

B. A. Ed. English Language/Literature –in English

100 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 011	Citizenship Orientation		0	
BU-GST 012	Citizenship Orientation			0
BU-EDU 104	Introduction to Reading Proficiency	C	-	3
BU-EDU107	Introduction to Writing Proficiency	C	3	-
BU-LIT 108	Introduction to Theatre and Performance	C	-	3
BU-EDU 111	Language Registers	C	2	-
GCE 103	Introduction to Psychology	C	2	-
GST 111	Communication in English	C	2	-
GST 112	Nigerian peoples and culture	C	-	2
EDU 101	Introduction to Teaching and Foundations of Education	C	2	-
ENG 101	A Survey of the English Language	C	2	-
ENG 102	Introduction to English Grammar and Composition	C	-	2
ENG 103	Spoken English (Practical)	C	2	-
LIT 104	Introduction to Poetry	C	-	2
LIT 105	Introduction to Prose Literature	C	2	-
LIT 106	Introduction to Drama	C	-	2
LIT 107	Introduction to Creative Writing I (Practical)	C	2	-
BU- GST 120	ICT Fundamentals and Office Productivity Management	C	1	-
BU- GST 105	Use of Library and Study Skills	C	2	-
BU- GST 112	Health Principles	C	-	1
BU- GST 126	Life and Teaching of Christ the Messiah	C	-	3
	TOTAL	40	22	18

200 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 021	Citizenship Orientation		0	
BU-GST 022	Citizenship Orientation			0
BU-EDU 212	History of English Language	C	-	3
BU-LIT 214	The English Novel of the 19 th Century	C	-	3
GST 212	Philosophy, Logic and Human	C	-	2

	Existence			
BU- GST 200	Communication in French	C	-	1
BU- GST 220	Origins and Science	C	-	1
BU- GST 221	Introduction to Agriculture	C	1	-
BU- GST 290	Introduction to Data Analytics	C	1	-
BU- GST 215	Adventist Heritage	C	3	-
ENT 211	Entrepreneurship and Innovation	C	2	-
EDU 201	Curriculum, Curriculum Delivery and General Teaching Methods	C	2	-
BU-EDU 200	Field Practice (to be done in summer)	C	-	3
LAS 244	Method I-Teaching Grammar, Lexis and Oracy Skills	C	-	2
LAS 245	Method II-Teaching Literacy Skills and Literature	C	2	-
ENG 201	An Introduction Morphology and Syntax	C	2	-
ENG 203	Introduction to General Phonetics and Phonology I	C	2	-
ENG 204	Introduction to General Phonetics and Phonology II	C	-	2
ENG 205	Advanced English Composition I	C	2	-
ENG 207	Varieties of English Language (Including English based Pidgins and Creoles)	C	2	-
ENG 209	Language and Society	C	2	-
ENG 211	English Morphology	C	2	-
	TOTAL	40	23	17

300 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 031	Citizenship Orientation		0	
BU-GST 032	Citizenship Orientation			0
BU-ENG 315	Public Speaking	C	3	-
GST 312	Peace and Conflict Resolution	C	-	2
ENT 312	Venture Creation	C	-	2
BU-GST 312	Family Life	C	-	1
BU- GST 310	Data Analysis using Advanced Excel/SPSS/Power Bi/Tableau	C	1	-
BU- GST 317	Fundamentals of Christian Faith	C	3	-

EDU 301	Teaching Practice I	C	3	-
EDU 302	Educational Measurements, Tests, Research Methods and Statistics	C	-	3
BU-EDU 311	Test, Measurement and Evaluation in Education	C	3	-
LAS 324	Issues in Language Education	C	-	2
LAS 348	Theories of Learning Applied Language Education	C	-	2
ENG 302	Phonology of English	C	-	3
ENG 303	Introduction to Applied Linguistics	C	2	-
LIN 307	Introduction to Semantics	C	3	-
ENG 305	The English Language in Nigeria	C	2	-
ENG 306	Discourse Analysis	C	-	2
LIT 308	Creative writing II	C	-	2
	TOTAL	39	20	19

400 LEVEL

COURSE CODE	COURSE TITLE	STATUS Core/Elective	SEMESTER	
			1 ST	2 ND
BU-GST 041	Citizenship Orientation		0	
BU-GST 042	Citizenship Orientation			0
BU-EDU 406	Literary Studies in the Bible	C	-	3
BU-EDU 408	Literary Theory and Criticism	C	-	3
BU-LIT 410	Women Writers in Africa	C	3	
BU-EDU 411	Linguistic Stylistics	C	3	-
BU-EDU 413	Language of Journalism	C	3	-
EDU 401	Teaching Practice II	C	3	-
EDU 490	Research Project	C	-	6
LAS 402	Entrepreneurship in Language Education	C	-	2
ENG 402	Pragmatics	C	-	2
ENG 403	Psycholinguistics	C	2	-
ENG 404	Multilingualism	C	-	2
ENG 405	English for Specific Purposes	C	2	-
BU- GST 440	E-Project Management and Simulation	C	1	-
BU-GST 400	Religion and Social Ethics	C	-	3
	TOTAL	38	17	21

COURSE DESCRIPTION

100 Level

BU- EDU 104 **Introduction to Reading Proficiency** (3 Units; Core; LH =30; PH= 45)

Learning Outcomes

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

State two (2) definitions of reading for self and social growth

Outline two (2) steps in attaining reading proficiency

Name five (5) stages of Reading.

List the five (5) elements in the reading formula

Define scanning and skimming

List ten (10) strategies for improving Reading skills

Summarise two (2) English novels

Course Contents

Definitions of Reading as an Art. Steps in Reading Proficiency. Reading and Translation. Pyramids of Reading skills. Reading and Literacy skills. Types of Reading. Importance and Benefits of Reading. Comprehension Skills. Tips on improving Effective Reading. Reading Comprehension Strategies. Reading Formula. Reading Skills. Types of Reading. Reading and Social Growth. Read four Shakespeare's work. Read four other English novels. Reading Formula. Benefits of Reading in Teaching and Learning Activities.

BU-EDU 107 Introduction to Writing Proficiency (3 Units; Core; LH=30; PH = Nil)

Learning Outcomes

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

1. Define writing proficiency in their own words
2. List four (4) types of writing
3. List three (3) materials that aid in good writing
4. Discuss two (2) theories of writing and their relevance in educational attainment
5. Differentiate productive skills from other language skills
6. Explain five (5) benefits of writing in teaching and learning activities
7. State six (6) factors that hinder effective writing skills
8. Outline four (4) steps in writing an award winning grant

Course Contents

History of writing. Theories of writing. Types of writing. Writing as a language skill. Narrative writing. Argumentative writing. Descriptive writing. Speech writing and letter writing. Memorandum and communique. Report writing. Paragraphing. Language utilisation in writing. Sentence. Tense, and concord. Logical issues in writing. Writing proposals. Sourcing for materials and information. The benefits of writing. Factors hindering writing proficiency.

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

Learning Outcomes

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

List at least three (3) elements that make Theatre a Performing art

State two (2) developmental stages of Theatre Performance

List three (3) benefits of script writing

Relate the centrality of performance skills in the entire Theatre Performance

Describe improvisation and writing skills needed for Theatre Performance

Demonstrate three (3) acting skills used for stage performance

Identify two (2) relevance of Theatre Performance in the Nigerian society

Course Contents

History of the theatre. Development of theatre. Theatre as an art. Theatre as a performing art. Theatre as a collaborative art. The performer. The producer. The artistic director. Acting skills. Auditioning and casting. The acting spaces (stage). Scenography. Lighting and sound design. Costuming and make up. The audience. Memory. Improvisation and scripting. Performance. Relevance of theatre performance in academics. Challenges of theatre performance in Nigeria.

BU-EDU 111 Language Registers

(3 Units; Core; LH; 30; PH=Nil)

Learning Outcomes

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

1. State two (2) definitions of language registers
2. Discuss five (5) different registers for: Public health, Nursing and Agriculture professionals
3. List three (3) elements in human communication cycle
4. Explain two (2) stages in linguistic immersion
5. List two (2) elements each in consultative and intimate registers
1. Write at least four (4) essay employing the Registers associated with the medical profession, legal profession, teaching profession, engineering or other professions.

Course Contents

Meaning of language registers. Vocabulary building. Uses language register. Word and sentence construction. Terminologies of some disciplines. Communicative situations. Varieties of registers. Principal method of human communication. Static register. Formal register. Consultative register. Casual register and intimate register. Rules of language utilisation. Categories of registers. Register and literature. Register and linguistic immersion. Register and culture. Language teaching and learning. Language acquisition.

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

Learning Outcomes

At the end of the 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 and Note making. 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 selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill 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; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

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

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;

3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the national policy on education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education

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

Learning Outcomes

At the end of the course, students should

1. have competence in the conventions and rudiments of the grammar and phonology of English language, and
2. display basic grasp on skills of communication in written and spoken forms of English Language.

Course Contents

Fundamentals of English Language: morphology, phonology, stylistics and semantics. Basic communication skills: speaking, listening, hearing and writing.

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

Learning Outcomes

At the end of the course, the students should be familiar with the structure of English language, state its basic conventional rules, and compose writing, using basic structure of the English language.

Course Contents

Elements of English Grammar and Composition. Lexis and Structure. Basic Clauses in English. Noun phrase, verb phrase, adverbial and adjectival clauses.

ENG 103: Spoken English (Practical) (2 Units C: LH 30)

Learning Outcomes

This course anticipates students should have firm grips of language technical tools and hold intelligible conversations in the English Language

Course Contents

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

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

Learning Outcomes

At the end of the course, students should have acquired the basic techniques and principles for comprehending basic poetic forms and traditions of all traditions

Course Contents

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

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

Learning Outcomes

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

1. establish the influences and impact of the English novel on the African and Nigerian novels; and
2. appreciate the distinctive features context between the English and African.

Course Contents

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

LIT 106: Introduction to Drama

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should have

1. understood the performance elements in African drama different from the western classical notion; and
2. be able to identify African Theatre and Drama scholars and their proposition of the tenets of African drama.

Course Contents

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

200 Level

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

Learning Outcomes

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

State the origin of English language

Name five (5) countries that use English as a second Language

Identify four (4) benefits of English language in teaching and learning activities

Identify five (5) influences that characterised the transformations of the English Language

List three (3) ways that language is important in human interaction

List the four (4) similarities and four (4) differences among the different periods in the development of English language

Discuss four (4) eras of English language

Summarise the relevance of English language in Nigeria educational system

Course Contents

Language and human communication. Evolution of the English language. Periods in the development of the English language. Old English period 449-1100. Middle English period 1100- 1500. Early modern English 1500-1800. Late modern English 1800 to present. Historical changes in English language. Grammar and syntax. Changes in English phonology. Features of old English. Features of British English and American English. Features of Nigerian English. Differences between British English and Nigerian English. Phonological syntactic and semantic hurdles. Importance of studying English language. Relevance of English language in teaching and learning activities. Challenges of studying English language.

BU- LIT 214 **The English Novel of the 19th Century** (3 Units; LH; 45; PH; Nil)

Learning Outcomes

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

List seven (7) major 19th century English novels

Analyse two (2) techniques in studying 19th Century English Novel

Identify five (5) critical themes and preoccupations of the 19th century English novels

List ten (10) Major 19th Century English Novelists

State at least five (5) differences in the 19th Century English Novel and those after that period

Outline the style of at least five (5) of the 19th Century English Novelists

Summarise three (3) 19th century English novels

Course Contents

History of the English novel. Developmental stages. List of English novels. The major novelists of the period. Landmark achievements. Philosophical underpinning of the 19th century English novels. Structure of the novels. Aesthetics features. Figurative expressions. Thematic preoccupations of the 19th century English novel. Plot arrangement. Style of the 19th century English novel. Language and diction utilisation. Narrative techniques and usage. Critical perspectives. Theoretical approaches to the work of 19th century English novelists. Relevance of studying the 19th century novels. Challenges of the writers.

\

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.

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the 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. analyze 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; and
8. state the basic principles of e-commerce.

Course contents

Concepts 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.

LAS 244: Method I-Teaching Grammar, Lexis and Oracy Skills (2 Units C: LH15; PH 45)

Learning Outcomes

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

1. practise habits of correct pronunciation;
2. teach correct pronunciation;
3. recognise linguistic and cultural impediments to correct English usage in ESL classrooms;
4. practise performance in speech making;
5. discriminate sounds in isolated word forms;

6. produce intonation patterns;
7. discriminate stress patterns within words;
8. recognise variation in stress in connected speech;
9. apply different methods and techniques to the teaching of grammar, lexis, and oracy skills;
10. express information implicitly; and
11. mention communicative functions of sentences and utterances.

Course Contents

The concepts of Nigerian English and Standard English and a description of English as a Second Language (ESL). Review of the English curriculum for secondary schools and general language methods - grammar translation, direct, audio-lingual, cognitive code learning, functional – notional and communicative competence. Teaching grammar, lexis and phonology highlighting the general principles and techniques paying particular attention to the teaching of each level's descriptive units. Highlight and pay attention to perceived areas of difficulty for L2 learners. Teaching oracy skills - listening and speaking. Lesson preparation and microteaching.

LAS 245: Method II-Teaching Literacy Skills and Literature (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. define literacy in its various forms;
2. explain the inter-connectivity of reading and writing;
3. identify reading processes, components, levels, skills and methods;
4. monitor students' comprehension;
5. identify the rules of summary writing;
6. apply the rules of summary writing;
7. apply different methods and techniques to teach reading and comprehension at different levels;
8. identify the series of writing skills with corresponding teaching methodology;
9. apply different methods to teach different types of essay; and
10. apply the knowledge about literacy to reading in other subjects.

Course Contents

Definition of literacy in its various forms- information literacy, media literacy, computer literacy, digital literacy, numerical literacy, health literacy, financial literacy, cultural literacy, and emotional

literacy/physical literacy). Reading levels- reading readiness, beginning, developmental and advanced. Appropriate methods and techniques of teaching different reading levels -phonics, look and say, sentence, context, language experience, eclectic, skimming, scanning, intensive and extensive reading. Reading components. Interconnectivity of reading and writing. Monitoring comprehension. Summary writing rules. Different forms of writing and composition-principles, technical details. Techniques of writing -guided writing, controlled writing and free writing. Essay types. Writing exercises-re-ordering and completion. Teaching literature-aims, the genres and relevance. Approaches and methods - reading aloud, questioning, discussion, literary criticism and testing literature.

ENG 201: An Introduction to Morphology and Syntax (2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should possess knowledge of the principles, structures and systems of the English Language.

Course Contents

Basic principles and practices of syntactic models. English as functional systemic models - traditional, structuralist. Transformational-generative grammatic forms. Essential elements of tense and concord.

ENG 203: Introduction to General Phonetics and Phonology I (2 Units C: LH 45)

Learning Outcomes

This course prepares students for the application of the phonology and classifications of various languages, and to be able to apply them to the teaching of English in Nigeria.

Course Contents

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

ENG 204: Introduction to General Phonetics and Phonology II (2 Units C: LH 45)

Learning outcomes

This course should prepare students for practical usage of phonetics of sound systems of various languages and their distinction from English Language in communication.

Course Contents

This course extends the horizons of ENG 203 with more practical examples. Advancing application of phonetic and phonological principles. Practical laboratory exercises on languages in the context of English teaching.

ENG 205: Advance English Composition I

(2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have acquired

1. technical tools for writing in special and professional situations; and
2. distinctive registers and styles for special writing, including scholarly writing, protocol writing and journalistic and media composition.

Course Contents

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

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

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Development of the English Language: a diachronic study from old English to contemporary world English usage. Social Linguistic factors in the development of English Language.

ENG 209: Language and Society

(2 Units C: LH 30)

Learning outcomes

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

1. apply the English Language to various social genders, educational and political settings; and
2. identify and deploy the English Language and the usage in various context and situations.

Course Contents

Language in a social context. Linguistic and social categories of language. Grammar of social interactions and movements such as. Womanism, feminism, maxisism gender and others. Language change, attitude, identity, and education. Language and social economic categories. Multilingualism.

ENG 211: English Morphology (3 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have mastered the word structures and their various applications in various contexts.

Course Contents

English morphological processes and patterns. English derivatives (inflection, blending, clipping and acronyms).

300 Level

BU-EDU 315 Public Speaking (3 Units; Core: LH=30; PH=45)

Learning Outcomes

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

1. Prepare one (1) speech to be delivered to final year students at the Valedictory service
2. Discuss three (3) techniques of speech preparation and delivery
3. Define audience analysis, topic and purpose

4. Outline two (2) structures involved in developing speech
5. Translate two (2) speeches from local language to English language
6. Explain three (3) tips for effective speech delivery

Course Contents

Introduction to public speaking. Analysing the audience. Selecting a topic and purpose. Supporting your ideas. Organising materials. Preparing the delivery. Persuasive speeches. Types of listening. Hindrances to effective listening. Techniques for becoming a better listener. Listening in persuasive situations. Hindrances to effective listening. Techniques for becoming a better listener. Analysing the audience. Types of audience. In-depth audience analysis. The setting. Selecting a topic and purpose. Choosing a topic. Organising your material. Preparing the introduction. Organising the body of the speech. Hindrances to effective listening.

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 Phenomenon. Boundaries/boarder disputes. Political disputes. Ethnic disputes and rivalries. Economic Inequalities. Social disputes. Nationalist Movements and Agitations. Selected Conflict Case Studies – Tiv-Junkun, Zango Kartaf,

Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management - (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice. The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation

and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. a). Dialogue b). Arbitration c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional

Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the 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). 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 & 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.

Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept 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 and others. Digital Business and E-Commerce Strategies).

EDU 301: Teaching Practice I (3 Units C: PH 135)

Learning Outcomes

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

1. knowledge of the subject matter;
2. the necessary pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302 Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)

Learning Outcomes

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

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;

3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analyzing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

Course contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

BU-EDU 311 TEST, MEASUREMENT AND EVALUATION IN EDUCATION 3 Credits

Learning Outcomes

1. discuss the significance of measurement and evaluation in education and teaching activities.
2. probes the content of measurement and evaluation.
3. questions of the necessity of measurement and evaluation.
4. discusses how measurement and evaluation are handled in the program of their field.
5. tells the strategies for providing the validity, reliability and usefulness of assessment and evaluation.
6. defines the assessment miscues.
7. explain the fundamental concepts related to measurement and evaluation.
8. explains the concepts related to measurement and evaluation.

9. clarifies the relationship between the concepts related to measurement and evaluation.

10. He/She discusses the features that can be measured in education

Course Content:

This course is designed psychology students with fundamental concepts and principles, functions and applications of testing and evaluation. It focuses on the skills of planning, construction, administering scoring tests, and analyzing, interpreting and reporting results of different assessment methods or devices, including teacher made and standardized tests. The course activities concentrate on the application educational measurement and evaluation to improve learning

LAS 324: Issues in Language Education

(2 Units C: LH 30)

Learning Outcomes

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

1. define language ;
2. identify the features of human language ;
3. state the relevance and importance of language and language education;
4. describe the nature of language and structure;
5. describe the socio-linguistic classifications and functions of language (L1, L2, Foreign Language and Lingua Franca);
6. discuss language provisions in the National policy on Education;
7. list the factors influencing language teaching and learning;
8. differentiate between bilingualism and multilingualism in different cultural contexts;
9. identify interference and attitudinal issues in language pedagogy;
10. discuss language problems in developed and developing nations with special reference to Nigeria, Anglo and Francophone countries;
11. identify language learning problems and disabilities; and
12. mention language development agencies in Nigeria and discuss their contributions.

Course Contents

The nature of language and implications for language teaching and learning. The position of language (English, French, Nigerian languages, Arabic) in the education system. Language education policy in Nigeria and other developed and developing countries. Different perspectives on the relationship between research and educational policy in relation to the teaching and learning of language. Key

converging and diverging issues for language teaching professionals in a range of educational and geographical contexts. Exploring innovative practices within language education, - learner autonomy, self-access, distance learning, use of new technologies, collaborative learning and classroom-based practice. Language planning, policy and diversity interface. Contemporary issues and debates in multiculturalism, multilingualism/bilingualism, and their interrelationships with curricula and assessment in language education.

LAS 348: Theories of Learning Applied to Language Education (2 Units C: LH 30)

Learning Outcomes

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

1. define theory;
2. explain the importance of theory;
3. explain psychological foundations of education in relation to language pedagogy; 4. identify the major theories of language learning and the proponents; and 5. discuss the implications of theories to language pedagogy.

Course Contents

Definition of theory and its importance. Facts about the conditions and circumstances under which learning takes place. Psychological foundations of language arts. The major psychology theories that influence language pedagogy- major schools -stimulus response Association Theories (J.B Waston, Ivan P. Pavlov, E.L. Thorndike, E.R. Guthrie, B.F. Skinner and C. Hull) and Cognitive insight theories (W. Kohler, K. Lewin, E. Tolman, J.S. Brunner and D.P. Ausbel) other theories such as functionalism, psychodynamics and the probabilistic theories of the model builders. Implications for language pedagogy.

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

Learning Outcomes

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

1. Understand the nature of sounds and their behaviours in speech contexts;
2. deploy English sounds and written nuances to construction and composition of speech and essays and various forms of writing

Course Contents

Approached to phonology, prosody and generative to English language study. Concrete organization of discuss aided with appropriate practical courses. Advancing student perception and production of sounds.

ENG 303: Introduction to Applied Linguistics (2 Units C: LH 30)

Learning Outcomes

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

1. apply the structure of languages to construction and language competence to technical specialized situations such as computer technology and artificial intelligence situations; and
2. detect causes and resolutions of speech defect in language use.

Course Contents

Application of linguistic knowledge to language phenomena. Analysis: contrastive, error, discuss and performance. Acquisition of language in L1 and L2 situations. Language teaching, learning and testing. Deploying practical relevance of linguistics to computer language instruction speed effect and artificial intelligence.

LIN 307: Introduction to Semantics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should have:

1. gained competence in writing and composition making, various types of meaning from word and sentence structures; and
2. developed distinctive styles of writing through meaning generation competence from theories of meaning derived from word phrase sentence clusters of grammar.

Course Contents

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

ENG 305: The English Language in Nigeria (2 Units C: LH 45)

Learning Outcomes

At the end of the course students should be able to

1. differentiate between Nigerian Englishes and their influence on standard English;
2. identify the distinctive character of Nigerian English and standard English and using them at the appropriate context.

Course Contents

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

ENG 306: Discourse Analysis

(2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have gained competence in analysis and criticism of text and composition of speeches and writings in specialized situations like advertisements tributes cartoons and courtesies.

Course Contents

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

LIT 308: Creative Writing II

(2 Units C: LH 45)

Learning Outcomes

At the end of the course, students should have written a one act play, slim volume of poems and novelette.

Course Contents

Intensive practical course in creative writing (Continuation of LIT 210).

400 Level

BU-EDU 406 Literary Studies in the Bible (3 Units; Core; LH=45; PH=Nil)

Learning Outcomes

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

Name at least three (3) literary/artistic features of the Bible

List ten (10) books of the old testament

Describe the historical, legendary and mythical dimensions of the Bible

Identify five (5) literary elements depicted in the Bible

List four (4) female characters in the new testament

List five (5) artistic elements of the Bible

Course Contents

Bible as literature. Bible's artistic characteristic. Theological and spiritual qualities of the bible. Contextual understanding of the bible. Biblical biographies. Historical dimension of the book of Genesis. Legendary dimension of the book of Genesis. Mythical dimension of the book of Genesis. The Exodus as an epic. Romantic poetry in new testimony. Forms of poetry in Psalms and ballads. Pastoral poetry and odes. Drama. Proverbs as poetic expressions. Allegories & parables. Symbolism and imagery in Daniel. Symbolism and imagery in Revelation. The beatitudes. The relevance of Bible literature in learning

BU-EDU 408 Literary Theory and Criticism (3 Units; Core; LH; 45; PH=Nil)

Learning Outcomes

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

1. State briefly, the emergence of literary theory and criticism
2. Name two (2) of the earliest theorists and critics of literature
3. Outline the postulations of the four (4) theories of literature
4. List two (2) each of the strengths, and weaknesses of the theories
5. Analyse any two (2) literary theories of the 20th century

6. Explain four (4) benefits of literary theories and criticism in teaching and learning activities

Course Contents

Background to literary theory and criticism. Definition of literary theory. Definition of literary criticism. Functions of literary criticism. The relationship between the literary critic and the writer. Theories of literature. Mimetic theory of arts. Formalist theory and criticism. Structuralism and post structuralism. New criticism. Deconstruction. Semiotics. Theories of literature. Biographical criticism. Historical criticism. Psychoanalysis criticism. Reader-response criticism. Post-colonial theories. Benefits of literary theory and criticism in teaching and learning activities.

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

Learning Outcomes

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

Identify five (5) influences of African women writers on literary writing in general

Name at least five (5) women writers in Africa

Categorise the writings of five (5) women in Africa into various ideological positions

Analyse six (6) texts of major women writers in Africa

Outline ten (10) major thematic concerns of African women writers

List six (6) responsibilities of women in the African society within a

Christian worldview.

Course Contents

Origin of feminism. Origin of gender discourse. Evolution of womanism. Distinguishing

Characteristics of womanism. Influences of African women. African writers. Ideological positions of African female writers in gender discourse. Gender politics in African literature. Common challenges of African women. Portrayal of male characters in African literature. Thematic concerns in African writings. Regional spread and

contents of African women writing. Responsibilities of women in the African society. Christian worldview of womanism. Major women writers in Africa. Ideological position of African female writers. Challenges and responsibilities of African women writers.

BU-EDU 411 **Linguistic Stylistics** (3 Units; Core; LH=30; PH = Nil)

Learning Outcomes

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

Define style, stylistics and rhetoric expressions

List three (3) goals of stylistics.

Identify four (4) levels of stylistic analysis

Describe the language of poetry, prose, and drama.

Appreciate foregrounding features in none literary texts- law and religion.

Carry out stylistic analysis at (4) linguistic levels of analysis.

Course Contents

Definition of style and stylistics. Distinction between style. Stylistics and rhetoric. Scope and goals of stylistics. History of stylistics. Distinction between literary and linguistic stylistics. Approaches to the study of style. Levels of stylistic analysis. Foregrounding. Deviation. Parallelism. Steps to stylistic analysis. Analysis of the language of poetry. Analysis of religious language. Analysis of the language of law. Analysis of technical language. Relevance of linguistics stylistics in teaching and learning.

BU-EDU 413 **Language of Journalism** (3 Units; Core; LH; 45; PH = Nil)

Learning Outcomes

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

Define direct and indirect speeches in news reportage.

List ten (10) newsroom terminologies.

State five (5) different types of a lead story.

Name two (2) functions of a lead story.

Write (4) news stories.

Edit and publish (2) editorials.

Cast news effectively to a sizable audience.

Course Contents

Newsroom terminologies. Introduction to news writing and reporting in the media. Definition of a news article. Structure and the linguistic peculiarities of a news article. The structure and linguistic peculiarities of news articles. Conceptualisation of a lead story. The structure of a lead story. Functions of a lead story. The structure and linguistic peculiarities of a news article. Description of an editorial. The structure and linguistic features of an editorial. Definition of advertisement. The functions of the language of advertisement. Direct and indirect speeches in reportage. Functions of direct and indirect speeches in news reportage. The dos of language use in the media. The don'ts of language of the media.

Active creative works by students on the major literary genre.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Learning Outcomes

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

1. demonstrate knowledge of the subject matter;

2. exhibit the necessary pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching;
5. elucidate proper use of instructional facilities;
6. apply knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. state effective classroom management skills.

Course contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

EDU 490: Research Project (6 Units C: PH 135)

Learning Outcomes

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

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

Course contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

LAS 402: Entrepreneurship in Language (2 Units C LH 15; PH 45)

Learning Outcomes

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

1. define entrepreneurship in language education;
2. state the importance of entrepreneurship in language education;
3. give examples of entrepreneurship in language education;
4. discuss the characteristics of successful entrepreneurs;
5. state the advantages of entrepreneurship in language education;
6. identify the modalities for planning entrepreneurial ventures;
7. explain the types of entrepreneurship in language education;
8. identify the factors affecting entrepreneurship in language education;
9. apply the rule to practice entrepreneurship in language education; and 10. examine case studies of successful entrepreneur in language education.

Course Contents

The concept of entrepreneurship in language education. The potentials of language education for entrepreneurship ventures. Resource based views on educators and entrepreneurs. Opportunities provided by individual and small or mass business entrepreneurial initiatives in language education-planning/organising events, translation of scripts, training in public lectures, editing, staff recruitment, home tutors, virtual classrooms, remedial classes, literacy centres, speech therapist, reading consultants and school establishment consultancy.

ENG 402: Pragmatics (2 Units C LH 45)

Learning Outcomes

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

1. understand the functions and behaviors of the English Language and their sociocultural implications;
2. interpret the theories of English and apply them in national context.

Course Contents

Scope, goals and principles of pragmatics (Relate to ENG 304). Utterance Meaning versus Sentence Meaning. Sociocultural and linguistic rules. Determining interpretation presupposition and context. Locution and parlouction speech acts. Theories of pragmatics

ENG 403: Psycholinguistics (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students

1. should have acquired competences in the meaning structure and impact of the English language on the African experience and African psyche;
2. be able to identify and correct defects in language usage based on physical challenges including tools for language understanding and usage by the mentally challenged citizens; and
3. be able to help mentally or physically challenge in understanding and usage of English language in communication.

Course Contents

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

ENG 404: Multilingualism (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the role of the English language and its impact on the development of indigenous languages; and
2. contribute to the growth and development of indigenous language and viability for survival outside of the English language dominance in Nigeria.

Course Contents

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

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

Learning Outcomes

At the end of the course students should be able to

1. develop English Language effective usage in various technical vocational circumstances; and
2. establish the character, form and nature of English for academic purposes such as thesis writing, academic essay writing and others.

Course Contents

Adoption of English for particular purpose and circumstances. English for Academic purposes. Short projects through field work.