- Jean-Paul Sartre, Camus, André Gide, Alain Robbe-Grillet etc. Thoughts of the 20th century French novelists that contributed to shaping the literary landscape of France in the century. The two world wars and their manifestations in the 20th century novel. Other 20th socio-political events that affected the development of the 20th century French Metropolitan novel. Commitment in the 20th century French novel. Gender issues in the 20th century French Metropolitan prose. In- depth study of the selected novels of the giants of French Metropolitan novel of the 20th century.

FRE 406: Post-Independence Francophone African Literature- Prose LH 30)

(2 Units:

Learning Outcomes

The course will enable the student to:

1. analyse the evolution of the post-independence African novel;
2. identify the various generations of post-independence Francophone African novelists;
3. analyse the socio-political realities that inspired the writing of the post-independence Francophone African novels;
4. discuss the themes and styles of post-independence Francophone African novels;
5. compare the works of Francophone African writers in exile
6. discuss gender issues in post-independence Francophone African novels;
7. compare post-independence Francophone African novels with their films in terms of theme and style.

Course Contents

Overview of post-independence Francophone African novel. Representative writers of the post-independence Francophone African novel and their works- Ahmadou Kourouma, Alioum Fantouré, Tierno Menenembo, Williams Sassine, Aminata Sow Fall, Calixthe Beyala and Fatou Kéïta etc. Post-independence Francophone African novelists and the politics of post- independence Francophone Africa. Themes of the post-independence Francophone African novels. Comparison of themes of novels of the post-independence Francophone Africa with those of the colonial era. Language and styles of the post-independence Francophone African novelists. Exile of writers and novels in exile. Women writers in post-independence Francophone Africa. Gender dimensions of post-independence African novel. Post- independence Francophone African novels and their films.

FRE 407: Francophone African Experience

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. discuss the politics of Francophone African countries since they attained independence in 1960;
2. assess the performance of post-independence Francophone African leaders in terms of respect for human rights and socio-economic development
3. analyse the rate of coups d'état in post-independence Francophone Africa;
4. appraise the policies of France towards her former colonies in the post-independence era;
5. assess the performance of Francophone African countries in ECOWAS, African Union and the United Nations;

6. evaluate the status and role of Francophone African countries in Francophone bodies e.g. Conseil de l'Entente, Francophonie.

Course Contents

Overview of the politics of Francophone African countries since they attained independence from France in 1960. Roles of Francophone African politicians e.g. Sékou Touré, Léopold Sedar Senghor, Félix Houphouët-Boigny among several others at the dawn of independence and in the post-independence era. Tyranny/accusations of tyranny in Francophone African politics. Economic situations of Francophone African countries in the post-independence era. Coups d'état in Francophone African countries. Francophone African Organisations- the 'Fédération du Mali', 'Conseil de l'Entente', CEAO. Francophone African countries in the 'Francophonie' the International Organisation of the Francophonie (OIF), the Agence Universitaire de la Francophonie and the Association Internationale de Maires Francophones (AIMF) among others. The politics of the CFA. The politics of the proposed single ECOWAS currency and the CFA. Francophone African countries and ECOWAS. Francophone African countries and the African Union. Francophone African countries and the United Nations.

BU-FRE 409 Culture and Civilization of Francophone African Countries (3 Units; Core, LH=30, PH=Nil)

Senate-approved relevance

Learning about the cultures and civilisation of African countries is imperative in light of the goals of the African Union (AU) on the one hand and the Economic Community of West African States (ECOWAS) on the other. Additionally, in view of the linguistic diversity of the continent and apparent greater immersion of the English language internationally, learning about the culture and language of Francophone Africa is pertinent.

Moreover, the fact that Babcock University, is owned by a worldwide church, with its West African regional headquarters in Abidjan, Cote d'Ivoire, has brought about student and staff populations from these French speaking countries. This has elicited the need for cultural integration. Therefore, the Senate of Babcock University approves of this course.

Overview

Culture and Civilisation of Francophone African Countries is slated for the third year (300 Level). The course introduces the culture and civilisation of Francophone Africa. It also exposes basic aspects of Francophone African culture and civilisation and the impact of the French policy of assimilation on the cultural identity and civilisation of the francophone Africans.

The focus is to integrate the students into basic elements of Francophone culture and civilisation. It showcases some very important aspects of African life from the days of slavery through colonisation till the modern day with specific emphasis on French speaking African countries. The survey of the civilisation of the francophone African countries will be done on a regional basis to elucidate on what shaped each culture and civilization.

Objectives

The objectives of this course are to:

1. Define culture and civilisation
2. Identify the francophone African Nations
3. Examine the colonial experiences of francophone African people
4. Illuminate the postcolonial experiences of francophone African people
5. Outline the social life and education and economic activities of the regions
6. Examine alliances with regional, continental and intercontinental organizations

Learning Outcomes

1. Recall three (3) definitions of culture
2. Identify the francophone African countries

3. Outline the origin of French colonisation
4. Mention four (4) intergovernmental organizations francophone African countries belong to.
5. Describe five (5) five results of the political independence of francophone African countries.

Course Contents

Definitions of culture. Definitions of civilisation. Delimitation of francophone African countries. Geographical location of francophone African countries. Slave trade in francophone African countries. French colonisation. Colonial administration in francophone Africa. Concept of citizenship in francophone Africa. The Brazzerville conférence. Political development of Francophone Africa. The struggle for independence. International organisations. Educational system of francophone Africa. Industrialization of francophone African countries. Franco-African relations. French relations in West Africa. French relations in North Africa. French relations in central Africa.

Minimum Academic Standards

A well-equipped Library and classroom space for 50 persons.

BU-FRE 410 Advanced French Grammar (3 Units, Core, LH=45, PH=NIL)

Senate-approved relevance

Grammar, being the life wire of any human language is highly important for it allows the learners to read, understand and analyse the grammatical structure, with which the contents of other language courses are documented. This course is thus, essential and would be beneficial to any French students because it would enhance your linguistic capability to cope with the grammatical structure of the French Language. It would also enable the students to communicate with the grammar of French that they learn during this course. The Babcock University senate perceives proficiency in grammar and linguistic aptitude as bedrock of excellent studentship. Therefore, competence in French grammar is regarded as an important part of the French curriculum.

Overview

The course will explore the advanced level of French Grammar. It will take into consideration all grammatical agreements involved in simple and complex sentences, the phrase structure, the subjunctive and imperative mode, speech modes, sentences types and form. The course focuses on communicative competence and linguistic functional abilities. The lessons entail grammar, vocabulary, and pronunciation as well as skills in speaking, listening, reading, and writing. Instructors will adapt the contents of the courses to students' needs in order to achieve a much greater fluency in a short period of time.

Building to reinforce the skills that the students already have, the lecturer will use a wide variety of materials and exercises including authentic recorded material, role-plays, and newspapers and magazines, in addition to a French grammar book proposed by the language school where classes take place.

Objectives

The objectives of the course are to :

1. Explore simple sentences structure
2. Analyse complex sentences
3. Study words and phrase conjunction
4. Explore possessive adjectives
5. Demonstrate conjugation in all tenses
6. Study Comparative adjectives
7. Use qualifying Adjectives

Learning Outcomes

1. Write ten (10) simple sentences structure
2. Analyse five (5) complex sentences
3. Study words and phrase conjunction
4. Explore the use possessive adjectives
5. Demonstrate conjugation in all tenses
6. Study Comparative adjectives
7. Use five (5) qualifying Adjectives in sentences

Course Contents

Simple sentences structure. Complex sentences. Words conjunction. Phrase conjunction. Passive adjectives. Direct speech, Indirect speech. Comparative adjectives, Qualifying Adjectives. Grammatical. Explore logic words. Logic analysis. Phrase conjunction, Passive voice. Active voice. Subjunctive. Present subjunctive. Past and imperfect subjunctive. Possessive adjectives. Direct speech. Indirect speech. Comparative adjectives.

Minimum Academic Standards

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