

**GODFREY OKOYE UNIVERSITY
ENUGU, ENUGU STATE, NIGERIA**

www.gouni.edu.ng



B.A. ED ENGLISH LANGUAGE

**The Core Curriculum Minimum Academic
Standards (CCMAS)**

September, 2023.

Overview

The Bachelor of Education English Language/Literature degree programme focuses on teaching English as a second language and is aimed at pre-service teachers as a form of professional development. Speaking our native language comes naturally. Acquiring a second language is a much more complex undertaking that a skilled teacher can make easier. This programme will give pre-service teachers a deeper understanding of the field of English language teaching in Nigeria and in global context. It addresses the language system of English as well as reading, writing, speaking and listening skills. It also examines second language acquisition theories and the impact that these have on English Language pedagogy. The scope and depth of knowledge required in the study of English Language and Literature as academic subjects cover the area of subject knowledge and pedagogy, skills acquisition, behavioural attributes and communicative competence. These do not only enhance job opportunities but also enable graduates to pursue further studies.

Philosophy

The programme is rooted in the philosophy of promoting deeper understanding of the field of English language and Literature teaching in Nigeria and within the global context.

Objectives

The objectives are to

1. inculcate the basic skills in the study of oral and written language and literature;
2. acquaint students with the basic structures of English language sentence, clause, and phrase;
3. inculcate proficiency in the use of English language for communicative purposes;
4. expose students to the basic genres of literature within and outside Nigeria (i.e Prose, Poetry and Drama); and
5. prepare students for the teaching of language, and literature in the Nigerian school system.

Unique Features of the Programme

The unique features of the programme are:

1. There is integration of technology in the delivery process making it more contemporary and aligned with the global movement of increasing usage of technology in education;
2. The programme exposes students to the use of e-learning as a method of teaching English Language and English Literature; and
3. There is focus on discourse competence- ability to use language in meaningful communication beyond the sentence level for example connection of a series of sentences or utterance to form a meaningful

whole, recognition of the theme or topic of a paragraph, chapter of a book, getting the gist of telephone conversation, television commentary, recipe or legal document as a strategy of teaching summary writing.

Employability Skills

The programme will open exciting and stimulating career opportunities both national and internationally as teachers of English and Literature who will shape the future of English Language and Literature teaching. Such well-trained English and Literature teachers will have employment opportunities within and outside the classroom including event organisers and coordinators, translators, editors, and English language attaches to Embassies and High Commissions.

The employability skills emphasised include phonology; grammar; lexis; literacy; Teaching English as a second language context; lesson preparation; the concept of new Englishes around the world, and the political and cultural dimensions of teaching English as an international language; and functional competence- ability to use language for socio-cultural, interpersonal purposes including appropriateness of usage, conventional usage, transactional usage and intercultural usage.

21st Century Skills

21st century skills emphasised in the delivery of the programme are:

1. problem solving;
2. teamwork;
3. digital literacy;
4. creativity;
5. information literacy;
6. collaboration;
7. agility and adaptability;
8. effective oral and written communication;
9. curiosity;
10. decision making and learning;
11. information and communications technology
12. citizenship;
13. personal and social responsibility;
14. leadership and personal development; and
15. imagination and critical thinking.

Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following three ways:

4 year Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSC) final year examination in five subjects including Mathematics and English Language. Candidates studying sciences and arts subjects must obtain credit level passes in those subjects.

Direct Entry Mode

Any one of the following qualifications is admissible for the three-year Education degree programmes. Five Senior Secondary School Certificate (SSC) which must include Mathematics, English Language, any relevant subject and two of which must be at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two passes in relevant subject areas at Advanced level.
3. Passes in two major subjects in relevant areas in NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.
5. For B.Ed. (Technology) Programme, holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.

Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100 Level Courses

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian peoples and culture	2	C	30	-
EDU 101	Introduction to Teaching and Foundations of Education	2	C	30	-
ENG 101	A Survey of the English Language	2	C	30	-

ENG 102	Introduction to English Grammar and Composition	2	C	30	-
ENG 103	Spoken English (Practical)	2	C	-	-
LIT 104	Introduction to Poetry	2	C	30	-
LIT 105	Introduction to Prose Literature	2	C	30	-
LIT 106	Introduction to Drama	2	C	30	-
LIT 107	Introduction to Creative Writing I (Practical)	2	C	-	-
GOU-EDU 103	Sociology of Education in the South Eastern Nigeria.	2	C	30	0
GOU-EED 111	Pedagogy of Igbo Oral Literature	2	C	15	45
GOU-EED 112	Teaching Children's Literature in English	3	C	30	45
GOU-ELS 113	Vocabulary Building and Development	3	C	30	45
	TOTAL	30			

200 Level Courses

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
EDU 201	Curriculum, Curriculum Delivery and General Teaching Methods	2	C	30	
LAS 244	Method I-Teaching Grammar, Lexis and Oracy Skills	2	C	15	45
LAS 245	Method II-Teaching Literacy Skills and Literature	2	C	15	45
ENG 201	An Introduction Morphology and Syntax	2	C	45	
ENG 203	Introduction to General Phonetics and Phonology I	2	C	30	-
ENG 204	Introduction to General Phonetics and Phonology II	2	C	30	-
ENG 205	Advance English Composition I	2	C	30	-
ENG 207	Varieties of English Language (Including English based Pidgins and Creoles)	2	C	30	-

ENG 209	Language and Society	2	C	30	-
ENG 211	English Morphology	2	C	30	-
GOU-EDU 202	Innovative Approaches to Micro-teaching in Enugu Socio-cultural Millieu	2	C	15	45
GOU-EDU 211	Career Guidance for Learners in Enugu Socio-Cultural Environment.	2	C	15	45
GOU-EED 251	Teaching English to Igbo Language Speakers	2	C	15	45
	TOTAL	30			

300 Level Courses

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
EDU 301	Teaching Practice I	3	C		135
EDU 302	Educational Measurements, Tests, Research Methods and Statistics	3	C	45	
LAS 324	Issues in Language Education	2	C	30	
LAS 348	Theories of Learning Applied Language Education	2	C	30	
ENG 302	Phonology of English	3	C	45	-
ENG 303 / LIN 303	Introduction to Applied Linguistics	2	C	30	-
ENG 304 / LIN 307	Introduction to Semantics	3	C	45	-
ENG 305	The English Language in Nigeria	2	C	30	-
ENG 306	Discourse Analysis	2	C	15	45
LIT 308	Creative writing II	2	C	45	-
GOU-EDU 303	Psychology of Education in South East Nigeria	2	C	15	45
GOU-EDU 305	Indigenous Educational Resources for Curriculum Implementation	2	C	15	45
GOU-EED 313	Pedagogical Skills in Drama Production	2	C	15	45
GOU-EED 331	Teaching Script Writing	2	C	15	45
GOU-EED 334	Teaching Skills of Public Speaking	3	C	30	45
	TOTAL	39			

400 Level Courses

Course Code	Course Title	Units	Status	LH	PH
EDU 401	Teaching Practice II	3	C		135
EDU 400	Project	3	C		135
LAS 402	Entrepreneurship in Language Education	2	C	15	45
ENG 402	Pragmatics	2	C	45	-
ENG 403 / LIN 408	Psycholinguistics	2	C	30	-
ENG 404 / LIN 403	Multilingualism	2	C	30	-
ENG 405	English for Specific Purposes	2	C	30	-
GOU-EDU 403	Ethno-Pedagogy and Curriculum of Non-School Environment	2	C	30	0
GOU-EED 404	Teaching African Literature in Translation	2	E	15	45
GOU-EED 412	Language Development through Reading	2	E	15	45
GOU-EED 414	Innovative Novel Writing Workshop	2	C	15	45
	TOTAL	25			

Course Contents and Learning Outcomes

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

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.

GOU-EDU 103: Sociology of Education in South East Nigeria (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved-Relevance

The training of prospective teachers in Sociology of Education in a way that they will acquire the knowledge and skills that would enable them operate most effectively in the Enugu Nigerian cultural environment is a need. The course underscores the importance of determining how public and social institutions and the experience of people in South Eastern Nigeria affect education and its outcomes. This is in line with the mission and vision of Godfrey Okoye University Enugu that focuses on quality training of students in learning and character in order to be productive to their immediate environment. Therefore, graduates of this course will play a crucial role in helping the locals to achieve their economic, health, and political wellbeing.

Overview

This course applies the philosophy and theories of sociology of education to the study of how social and cultural institutions affect education in South Eastern Nigeria. This course on the Sociology of Education will help the students acquire knowledge and skills that will help them to tap the potentials of their natural/cultural environment for the benefit of education.

Furthermore, this course is designed to expose learners to some contemporary sociological thoughts and skills for dealing innovatively with situations in the area of their discipline of study. It is also designed to prepare prospective teachers for their future career in human and societal development. Most importantly, it is designed to instil in the student teachers the desired skills in human relationships.

Objectives

The objectives of this course are to:

1. Explain the concept of Sociology of Education.
2. Expose the philosophical root of sociology of education.
3. Discuss theories of Sociology of Education.
4. Expose the functions of Sociology of Education.
5. Discuss pertinent sociological topics in South-Eastern socio-cultural environment.
6. Evaluate the teaching of societal values in schools.
7. Discuss how South Eastern social institutions affect education and its outcome.
8. Examine the ways education can encourage social integration and cultural innovation.

Learning Outcomes

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

1. Define Sociology of Education
2. Discuss the ideas of the Founders of Sociology of Education.
3. Discuss two theories of sociology of Education.
4. Explain the importance of Sociology of Education.
5. Discuss three functions of Sociology of Education.
6. Analyse the concept of Sociology of Education in relation to three social institutions in the South East.
7. Explain the importance of teaching societal values in schools.

8. Discuss five ways in which a selected social institution affect education in the South East.

Course Content

Concept of Contemporary Sociology of Education. Philosophical roots of Sociology of Education. The Founders of Sociology of Education. Theories of sociology of education. Importance of Sociology of Education. Functions of Sociology of Education. The Socio-Cultural environment in the South East. Social Institutions in South Eastern Nigeria. The Public School System. Adult and Continuing Education. The Igbo Apprenticeship system. Training in Special Education. Training in Geriatric and Child care. Gender Relations. Race and Ethnicity. Rural and Urban Residence in South-Eastern Nigeria. Teaching societal values in schools. Effect of social institutions on education.

Minimum Academic Standards

1. 3-D Technology
2. Computers (1:3 students)
3. Other NUC-MAS requirement facilities

GOU-EED 111: Pedagogy of Igbo Oral Literature (2 Units; Compulsory; LH = 15; PH = 45)

Senate- Approval Relevance

Godfrey Okoye University's philosophy is anchored on the harmonious development of the intellectual, physical, social, and spiritual potential of our students, inspiring stable and notable character needed for effective leadership and service in the society. This course is anchored on the mission and vision of the university by exploring the Igbo culture and linking their positive values to the mission of the university in the form of literary skills and explorations. This is in line with the Sustainable Development Goal, no. 4, which states the inclusive and quality education for all; reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

This course entails an in-depth study of the major genres of Igbo Oral Literature, especially the Prose, Poetry and Dramatic forms. The folktales, festivals and their social, religious, spiritual and cultural functions will provide the basis of both the theoretical study as well as the fieldworks. Case studies of advanced analytical procedures applied by renowned Igbo Oral literary artists such as: Mike Ejeagha, Osita Osadebe, Chinedum Ofomata, among others.

The materials and examples used for this course are suitable for undergraduate students of English Education. The examples are drawn variously from selected popular oral African renditions to further make the Igbo 'Village Voices' attractive to learners. The course exposes the students to indigenous literary works.

Objectives

The objectives of the course are to:

1. Define Igbo Oral literature.
2. Explain the concepts of 'architecture' and 'building blocks' of Igbo Oral Literature.
3. Enumerate the oral poetry of the different communities.
4. Discuss the factors that hinder the growth and development of Igbo oral literature.
5. Relate modern incursions, code-modifications and transitions in Igbo Oral literature.
6. Classify the genres of Igbo oral literature.
7. Review Igbo Oral literature as the source of written literature.
8. Appraise the functions of Igbo Oral literature.
9. Judge Igbo Oral literature using aesthetics as a paradigm.
10. Estimate the entrepreneurial values of oral literature.

Learning Outcomes

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

1. Explain Igbo Oral literature in two sentences.
2. Explain the four concepts of Igbo Oral Literature.
3. Explain the oral poetry of the different communities.
4. Discuss the five factors that hinder the growth and development of Igbo oral literature.
5. Explain transitions in Igbo Oral literature.
6. List the five genres of Igbo oral literature.
7. Explain Igbo Oral literature as the source of written literature.
8. List the four functions of Igbo Oral literature.
9. List the four Igbo Oral literary aesthetics.
10. Link the entrepreneurial values and Igbo Oral literature.

Course Content

Tradition of Oral Literature of Igbo People. Origin and nature of Oral Igbo Literature. Architecture and Building Blocks of Igbo Oral Literature. Factors that Hinder the Growth and Development of Oral Igbo Literature. Poetry in Oral Igbo Literature. Drama in Oral Igbo Literature. Prose in Oral Igbo Literature. Functions of Oral Igbo Literature. Aesthetic Elements in Oral Igbo Folktales. Parenthetic Creativity as the 'Moonlight' of African Verbal Arts. Dance drama of Ezeagu People. The Native Igbo Epic. Mike Ejeagha's Anecdotal Genre. Udi Masquerade Genre. Drama and Theatre of Indigenous Igbo People. Folkloric Tradition of the Igbos. Igbo Myths. Igbo Oral Literature and its Entrepreneurial Value.

Minimum Academic Standards

1. Godfrey Okoye University Unity Fountain
2. Field Work on Igbo Oral Tradition
3. Igbo Native Song Library

GOU-EED 112: Teaching Children's Literature in English (3 Units; Compulsory; LH = 30; PH = 45)

Senate Approved Relevance

The course is designed for the training of high quality graduates who are knowledgeable in the norms, cultures and other teaching resources in the environment to be able to understand how to teach literature in a way to sustain human society. This is in accordance with the vision of Godfrey Okoye University to be a centre of excellence that can train people who will fit into their society. This is in line with Sustainable Development Goal, no. 4, which aims at inclusive and quality education for all, reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

It has been observed that many students pass through school without even knowing their environment. Above all their creative faculties have not been challenged. This course is intended to make enough provision for children who are the future of the society and catch them young. Enugu State has quite a large number of school age children. The course is therefore designed for the teachers who will help the learners to interact with their environment and above all develop their creativity.

Children's literature is important as a source of knowledge, information and entertainment. Apart from its entertainment value, it offers didactic value, and promotes / preserves our cultural values. The course is designed to prepare pre service teachers to teach children by introducing them to the type of materials that are suitable for children and how best to lay an appropriate and good foundation for a good and healthy development.

Objective

The objectives of the course are to:

1. Explain Children's literature.
2. Discuss the genres of Children's literature.
3. Determine the target age for each type of children's literature.
4. Discuss some prose forms of children's literature.
5. List the characteristics of prose forms of literature.
6. Enumerate some features of Children's prose literature.
7. Give examples of types of Children's prose literature.
8. Discuss functions of Children's prose literature.

Learning Outcomes

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

1. Explain children's literature using two sentences.

2. Discuss the age range of Children for Children's literature.
3. Enumerate the genres of Children's literature.
4. Discuss at least three prose forms of children's literature.
5. Mention up to three characteristics of Children's literature.
6. Enumerate some features of children's prose literature.
7. Give three examples of types of Children's prose fiction.
8. Discuss four functions of children's prose literature.

Course Content

Defining Children's literature. Estimate age of target audience. Genres of Children's literature. Prose forms of children's literatures. Characteristics of Children's prose literature. Features of Children's prose literature. Functions of Children's prose literature. Poetry as a types of Children's literature. Functions of poetry in Children's life. Drama as another genre in Children's literature. Functions of drama in Children's literature.

Minimum Academic Standard

1. Supplementary Readers available in in the school library
2. The Micro teaching laboratory
3. Trace the origin of Children literature.

GOU-ELS 113: Vocabulary Building & Development (3 Units; Compulsory; LH = 30; PH = 45)

Senate-Approved Relevance

Our students' full engagement in vocabulary building and development is in accord with Godfrey Okoye University vision of building strong personalities that can tackle the communication challenges bedeviling speakers of English in our present society; personalities that are equipped with the right word, phrase, idiom, proverb, and expression for whatever idea, emotion, and information they may wish to express. This attribute boosts their communicative prowess and sells them out as potent analysts, instructors, teachers, narrators, reviewers, editors, speakers, writers, interpreters, translators and as whatever profession that deals with the public.

Overview

Vocabulary is a bank of words used in a language; it is a body of all the ingredients of a language. To be a good speaker of a language, one must have a robust vocabulary. Many students of English have often times, when making a speech, squeezed faces, used empty verbiages, expressed distress and lamented with the words "I lack words to express my thoughts" or "I am shot of words". This ought not to be, considering the huge bank of vocabulary available for use in English. Vocabulary, therefore, is the most vital aspect of language learning. A good grasp of the words of a language is a key to good expressions, as there exists a perfect word for every thought, idea, and situation.

Building and developing a good vocabulary requires a plethora of methods and techniques such as lexicon method, reading method, affixation method, and rehearsal technique, among others. In the course, students will be taught the English vocabulary, and be made to have a huge store of words of contemporary usage, idioms, proverbs, axioms, quotes, and figurative expressions; in-class practical written and speaking exercises must be organized to ensure that students put the learnt vocabulary to use, as well as use them in their everyday conversation and writing.

Objective

The objectives of this course are to:

1. Define the term vocabulary building and development.
2. List the criteria for choosing the right word for good expression.
3. Categorize words according to usage.
4. Distinguish between learned, familiar, and slang words.
5. List the methods of acquiring new words.
6. State the difference between simple, compound and complex words.
7. Define affixation and types.
8. Differentiate between synonym, antonym, homonym and homophones.
9. List, at least, hundred (100) newly acquired words in English.
10. Mention, at least, fifty (50) foreign words in English language.

11. List, at least, hundred (100) idioms, proverbs, axioms and figures of speech.
12. Give examples of idiom, proverb and axiom, and quote, figures of speech in a sentence.

Learning outcomes

1. Explain the term vocabulary building and development.
2. Discuss three criteria for choosing the right word for good expression.
3. Discuss three categories of words according to usage.
4. Distinguish between learned, familiar, and slang words.
5. State three techniques of acquiring new words.
6. Give five examples each of simple, compound and complex words.
7. Explore the terms affixation and types.
8. Analyze the terms synonym, antonym, homonym and homophones.
9. Construct ten sentences that show the newly acquired English words.
10. Construct ten sentences that exemplify some newly acquired foreign words in English language.
11. List, at least, forty newly acquired idioms, proverbs, axioms and figures of speech.
12. Make two extemporaneous speeches that contain idioms, proverbs, axioms, and figures of speech.

Course contents

The notion of vocabulary building and development. Methods of building up a robust vocabulary: lexicon method, reading method, affixation method, and rehearsal method. Use of the dictionary. Formation of non-simple words. Word formation processes: compounding, coinage, borrowing, blending and clipping backformation. Acronym. Categories of words according to usage: learned, familiar, and slang words. Simple, compound and complex words. Affixation. Types of affixes. Synonym and antonym. Homonym and homophones. Newly acquired English words in English. Idioms. Proverbs. Axioms. Figures of speech. Practical exercises.

Minimum Academic Standard

A classroom with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities, with a tape recorder for recording oral exercises by students, for self-assessment.

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 (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).

GOU-EDU 202: Innovative Approaches to Micro-teaching in Enugu Socio-cultural Milieu (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

Proper preparation of professional teachers with adequate and useful knowledge, skills methods, values and initiative is important in Enugu socio-cultural environment. Godfrey Okoye University exists in this socio-cultural milieu to impart quality knowledge to the teeming youths in this part of the country who are desirous of education. This course is meant to help student teachers to acquire the right method, techniques and confidence which will enable them to teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, student teachers who acquire skills, confidence and knowledge in this course can easily impact knowledge to secondary school students using various and relevant methods in teaching any topic and can easily give extra classes (that is as lesson teachers). This is also in line with the entrepreneurial mind-set of Godfrey Okoye University, Enugu, Nigeria.

Overview

Poor performance of students in almost all standardized examinations in both primary and secondary schools call for the need for the development of the course. Recently there is an outcry from the public about this falling standard of education and it is believed that if student teachers acquire confidence and effective methods of teaching it will improve their efficiency

in imparting knowledge. This creates the need for proper attention on the teaching methods acquired by student teachers.

The course includes topics such as innovative pedagogy, peer and microteaching. During the course, students will be guided on innovative ways of preparing lesson plan and lecture notes; to develop their educational potentials and desired learning outcomes. The course will expose the student teachers to peer teaching and self-appraisal that will lead them to become effective professional teachers.

Objectives

The objectives of this course are to:

1. Justify the relationship between innovative pedagogy, peer teaching and microteaching.
2. Discuss the concept of peer teaching.
3. Explain the concept of micro-teaching.
4. Describe the process of teaching in a micro-teaching laboratory.
5. Outline the role of instructional methods and instructional materials in micro-teaching.
6. Explain how to write a lesson plan/note.
7. Recognize the different skills in micro-teaching.
8. Analyze supervisory skills and their usefulness in teaching and learning.
9. Illustrate a micro-teaching practicum.
10. Apply pedagogy of peer and micro-teaching in extra classes.

Learning Outcomes

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

1. Define innovative pedagogy.
2. Give the meaning of peer teaching.
3. Explain the concept of micro-teaching.
4. Discuss micro-teaching and its relevance to teacher education
5. Describe ten importance of peer teaching and micro-teaching.
6. Select five teaching skills involved in teaching objectives
7. Draw out micro-teaching practicum.
8. Describe five teaching methods.
9. Discuss the preparation of a lesson plan.
10. Describe micro-teaching supervisory skills.
11. Explain professionalism in relation to extra classes.

Course Content

Definition of innovative pedagogy. Meaning of peer teaching. Explanation of the concept of micro-teaching. Micro-teaching procedure. Explanation of micro-teaching. Relevance of micro teaching to teacher education. Importance of micro-teaching to student teacher education. Teaching skills involved in teaching objectives. Teaching methods relevant to teachers' education. Instructional materials. Lesson plan. Lesson note. Classroom control. Classroom

management. Micro-teaching supervisory skills. Micro-teaching practicum. Laboratory activities. Teaching as a profession in Nigeria.

Minimum Academic Standards

1. Micro-teaching Laboratory.
2. Video tape.
3. Projectors.
4. Computers (1:1 student).
5. Other NUC-MAS requirement facilities.

GOU-EDU 211: Career Guidance for Learners in Enugu Socio- Cultural Environment (2 Units; Compulsory; LH = 15; PH = 45)

Senate -Approved Relevance

Sufficient training of professional career guidance teachers with deep knowledge, skills and positive attitudes is a need in this local environment; Enugu State, where Godfrey Okoye University is situated. This course is meant to help prospective teachers to reach out to those living on the margins, and help them attain their full career potentials or fulfilment in life. Therefore, apart from teaching in formal classroom setting, student teachers who acquire skills and knowledge in this course can easily become home career guidance and own their career guidance centres eventually. This is in consonant with the entrepreneurial mindset of Godfrey Okoye University.

Overview

The intellectual climate from which guidance emerged as an important activity in education is based on the continuous poor performance of students in examinations in both primary and secondary education, social ills, and lack of employment opportunities. More so, the inability of the education sector to attain to the career guidance needs of those living on the margins in Enugu socio-cultural environment. This calls for the need of the design of this course. Many a time, parents have no time to oversee the academic assignments of their children. This creates the need for proper career guidance in the educational needs of their wards.

This course is designed to enable the prospective teachers to acquire the needed knowledge and skills that will help them to develop their educational potentials, and acquire the desired learning outcomes in guidance and counselling with special emphasis on career guidance to their students and to those living on the margins in Enugu socio-cultural environment. It will give the prospective teachers the opportunity to reach out to many young people on the margins who have no opportunity for proper career guidance. In addition, it will expose the student teachers on the need to own and manage their own guidance and counselling centres and become employers of labour.

Objectives

The objectives of this course are to:

1. Explain the concept of career guidance.
2. Discuss different careers in Enugu socio-cultural environment.
3. Justify different methods of counselling.
4. Outline the role of different methods of counselling.
6. Explain the concept “living on the margins.”
5. Describe how counselling leads people to be self-reliant.
7. Identify the need for innovation in counselling that will lead to student teachers being self-reliant.

Learning Outcomes

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

1. Define career guidance.
2. Identify at least four career opportunities in Enugu socio-cultural environment.
3. Discuss the relationship between guidance and counselling.
4. Justify the concept of counselling.
5. Discuss at least two methods of counselling
6. Draw out the relationship between marginalisation and counselling.

7. State the need for career guidance and counselling in schools.
8. Organize group career guidance and counselling in at least five schools.

Course Content

Meaning and Definition of Guidance. Meaning and Definition of Counselling. Meaning of Guidance and Counselling. Relationship between Guidance and Counselling. History of the Introduction of Guidance and Counselling in Schools. Philosophical roots of Guidance and Counselling. Rational for counselling in schools. Careers in Enugu Socio- Cultural environment. Scope of counselling. Methods of Counselling. Various guidance services rendered in schools. . Various counselling services rendered in schools. Marginalisation and counselling. Types of guidance. Types of counselling. Approaches to guidance. Approaches to counselling.

Minimum Academic Standards

1. Guidance and Counselling Laboratory.
2. Videos.
3. Other NUC – MAS requirement facilities.

GOU-EED 251: Teaching English to Igbo Language Speakers (2 Units; Compulsory; LH = 15; PH = 45)

Senate- Approved Relevance

This course focuses on the innovation in teaching English to Igbo speakers, especially in Enugu. This explores the local content within the Enugu environment; intended for the pedagogical and andrological training of the thorough bred graduates who are well balanced in the teaching of the English language to Igbo speakers. This is in accordance with the vision and mission of the Godfrey Okoye University, Enugu. Thus, making the university a centre of academic and pedagogical excellence by utilizing the available resources within the Enugu environment. This is in line with Sustainable Development Goal, no. 4., which aims at the inclusive and quality education for all, reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

The use of some electronic gadgets and software with its inbuilt Artificial Intelligence (AI), has denied the students access to deal with English language intuitively. Thus, the use of the internet and social media platforms have taken away the learning of language from its first value; hence the need to incorporate the local methods in language teaching and learning. It is increasingly being recognised that the quality or effectiveness of teachers is determined by their linguistic teaching and intercultural competence rather than their being mere imitators of native speakers of English.

Teaching English to Igbo Language Speakers (TEILS) intends to bring language teaching in an informal form that focuses on the basic knowledge of the students. In this form, language is taught using various native forms such as myths, legends, riddles and anecdotes. These language trends are the strategies by which Enugu was known for language impartation in the past.

Objectives

The objectives of the course are to:

1. Describe the concept of language.
2. Elucidate the language methods.
3. Describe the local approaches to the study of language.
4. Highlight the language teaching strategies.
5. Categorize the local andrology of language.
6. List the local pedagogy of language.
7. State the modelling of local trends in language teaching and learning
8. Identify the local skills in language teaching.
9. Link language skills with entrepreneurial skills.
10. Describe the didactic values of language.

Learning Outcomes

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

1. Describe the concept of language in three ways.
2. Give three examples of language methods.
3. Identify four approaches to the study of local languages.
4. Highlight two language teaching strategies.
5. State the two categories of language andragogy.
6. Identify the three local pedagogy of language.
7. Show any three modelling of language.
8. Explain the local skills in language teaching in three ways.
9. Apply the link between language skills and entrepreneurial skills.

10. Describe any three didactic values of language.

Course Content

The Concept of Language. Language Methods. Approaches to the Study of Language. Language Teaching Strategies in Enugu South. Language Teaching Strategies in Enugu West. Linking the Nsukka Dialect to the English Language. Nkanu Language Cosmology and the English Language. The Spread of the Wawa (Enugu) Dialect before the Advent of the English Language. Pedagogical Skills in Language Education. Andrological Links between the Local and Foreign Languages. Didactic Values in Language Teaching. Models in Language Teaching. The Use of Igbo Anecdotes in English Language Teaching. Interface between the Enugu Language Teaching and other Foreign Languages. Language Teaching Software. Entrepreneurial Skills in Language Teaching.

Minimum Academic Standards

1. Documents on dialects spoken in Enugu
2. Map showing Enugu and its people
3. Pictures showing historical sites
4. Other NUC –CCMAS requirement facilities.

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 (2 Units C: LH 30)

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.

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

Learning Outcomes

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

1. apply the structure of languages to construction 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.

ENG 304/ 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.

ENG 307/LIN 305: The Sociolinguistics of English

(2 Units C: LH 45)

Learning Outcomes

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

1. understand the political usages of English languages in various political contexts;
2. develop English language registers appropriate to Nigeria situation and context such as technological register for technological findings and innovation; and
3. make proposition for the development of a national language through indigenous languages

Course Contents

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

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). Active creative works by students on the major literary genre.

GOU-EDU 303: Psychology of Education in South-East Nigeria (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

Adequate preparation of professional teachers with useful knowledge, skills, values, initiatives and understanding and application of human knowledge to the principles of teaching and learning is important in Enugu, Nigeria, where Godfrey Okoye University, is located. This course is meant to help student educators to acquire the right techniques which is important for

understanding the learner, his/her socio-economic environment and which will enable the student educators to teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, during the course of teaching and learning, the student educators who acquired skills and knowledge in this course can easily find out individual differences among the students and guide the students to put in their best thereby preventing students in their studies dropping out of school.

Overview

The concept of student dropout in educational system has aroused interest of many professional academics and the public in general. Students may drop out of schools with or without the consent of the school either to another school or to sit at home. Some of the reasons for dropout from school are poor academic performance, lack of sufficient individualized attention and conflict between school and household duties. If student educators acquire the psychological skills that will make them understand the individual differences and needs of their students' they will teach more effectively, and dropout from schools will reduce or curbed entirely. This creates the need for proper attention on the application of principles and techniques of psychology to the solution of problem in the classroom.

This course is designed to enable the student educators acquire skills to understand human behaviour in relation to teaching and learning and the environment in which education takes place. It will give the student teachers the opportunity to understand the learner, apply the learning theories of motivation and memory processing in effective teaching and learning. It will expose the student educators to the need for home teaching and manage their own learning centres and become employees of labour.

Objectives

The objectives of this course are to:

1. 2. Justify the need for psychology of teaching and learning.
3. Discuss various theories of learning and their implications for the classroom teacher.
4. Examine the concept of dropout.
5. Identify the development patterns that influences the learners' behaviour.
6. Describe the theories of motivation and their application to the classroom.
7. Explain memory processing, encoding and retrieval process.
8. Analyze forgetting and remembering
9. Discuss the transfer of learning and its implications for the classroom.
10. Apply psychology of teaching and learning to home studies.

Learning Outcomes

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

1. Define psychology of teaching and learning.
2. Discuss theories of learning and their implications to the classroom teacher.
3. Describe the relevance of motivation to classroom learning.
4. Select at least five adequate learning experiences and materials for school and home learners.
5. Draw out the relationship between learning and individual differences and fashioning appropriate techniques for solving the problems resulting from such differences.
6. Demonstrate how learning process can be effectively guided and preserved.
7. Distinguish developmental characteristics of the learners and fashion a way of solving certain problems resulting from such characteristics.
8. Discuss professionalism in relation to the study.

Course Content

Meaning of psychology. Meaning of educational psychology. Critical analysis of developmental patterns. Characteristics of individuals. Theories of learning. Implication learning theories to the classroom teacher. Concept of dropout from school. Theories of motivation. Motivational problems encountered in the classroom. How to solve the motivational problems. Issues of dropout from school. Enugu experience. Memory processing. Forgetting. Remembering. Classroom management. Need for home study. Professionalism in home school teaching. Learning establishment of a study centre. Students' attitudes. Students' aptitudes. Students' interest.

Minimum Academic Standards

1. Projectors.
2. Other NUC-MAS requirement facilities.

GOU-EDU 305: Indigenous Educational Resources for Curriculum Implementation (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

This course is designed for the training of highly skilled and knowledgeable education graduate teacher on local educational resource for teaching and learning in Enugu, Nigeria which aligns properly with the mission and vision of Godfrey Okoye University, Enugu to produce graduate teachers that could contribute maximally to high quality education entrepreneurship, and sustainable socio-economic human development. This is also in agreement with Nigeria SDG for equitable, inclusive and sustainable education.

Overview

Presently students of education are not made to learn about skills for production of instructional materials from local resources like palm trees and other forest trees and soil for teaching and learning various school subjects. In terms of impacting the knowledge, these skills would enable graduate teachers to utilize the local environmental resources to produce instructional materials for schools here and outside Enugu.

The course therefore is designed to adequately expose graduate education teachers of Godfrey Okoye University to look inward in the production of various educational instructional materials from local resources for Enugu and Nigerian schools.

Objectives

The objectives of the course are to:

1. Define the concept curriculum.
2. Discuss problems encountered in defining curriculum.
3. Explain the aim and scope of curriculum.
4. Describe the different programs in education curriculum.
5. Define resources in education curriculum.
6. Outline the different types of resources in education curriculum.
7. Describe improvisation of instructional materials in education curriculum.
8. Describe the various local educational resources for teaching and learning in Enugu.
9. Discuss the merits and demerits of utilizing local educational resource in production of instructional materials.
10. Describe the main qualities of a good instructional material.

Learning Outcomes

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

1. Define the concept curriculum in three different ways.
2. Explain at least five problems encountered in defining education curriculum.
3. Describe at least five aims and scope of education curriculum.
4. Describe the three main programs of education curriculum.
5. Explain at least five local educational resources in education curriculum.
6. Differentiate at least five local educational resources in education curriculum.
7. Describe the meaning of improvisation of instructional materials in teaching and learning.

8. Explain at least five local educational resources for producing teaching and learning materials.
9. Describe at least five merits and demerits of using local educational resource in production of instructional materials.
10. Describe at least five qualities of good instructional materials.

Course Content

Definition of terms. An overview of the course. Aim of the course. Objective and Contents. Learning experiences. Scope of the course. Education and curriculum. Curriculum programmes. Programme of studies. Program of guidance. Program of activity. Resources in education curriculum. Human and material resource from plant, soil etc. Meaning of instructional materials. Improvisation of instructional materials. Qualities of good instructional material: durable, clarity cost etc. Advantages of local educational resources.

Minimum Academic Standard

- a) Micro teaching laboratory.
- b) Computers (1:5 students).
- c) Other NUC – MAS requirement facilities.

GOU-EED 313: Pedagogical Skills in Drama Production (2 Units; Compulsory; LH = 15; PH = 45)

Senate- Approved Relevance

It is extremely important and entrepreneurial to train our students in practical skills in drama and theatre production because Nollywood and other Arts and Film houses are very popular in Enugu and Nigeria in particular. This is in line with Godfrey Okoye University's mission to produce graduates who are versatile, creative and entrepreneurial and who will be able to contribute their own quota to the development of the country.

Overview:

Producing plays and drama pieces is a herculean task which should not be taken for granted. It requires training, experience and practice to develop good producers and directors in the industry. There is absolute need to begin to tap into the potentials of our students by growing them in the schools to discover the potential producers and directors.

This course is therefore designed to adequately expose students to the rudiments of drama and theatre production, basic requirements for setting up a stage and steps involved in play and acting, and encouraging our students to trying out some while in school. The course will also emphasize the skills required to produce a play successfully and how to face challenges that may arise. Above all, the course will teach them how to market their skills afterwards.

Objectives

The objectives of the course are to

1. Explain what drama and theatre production means.
2. Highlight types of drama.
3. Explain the features of drama.
4. Describe the characteristics of drama.
5. Justify the importance of drama for students.
6. Describe different types of stage.
7. Explain the steps to production.
8. Highlight the activities involved in pre-production.

Learning Outcomes

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

1. Define what drama production means.
2. Mention at least four types of drama.
3. List ten features of drama.
4. Discuss five characteristics of drama.
5. Justify the role of drama for students.
6. Enumerate five types of stage.
7. Identify at least three stages of drama production.
8. Mention at least four activities involved in drama pre-production.

Course content:

What drama production means. Types of drama. Features of drama. Characteristics of drama. Need for drama production for students. Types of stage. Stages of production. Activities involved in pre-production. Activities of production stage. Activities of post-production. Attracting/identifying a good story. Raising a cast/ Dramatic personae. Dramatic techniques to be used. Setting the stage. Lighting and Setting. Stage works, sounds and cues. Backdrop. Curtains and other props. Settings and disguises. Costuming. Props. Dramatic performance in the classroom.

Minimum Academic Standard

NUC – MAS requirements.

GOU-EED 331: Teaching Script Writing (2 Units; Compulsory; LH = 15; PH = 45)

Senate- Approved Relevance

The training of script writers to serve Nollywood and other media houses is a welcome development in Enugu where Nollywood has become a household entertainment. Participants in Nollywood and their crew are already seen as celebrities. It becomes very necessary that our pre-service teachers be trained to be able to develop the talent in their students. This is in agreement with Godfrey Okoye University's mission to produce graduates who are creative and entrepreneurial. As such these graduates will be able to play significant roles in assisting themselves and others to grow in script writing, film making, directing and eventually becoming world leading names in Nollywood and or other Communicative arts thereby helping themselves and society.

Overview

Script writing entails having one's eyes and ears on ground to know what is going on around, to be observant, to build stories and employ the elements of good story telling. These include plot, character, the world/society and language. It also entails the use of simple words and simple English. In teaching this course, consideration will be given to type of script, screen play, speech visibility, dramatic elements like climax, conflict, contrast, mood, rhythm, sound, space and tension and dramatic performance techniques include voice (pitch, pace, pause, projection, tone, volume), movement, body posture, gesture, facial expression, eye contact, movement, use of space, character and setting.

This course is therefore designed to train and produce graduates who will be knowledgeable in the art of script writing for Nollywood, radio houses and other media houses that abound. This will help our graduates to become entrepreneurial.

Objectives

The objectives of the course are to:

1. Describe basic requirements for script writing.
2. Explain the background and initial procedure for script writing.
3. Examine an already used script.
4. Scrutinize a used scripts.
5. Explain the features of a script.
6. Identify key elements of a good script.
7. Distinguish between a script for play and other write ups.

Learning Outcomes

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

1. Enumerate at least four basic requirements for script writing.
2. Give a detailed background on how to start in script writing.
3. Examine at least three already used scripts.
4. Critically scrutinize, analyse and use script
5. Point out four features of a script.
6. Identify four key elements of a good script.
7. Distinguish between a script for play and other kinds of script.

Course Content

Explain the meaning and purpose of script writing. Background of script writing. Basic requirements for script writing. Basic procedure for script writing. Examining already used script. Scrutinizing a used script. Features of a script. Key elements of a good scripts. Script for plays and other write ups. Language skills necessary for successful script writing. Statutory requirements for script writing. Assembling materials for a story. Importance of good plot structure. Character delineation. Setting. Writing a script outline. Making script speeches visible, not just audible. Writing exercises. Identifying places where scripts will be accepted.

Minimum Academic Standard

1. Copies of script writing manuals by several authors
2. Halls, studios or arenas for try outs

GOU-EED 334: Teaching Skills of Public Speaking (3 Units; Compulsory; LH = 30; PH = 45)

Senate Approved Relevance

This course is to train high quality graduates who can make skilfully resource materials in the environment to teach students the skills of public speaking which will lead them to be engaged in various entrepreneurial activities and make contributions to sustainable development. This is in accordance with the vision of Godfrey Okoye University to be a centre of academic excellence by utilizing the available resources in the environment for teaching, research, community service and economic development, especially in Enugu State. This is in line with the Sustainable Development Goal, no. 4, which states inclusive and quality education for all; reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

The importance of education in recent time has been channelled to leading the students to become self-reliance at the end of their education. Leading the students to be well groomed in the accurate use of the skills for public speaking is one of the ways to instil confidence in the students to take up assignments that involve public speaking.

Most students even after graduating from the Secondary Schools still find it difficult to construct simple correct sentences. Going through the skills of public speaking and mastering them well will go a long way to help the students to speak well with confidence. It will also help them to build up their vocabulary power which will aid them to speak the language efficiently. Effective public speech, persuades the audience to patronize the speaker.

Objectives

The Objectives of the Course are to:

1. Define Public Speaking.
2. Describe the theories of persuasion in public speaking.
3. Identify types of audience.
4. Enumerate factors that will guide the preparation of a speech.
5. Discuss the skills for effective public speech.
6. Improve the diction of students through interactive sessions.
7. Demonstrate Public Speaking in a class group practical session.
8. Explain Attitude Change Theory.
9. Discuss how to analyse speech goals.
10. Explain the different gestures that can be useful in public speaking.
11. Explain why culture of the audience must be considered in public speaking.

Learning Outcomes

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

1. Define Public speaking accurately.
2. Mention at least three theories of persuasion.
3. Identify at least two types of audience.
4. Enumerate at least four factors that will guide the preparation of a speech.
5. Discuss at least six skills for effective Public Speech.
6. Demonstrate in groups of ten in the class how to speak to audience.
7. Explain at least two attitude change theories
8. Discuss at least two ways to analyse the speech goals
9. Explain at least three different gestures that can be useful in public speaking
10. Explain with at least two reasons why culture of the audience must be considered in public speaking.

Course Content

Definition of Public Speaking. Persuasion in Public Speaking. Theories of Persuasion. Attitude change theories. Consistent theory. Learning theory. Social Judgment- Involvement Theory. Relationship –Based Persuasion theory. Mass media effect theory. Types of Audience. Homogeneous audience. Heterogeneous audience. Teaching Diction. Skills for effective Public Speech. Choice of topic. Analysis of the speech goal. Development of the central theme. Consideration of the culture of the audience. Sound preparation of the speech. Adjusting the speech to the audience. Good knowledge of the subject matter. Good introduction. Use of voice inflection- pitch, stress, intonation and enunciation. Use of appropriate gesture- eye contact, body posture. Use of empathy. Manner of dressing (dress code). Comportment. Good management time.

Minimum Academic Standards

Micro Teaching Laboratory. Computers.

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 400: Project (3 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 Education (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 parlocution speech acts. Theories of pragmatics

ENG 403/LIN 40: 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/LIN 403: Multilingualism

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the role of the English language and its impact on the development of indigenous languages; 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.

GOU-EDU 403: Ethno-Pedagogy and Curriculum of Non-School Environment (2 Units; Compulsory; LH = 30; PH = 0)

Senate-Approved Relevance

Adequate formation of professional teachers with sustainable knowledge, skills, values, and positive attitudes is a need in the local environment of Enugu where Godfrey Okoye University is located. This course is meant to help student teachers to reach out to every learner in their homes and help them to achieve their educational needs. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, apart from teaching in the formal classroom setting, students who acquire skills and knowledge in this course can easily become home teachers and own their own study centres. This is also in line with the entrepreneurial mind-set of Godfrey Okoye University Enugu, Nigeria.

Overview

Continuous poor performance of students in formal school setting in almost every standardised examination in both primary and secondary education calls the need for the development of this course. In recent times, parents are always busy with work. Many a time, they find it difficult to look at the academic work of their wards. This creates the need for proper attention on the educational needs of their children.

This course is designed to enable the student teachers acquire the required knowledge and skills to help learners to develop their educational potentials and desired learning outcomes. It will give the student teachers the opportunity to manage home lessons. More so, it will expose the student learners on the need to own and manage their own learning centres and become employers of labour.

Objectives

The objectives of this course are to:

1. Justify the relationship between ethno-pedagogy and curriculum.
2. Explain the concept of non-school environment.
3. Discuss curriculum as a process for transferring knowledge into application.
4. Analyse the relevance of curriculum based on the national policy on education.
5. Explain selection of objectives and learning experiences in curriculum.
6. Outline the role of instructional methods and materials in curriculum.
7. Explain evaluation processes in curriculum.
8. Identify the need for curriculum innovation in Enugu.
9. Apply ethno-pedagogy at home schools.

Learning Outcomes

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

1. Define ethno-pedagogy.
2. Give the meaning of curriculum.
3. Discuss the relevance of curriculum based on the national policy on education.
4. Draw out the relationship between curriculum and instruction based on the three domains of learning.
5. Select adequate learning experiences and materials for home school learners.
6. Identify at least five scaffolding activities for home school teaching and learning.
7. Explain curriculum innovation in the subject area.
8. Name three instruments used in evaluating learners' performance in home school teaching and learning.
9. Discuss professionalism in relation to home school teaching and learning.
10. Identify five ways of public relations regarding home school teaching and learning.
11. Suggest three methods of establishing study centres.

Course Content

Concept of ethno-pedagogy. Meaning of curriculum. Concept of non-school environment. Critical analysis of curriculum in terms of their relevance and national goals. Relationship between curriculum and instruction in terms of objectives specification. Selection of learning experiences. Learning materials. Methods and media of instruction. Scaffolding activities. Evaluation. Curriculum innovation in a subject matter area with particular reference to Enugu experience. Professionalism in home school teaching and learning. Public relations in home school teaching and learning. Establishment of study centres. Application of ethno-pedagogy at home schools.

Minimum Academic Standards

1. Microteaching Laboratory.
2. Computers (1 computer per student).
3. Other NUC-MAS requirement facilities.

GOU-EED 404: Teaching African Literature in Translation (2 Units; Elective; LH = 15; PH = 45)

Senate- Approved Relevance

The course serves as a showcase for literary translation research with a focus on African perspectives, highlighting theoretical and methodological developments in the discipline while shedding further light on the literary landscapes in Igbo speaking regions of Nigeria. This is in line with Godfrey Okoye University vision of developing epistemic and cultural values of their graduates. This is also in line with the Sustainable Development Goal, no. 4., which aims at the inclusive and quality education for all, reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

The central focus of this course is the roles of translation in the production of local Igbo literature, and how issues of multilingualism, power differentials between literature and language in education policy affect the uses and translations in the production of literary materials in the South Eastern part of Nigeria.

In the spirit of intellectual enquiry, this course offers a framework for understanding key approaches and topics in literary translation situated in the Igbo context, covering foundational concepts as well as new directions within the field. The first part of the course focuses on the translation product, exploring such topics as translation strategies, literary genres, and self-translation, while the second part examines process and reception, allowing for an in-depth look at agency, habitus, and ethics. The unique features of the course lie on the facts that they give visibility to African perspectives, focusing on early Igbo literary writers such as Peter Nwana, Tony Ubesie, Goddy Onyekonwu, etc, while pointing the way forward for future research directions. The course will equip the students with the techniques and mechanisms to translate and teach literature written in other languages.

Objectives

The objectives are to:

1. Describe the concept of translation.
2. Explain translation genres
3. Identify the early Igbo written literary works.
4. Explore the metaphorical concepts of Igbo-English translated works.
5. Highlight the linguistic features of the translated works.
6. Categorize the early Igbo written works into genres.
7. Establish a critical discourse on Igbo translated works.
8. State the literary translation in multilingual Nigeria.
9. Discuss the literary techniques in translated works.
10. Link the African Literary translated works and entrepreneurial skills.

Learning Outcomes

The leaning outcomes are to:

1. Describe the concept of translation in three sentences.
2. Explain the three genres of translation.
3. Identify any five early Igbo written literary works.
4. Explain the concepts of Igbo-English translated works.
5. Highlight any three linguistic features of the translated works.
6. Classify early Igbo written works into five genres.
7. Explain any three aspects of discourse on Igbo translated works.

8. State the literary translation in multilingual Nigeria in five ways.
9. State three techniques in translated works.
10. Explain the African Literary translated works and link them with entrepreneurial skills.

Course Content

The concept of translation. The linguistic features of translation. The literary level of translation. Translating the early written Igbo literary works. Tony Ubesie's works in focus. Translation and literary analysis of Peter Nwana's *Omenuko*. A focus on Goddy Onyekonwu's *Nwata rie awo*. Mapping a sociological history of literary translation into the Igbo language. Mapping the Enugu culture in literary translation. Self-translation of early Igbo short stories. Translating linguistic hybridity and indigenous words in Chinua Achebe's works. Proverb translation in selected early Igbo literary works. Women as protagonists in early Igbo literary works. Power relations between agents in the literary translation process. Translating Nsukka anecdotes into the English language. Translating the native Nkanu folklore into the English language. Entrepreneurial opportunities in translation

Minimum Academic Standards

1. Godfrey Okoye University amusement park
2. Literary texts on early Igbo writers
3. Documents containing Nsukka anecdotes and Nkanu folklore

GOU-EED 412: Language Development through Reading (2 Units; Elective; LH = 15; PH = 45)

Senate-Approved Relevance

Proper and accurate use of language has been a problem in recent times. Many graduates cannot boast of a good command of language. This course is meant to train and produce high quality graduates who can improve their language power by paying close attention to reading. The learners' application of the concept they are taught will lead them to contribute immensely to sustainable development by being good users of the language of education in Nigeria. This objective is in line with the vision of Godfrey Okoye University to be a centre of academic excellence by producing high quality teachers for teaching, research and community services and economic development mostly in Enugu State where majority of the learners reside.

Overview

The poor performance of students in English as a second language demands that much effort should be put in by teachers to improve the students' performances during internal or external examinations and even for everyday use. This is absolutely important, given that this university is in the business of producing teachers who will go out to teach and shape the younger generation. One of such efforts is the effective use of book reading as a resource material in the learners' environment by teachers to draw the lesson home and to help them to develop theory of language.

Speaking our native language comes naturally. Acquisition of a second language is a much more complex undertaking that a skilled teacher can make easier. Using the resource materials familiar to the learners will facilitate the learners' appreciation of the course. They will participate actively in the lesson because of increased interest. They will develop collaborative and creative skills.

Objectives:

The objectives of the course are to:

1. Explain the concept of reading.
2. Identify and explain the difference between learning to read and reading to learn.
2. Explain how reading skills can be developed in children.
3. List and explain the experiences which foster reading skills in children.
4. Enumerate the roles of the home in promoting reading readiness of the children.
5. Explain how the school can motivate the children's reading readiness.
6. Discuss the reading theories.
7. Explain the reading techniques.

Learning Outcomes

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

1. Explain at least five concepts of language.
2. Identify and explain the difference between learning to read and reading to learn.

3. Mention at least five ways reading skills can be developed in children.
4. List and explain at least six experiences which foster reading skills in children.
5. Enumerate at least four roles of the home in promoting reading readiness of the children.
6. List at least five ways the school can motivate reading readiness of the children.
7. Discuss at least three reading theories.
8. Mention at least four reading techniques.
9. Explain at least five ways reading can promote communicative competence.
10. Mention and explain at least five ways reading can promote vocabulary development.
11. Explain at least four ways reading can change words from one part of speech to another.
12. Identify at least three relevant details and three implied meaning from reading.
13. Identify at least five roles of language.
14. Identify at least three skills of language development through reading.
15. Discuss at least five linguistic skills for effective public speech.

Course Contents

Concept of reading. Learning to read and reading to learn. Developing reading readiness skills. Experiences that foster reading readiness. The role of the home in promoting reading readiness of the children. The role of the school in motivating the children's reading readiness. Reading theories and reading techniques. Reading and communicative competence. Reading and vocabulary development. Formation of words from one part of speech to another. Reading for relevant details and implied meaning. Reading for critical evaluation and answering of specific questions. The role of language. The nature of language. Stages in language development. Skills in language development. Linguistic skills for effective public speech.

Minimum Academic Standards

Language Laboratory.

Microprocessor based dialing/switching panel with headphone/mike (Every student has a panel).

GOU-EED 414: Innovative Novel Writing Workshop (2 Units; Compulsory; LH=15; PH=45)

Senate- Approved Relevance

Writing is an essential part of life; many great writers earn their living through writing. Writing is said to be ninety-nine per cent perspiration and one percent inspiration. Many a talented writer, such as those in Enugu has failed to achieve full potential because of lack of perspiration. In line with Godfrey Okoye University's firm belief, one has to point out that the one per cent inspiration is essential. Novel writing workshop will equip the students with writing skills that will offer readers intelligent, entertaining and absorbing escapism from the endless stresses and strains of everyday life, especially in the bustling city of Enugu. This is in line with the SDG number four, which states the inclusive and quality education for all; reaffirming the belief that education is one of the most powerful and proven vehicles for sustainable development.

Overview

A novel study is essentially the process of reading and studying a novel closely. Novel writing is one of the essential parts of creative writing. There is a popular saying that those who tell the stories rule the world. With a well-told story, the writer can help a person see things in an entirely new way. A good story writing can change a law, inspire a movement, make people care fiercely about things they had never given a passing thought. The focus of this course is to awaken the creative muse in the students in mastering the techniques of novel writing.

This course focuses on reading in an engaging manner that only encourages students to enjoy reading. This identifies with the vision and mission of Godfrey Okoye University; developing the epistemic values and cultivating the reading culture of the students.

Objectives

The objectives of the course are to:

1. Explain the vital steps in novel writing.
2. Define the novel writing teaching techniques.
3. State the teaching methodologies of novel writing.
4. Discuss the factors that are involved in teaching novel writing.
5. Relate modern techniques in teaching novel writing.
6. Classify the novel teaching techniques.
7. Review the novel teaching techniques.
8. Appraise the novel writing and teaching conventions.

Learning Outcomes

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

1. Explain the three steps in novel writing.
2. Explain the four novel writing teaching techniques.
3. List the five teaching methodologies of novel writing.
4. Discuss the four factors that are involved in teaching novel writing.
5. List the modern techniques in teaching novel writing.
6. Explain the four classes of novel teaching techniques.
7. List the point of views of the novel.
8. List the four novel teaching conventions.

Course Content

Introduction to the novel. The novel as a prose genre. The reasons novelist writes. Professionalism in writing novel. Gathering ideas. Mechanics of Novel Writing. Novel plotting. Creating the right characters. Using the right viewpoints. Establishing your voice.

Making language work for you. Setting the scene. Using description and flashback. The overall view. Final polishing. Contracts, copyright and legal matters. Writing Well and Wisely. Practical Novel Writing.

Minimum Academic Standards

1. Godfrey Okoye University Unity Fountain.
2. Field Work on Novel Writing Workshop.
3. Language Lab.

Minimum Academic Standards

Equipment

1. Language laboratory equipped with tapes, recorders, videos and films.
2. Reading clinic equipped with eye-span trainer, reading accelerators and reading films.

Staffing

Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects. The English/ Literature teacher should be trained as a Reading Clinician and Speech Therapist for remediation purposes.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

Library

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should

enhance access to these electronic resources. In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme. The funding of the library should be in line with NUC guidelines.

Classroom, laboratories, workshops and offices

Classrooms

Lecture theatres and classrooms should be adequate in number, well-spaced and adequately ventilated with necessary public address system, projectors and other audio-visual aids.

Spaces

The NUC recommends the following physical space requirement:

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Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	- 7.00	Technical
Staff Space	- 7.00	
Secretarial Space	-	7.00
Science Staff Research Laboratory	-	16.50
Education Staff Research Laboratory	-	14.50
Seminar Space/per student	-	1.85
Drawing Office Space (A.O. Board) (Per Student)	-	4.60
Drawing Office Space (A.I. Board) (Per Student)	-	3.70
Laboratory Space	-	7.50

Equipment

A Language Laboratory equipped with the following equipment in sufficient number commensurate with students' population:

1. projector and screen/ white board
2. Learning softwares
3. Learning booths
4. Chairs
5. Tables/ Desktops/computers with headphones/headsets (compatible with tone marking software)
6. Media players/Recorders
7. Printers
8. Photocopying machine
9. Microphones
10. Television sets
11. Loudspeakers
12. LCD Projector and Screen
13. Video cassettes

A Reading Clinic equipped with mechanical devices such as:

1. Reading accelerators
2. Rateometre
3. Reading films

Other Equipment

3. Language laboratory equipped with tapes, recorders, videos and films.
4. Reading clinic equipped with eye-span trainer, reading accelerators and reading films.