

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

www.gouni.edu.ng



B.A ENGLISH AND LITERARY STUDIES

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

September, 2023.

B.A ENGLISH AND LITERARY STUDIES

Overview

A degree in English language and literature in English is designed to develop in the student the habit of reading literary texts, analysing theories, critiquing prose, verse, drama, folk narratives, etc. It takes a critical look at signs and words surrounding day to day living; it will enable students to embark on critical, creative and analytical thinking in English studies. It focuses on combined literature and language courses with a provision for specialization in either option.

Philosophy

The programme in English language and literature in English provides a high level of proficiency for graduates of English, and generates ample competence and skills of communication. Great attention is devoted to the achievement of improved knowledge of English and the acquisition of adequate skills in speaking and writing in the language facilitating in English graduates adequate proficiency in pronunciation, articulateness in speech, correctness of grammar and usage with elegance and style in diction in the chosen variety of English for use in the various administrative and professional job opportunities available in the labour market, in literary and creative writing domains, and in postgraduate studies in language and literature.

Objective

The objectives of the programme are to:

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

Unique Features of the Programme

The programme:

1. provides in-depth knowledge that makes learning enjoyable, effective, and rewarding; 2. focuses on research into effective teaching and learning. It will motivate people of all

ages and abilities to learn English and develop practical skills for the real world. Each course helps learners to systematically improve their speaking, writing, reading, and listening skills; 3. goes beyond tests, exams, and grades. It is about developing the confidence to communicate and gain access to a lifetime of enriching experiences and opportunities. It

is designed specifically for learners, providing them regular milestones and motivating and helping them to develop language skills to succeed in an international workplace; and 4. offers a broad range of learning and support materials to sharpen their language skills to communicate with confidence, for life.

Employability Skills

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

1. digital copywriter;
2. editorial assistant;
3. english as a foreign language teacher;
4. lexicographer;
5. magazine journalist;
6. newspaper journalist;
7. private tutor;
8. publishing copy-editor/proof-reader;
9. secondary school teacher;
10. web content manager;
11. creative writer (poet, novelist, or playwright).

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

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

21st Century Skills

The following is a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills that a graduate of the programme should possess:

1. research skills and practices, critical questioning;
2. creativity, artistry, curiosity, imagination, innovation, personal expression;
3. perseverance, self-direction, planning, self-discipline, adaptability, initiative;
4. oral and written communication, public speaking and presenting, listening;
5. leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces;
6. information and communication technology (ict) literacy, media and internet literacy, data interpretation and analysis, computer programming;
7. civic, ethical, and social-justice literacy;

8. economic and financial literacy, entrepreneurialism;
9. global awareness, multicultural literacy, humanitarianism;
10. scientific literacy and reasoning, the scientific method;
11. environmental and conservation literacy, ecosystems understanding;
12. health and wellness literacy, including nutrition, diet, exercise, and public health and safety.

Admission and Graduation Requirements

Admission Requirements

English Language

4 Year Programme

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

3 Year Programme

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

Literature in English

4 Year Programme

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

3 Year Programme

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

Graduation Requirements

A full time student will normally be required to register for a maximum of 24 credit units in each semester

A student shall pass a minimum of 120 credit units for the four year programme or 90 credit units for the three year programme including all the compulsory courses

A student must have obtained a minimum CGPA of 1.00.

Course Structure

100 Level

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	-
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	2	C	-	90

	(Practical)				
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	-	90
GOU-ELS 111	Practical Skills in Drama Production	2	E	15	45
GOU-ELS 112	Media Script Writing	2	E	15	45
GOU-ELS 113	Vocabulary Building and Development	3	C	30	45
Total		25			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	-
FAC 202	The Arts and other Disciplines	2	C	30	-
ENG 202	Entrepreneurial English	2	C	30	-
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	Advanced 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-ELS 213	Creative Media Presentation I	3	C	30	45
GOU-ELS 214	Creative Media Presentation II	3	C	30	45
GOU-ELS 215	Literature of Ndigbo	2	C	15	45
GOU-ELS 216	Principles of Translation	3	C	30	45
Total		33			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 322	Venture Creation	2	C	30	-
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theory in the Humanities	2	C	30	-
ENG 302	Phonology of English	3	C	30	-
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	-	90
ENG 307 / LIN 305	The Socio-linguistics of English	2	C	30	-
LIT 308	Creative Writing II	2	C	30	-
GOU-ELS 311	Business English	3	C	30	45
GOU-ELS 313	English for Secretarial Activities I	3	C	30	45

GOU-ELS 314	English for Secretarial Activities II	3	C	30	45
Total		33			

400 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 402	Pragmatics	2	C	30	-
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	-
ENG 409	Project/Long Essay	6	C	-	270
ENG 406	Research Methods I&II	2	C	30	-
GOU-ELS 411	Principles and Styles of Oral Presentation	3	C	30	45
GOU-ELS 413	Forensic Linguistics I	3	C	30	45
GOU-ELS 414	Forensic Linguistics II	3	C	30	45
Total		25			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa, and Igbo peoples and cultures; peoples and cultures of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigerian peoples; trade, skills acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigerian norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and

national values (the 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ENG 101: A Survey of the English Language

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

ENG 103: Spoken English. (Practical)

(2 Units C: PH 90)

Learning Outcomes

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

1. list the tools of spoken English;
2. hold intelligible conversations in the English language;
3. deploy the tools of the language such as videos, tapes, records, films, video;

4. carry out persuasive exercises in spoken English;
5. identify and correct infelicities in spoken English.

Course Contents

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

GOU-ELS 111: Practical 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 Art and Film houses are very popular in Enugu, Nigeria and the world at large. This is in line with Godfrey Okoye University 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 society. Film acting is a global phenomenon which students of English and Literary Studies need to identify with for employment as graduates. This course, apart from its entrepreneurial value, will provide the students with skills of public speaking and creativity.

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 potential of our students by growing them in the schools to discover their potentials as producers and directors.

This course is therefore designed to adequately expose students to the rudiments of drama and theatre, basic requirements for setting up and staging a play and acting 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 why drama for students.
6. Describe different types of stage.
7. Explain the stages of production.
8. Highlight the activities involved in pre production.

9. List activities of production stage.
10. Discuss activities of post production.
11. Identify a good story.
12. Describe a sound cast or *dramatic personae*.
13. Explain the dramatic techniques to be used.
14. Set the stage for theatrical production.
15. Explain the need for Lighting and Setting.
16. Highlight stage works and practice.
17. Practice dramatic performance in their classroom or school environment

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.
9. Explain three activities involved in full production stage.
10. Itemize four activities of post production.
11. Identify three qualities of a good story.
12. Explain at least three ways to raise a cast/ Dramatic personae
13. Mention four dramatic techniques to be used.
14. Discuss at least seven items of stage setting and other props.
15. Give at least two reasons for lighting and setting.
16. Practice stage work and practice.
17. Demonstrate dramatic performance in the hall or school environment

Course contents

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. 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 preparation. Curtains and other props. Settings and disguises. Costuming. Props. Dramatic performance in the classroom.

Minimum Academic Standard

NUC –MAS requirements.

GOU-ELS 112: Script Writing for Media Houses (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

The training of script writers to serve media houses is a welcome development in the contemporary society where film acting has become a house hold business and entertainment. This is in agreement with Godfrey Okoye University mission to produce graduates who are creative and entrepreneurial. With this course the 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 the general film industry.

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. It is not to include unusual actions. Rather, screen play must be dramatic but not written to show off. It is a visual story telling project technique which must be applied.

It is important to make learners speech visible, not just audible. Dramatic elements should include 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. 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.

Objectives:

The objectives of the course are to:

1. Describe basic requirements for script writing.
2. Explain how to start script writing.
3. Analyze an already used script.
4. Identify key elements of a good script.
5. Distinguish between a script for play and other write-ups.
6. Describe language skills necessary for successful script writing.
7. Assemble materials for a plausible story.
8. Elucidate the importance of good plot structure.
9. Describe the need for a good character delineation.
10. Establish the relevance of a proper setting.
11. Point out the societal settings most appropriate for a drama.
12. Write a script for presentation in a clear and audible manner.

Learning Outcomes

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

1. Enumerate at least four basic requirements for script writing.
2. Examine at least three already used scripts.
3. Scrutinize and analyze a used script.
4. Point out four features of a script.
5. Identify four key elements of a good script.
6. Distinguish between a script for play and other write-ups.
7. Describe two major language skills necessary for successful script writing.
8. Itemize all statutory requirements for script writing.
9. Assemble four materials for a plausible story.
10. Elucidate with at least two examples the importance of good plot structure.
11. Describe the need for a good character delineation.
12. Establish the relevance of a proper setting.
13. Point out three societal settings most appropriate for the drama.
14. Present a written a script outline, being speech visible, (not just audible).

Course Contents:

The concept of script writing. Requirements for script writing. Commencing script writing. Examine some already used script. Scrutinizing used script. Features of a script. Elements of a good script. Difference between a script for plays and other write ups. Language skills necessary for successful script writing. Statutory requirements for script writing. Materials for a plausible story. Script speeches. Script outlining. Writing of exercises. Importance of good plot structure. Character delineation. Relevance of a proper setting. Settings appropriate for drama. Script Analysis. Dramatizing with the Scripts.

Minimum Academic Standard

1. Copies of script writing manuals by several authors
2. Halls, Studios or arenas for try outs.
3. Other NUC – MAS requirements

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.

200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and

8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

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

ENT 211 : Entrepreneurship and Innovation

(2 Unites C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

FAC 201: Digital Humanities: Application of Computer to the Arts (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Meaning of digital humanities. Interface between computing and the disciplines in the Arts. Methodological and interdisciplinary scope of digital humanities. Techniques of data analysis. Application of Computer in the Arts disciplines. Entrepreneurial, research, publishing, networking and application of various digital tools. The new media.

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 201: An Introduction to Morphology and Syntax

(2 Units C: LH 30)

Learning Outcomes

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

1. display knowledge of the principles and concepts of morphology;
2. list the structures and systems of the English Language;
3. construct simple sentences with correct morphemes and syntax
4. practice models of syntax;

5. practice categories of syntax in sentence construction; 6. construct sentences with elements of tense and concord;
7. list forms of transformational-generative grammar.

Course Contents

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

ENG 202: Entrepreneurial English

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 203: Introduction to General Phonetics and Phonology I

(2

Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 204: Introduction to General Phonetics and Phonology II

(2

Units C: PH 90)

Learning outcomes

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

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

Course Contents

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

ENG 205: Advance English Composition I

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 207: Varieties of English (Including English based Pidgins and Creoles) (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 209: Language and Society

(2 Units C: LH 30)

Learning outcomes

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

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

Course Contents

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

ENG 211: English Morphology

(3 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

GOU-ELS 213: Creative Media Presentation I – Electronic Media (3 Units; Compulsory; LH = 30; PH = 45)

Senate-Approved Relevance

The philosophy of Godfrey Okoye University is based on the nature of human being as a social being and a dialogue-seeking being. From this standpoint, Godfrey Okoye University sees developing skills that will help students of English and Literary Studies to be employable in the world of the media as very important in their education. Equipped with a sound knowledge of English and skills of creative writing and communication as well as creative presentations in the media, students of English and Literary Studies will be best prepared to find employment in the media houses and outfits after graduation. The relevance of the course, Creative Media Presentations 1 – Electronic Media, lies in the skills of media presentations which it will give students of the programme. With an emphasis on creative presentations, the students and the

graduates will not only acquire general skills in media presentations but also equip themselves with skills of creative presentations for media viewers and listeners.

Overview

We live in a world of communication. The media, especially the pervasive social media, have kept countries, companies, groups, institutions and individuals on their toes. Media houses and media-related establishments have become big employers of labour in Nigeria. Students of English must not only be abreast of the developments in the media world but also must bring something into it: good language and creativity. The course will help students to acquire both the skills of general media presentations and the creativity in such presentations.

With this course graduates of English and Literary Studies can easily work as presenters in media houses, as interviewers, creative photographers, news writers, creative magazine editors, creative bloggers, content writers, etc. Thus the world of the media will be open to our graduates of English and Literary Studies.

Objectives

The objectives of the course are to:

1. Define and explain creative writings and presentations.
2. List and explain elements and rules of creative presentations.
3. Distinguish writing for Radio presentations and writing for TV presentations.
4. Distinguish creative presentations from uncreative and unimaginative presentations.

Evaluate the presentations of selected radio and television stations in Enugu State in the light of knowledge of creative presentations.

5. Choose and write creative topics for radio and TV presentations.
6. Evaluate listenership or viewership for purposes of presentations.
7. Choose and display the right music for radio and TV presentations.

Learning outcomes

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

1. Define, with good explanations, creative writings and presentations for radio and television.
2. Name and explain at least five rules and elements of creative presentations for radio and television presentations.
3. Show the difference between writing creatively for radio and writing creatively for televisions.
4. Distinguish between creative radio presentation and creative television presentation.
5. Point out five uncreative elements in presentations while highlighting the creative elements in them.
6. Assess the creative contents and presentations of three programmes of some radio and television stations in Enugu State.
7. Write clearly on two creative topics for radio and television presentations.
8. Choose the right music for radio and television presentations

Course Contents

Rules and elements of creative writing. Differences in creative writing for radio and television presentations. Practical demonstration of radio and television presentations. Assessing writings and presentations to show creative and uncreative elements. Choice of language. Assessing language of presentation. Understanding the purpose of presentation. Understanding the audience. Distinction between radio and television presentations. Assessment of programmes of selected radio and television stations for creativity in presentations. Elements of creativity in radio presentation. Elements of creativity in television presentation. Choosing and developing a variety of creative topics for radio and television presentations. Evaluating choice of listenership and viewership for radio and television presentations. Appropriate music for each presentation. Time management in radio and television presentations. Field trips and practicals in our GO Uni Radio 109.9 fm.

Minimum Academic Standard

Creative Media Presentation I (Electronic Media) laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 214: Creative Media Presentation II – Interviews and Print Media (3 Units; Compulsory; LH = 30; PH: 45)

Senate-Approved Relevance

The philosophy of Godfrey Okoye University is based on the nature of human being as a social being and a dialogue-seeking being. From this standpoint, Godfrey Okoye University sees developing skills that will help students of English to be employable in the world of the media as very important in their education. Equipped with a sound knowledge of English and skills of creative writing and communication, graduates of Godfrey Okoye University are best prepared to find employment in the media field.

Overview

This course is the second part of GOU-ENG 213: Creative Media Presentation 1, based on creativity in radio and television presentations. It draws skills of creative writing into radio and television presentations: story-telling, editing, self-sufficiency and management of time. At the heart of creativity, writing is the deployment of arsenals of imagination in communication and presentations.

This course will be examining all elements of story-telling (in oral and written literature), editing for grammatical correctness, doing research to avoid pitfalls of fake news and management of time in media presentations. Part of this course is how to develop one's imagination and ability to think outside the box. This course, which is a continuation of courses in creative presentations for the media, with emphasis on interviews and print media, is aimed at giving students a good understanding of the interviews and the print media in order to enable them to work in social media houses and outfits.

Objectives

The objectives of the course are to:

1. Define and explain print media, types and essential elements.
2. List types of interview.

3. Explain the qualities of a good interview.
4. List logical fallacies (informal fallacies) and explain common logical fallacies in the print media and interviews in Nigeria.
5. Demonstrate creative interviews for different types of media.
6. Distinguish bad interviews from good ones.
7. Write and present interview reports, commentaries, news and articles for the print media.
8. Identify common errors in English in the Nigerian print media.
9. Identify fake news in the social media.
10. Write and edit content for the print media.
11. Choose matching pictures for news and articles.

Learning outcomes

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

1. Define and explain, with examples, the print media as well as list and explain at least seven types and essential elements of the print media.
2. Define interview; and describe four types of interview, explaining their qualities.
3. Distinguish between good and bad interview.
4. Explain three examples logical fallacies (informal fallacies) and list common logical fallacies in the Nigeria print media and interviews.
5. Write good interview reports, commentaries, news and articles for the print media.
6. Identify six common errors in English in Nigerian interviews and print media.
7. Identify and explain fake news in the Nigerian print media.
8. Write and edit content for print media and written interviews.
9. Choose befitting pictures or pictorial illustrations for the print media.

Course contents

Definition and explication of the term print media. Types and essential elements of the print media. Understanding interviews. Types and qualities of a good interview. Explication of logical fallacies (informal fallacies). Common fallacies in the Nigerian print media and interviews. Practical demonstrations of interviews and interviewing. Good and bad interviews. Writing good interview. Reports writing. Commentaries. News and articles for the print media. Common errors in English in Nigerian interviews and print media. Fake news in the Nigerian print media. The law of fake news. Writing and editing content for print media. Written interviews. Pictures or pictorial illustrations for the print media.

Minimum Academic Standard

Creative Media Presentation I (Interviews and print media) laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 215: Literature of Ndigbo (2 Units; Compulsory; LH = 15; PH = 45)

Senate-Approved Relevance

Studying Igbo written literature is in accord with Godfrey Okoye University vision of building strong personalities who can adequately face the challenges of the contemporary society. Our graduates' wide knowledge of literature should extend to the knowledge of Igbo written literature. Igbo written literature sustains the indigenous Igbo language, traditional values and moral education as most of the cherished norms, ethos and values of communication are preserved in the language. So, a knowledge of Igbo written literature is an embrace with Igbo symbol of identity which creates an authentic African (Igbo) story that effectively bridges the historical, cultural and literary gaps between what the student traditionally know about literature and what is contained in Igbo written literature. It brings knowledge and insight to enhance positive development of the graduates and their employability in settings that deal with African (Igbo) culture and/or literature.

Overview

The students would be exposed to literature written in Igbo language, on Igbo culture. This will include texts such as *Omenuko* by Peter Nwana (1933), *Odezu Utoasusu Igbo* by C,E Ofomula (2000), *Nchikota Asusu Na Utoasusu Igbo Izugbe* by E.N Enenanjo (1998), *Umi Nkowa Utasusu Igbo* by Umeh C. etal (2011). The course examines the plot of each novel, the themes, settings, language, diction, characterization, literary techniques, cultural patterns and all other elements of written literature.

In 1933 Peter Nwana's Igbo novel *Omonuko*, a classic and a trail-blaser was published by Longman. Since then *Omenuko* has opened the floodgate of Igbo novels for study at primary and secondary schools in Nigeria. We believe it is time now to savour the rich delicacy of Igbo expression, culture and tradition that can only be enjoyed in Igbo novels; hence the necessity for this course. With the verve and perspicacity of Igbo proverbs and figures of speech, our students' perception of Igbo thought patterns would be greatly enhance.

Objectives

1. List some Igbo novels.
2. Discuss the academic life of each of the authors of Ndigbo novels studied.
3. Write notes on the major characters of the Ndigbo novel studied.
4. Explain the themes of some Igbo novels.
5. Analyze Igbo culture and tradition as presented in the Ndigbo novels studied.
6. Analyze Igbo proverbs found in the literature.
7. Explain the importance of studying Literature of Ndigbo.
8. Explain the literary techniques employed in some Ndigbo novels.
9. Discuss the plot of each novel studied.
10. Do an analysis of the major characters of each novel studied.

Learning outcomes

1. Introduce some Ndigbo novelists and their novel.
2. Explore the major characters of three Ndigbo novels studied.
3. Recount the themes of three Ndigbo novels.
4. Analyze six Igbo cultural elements and tradition as presented in the Ndigbo novels studied.
5. Analyze and apply ten Igbo proverbs.
6. Discuss the importance of studying Ndigbo written literature.
7. Explore ten literary techniques employed in some Ndigbo novels.

8. Review three Igbo novels studied.
9. Narrate the biography of each of the authors of Igbo novels studied.
10. Compare the major characters of each novel studied.

Course Contents

The novel (Introduction). Types of novel. Ndigbo novelists and their novels. Characters in Ndigbo novels under study. Themes of some Ndigbo novels. Figures of speech in the novels. Igbo cultural elements and tradition as presented in the Ndigbo novels studied. Igbo proverbs. Language. Diction. Construction of sentences in Igbo language. Protagonist and antagonist of each novel. Importance of studying Ndigbo written literature. Literary techniques employed in some Ndigbo novels. Review of the novels studied. Biography of each of the authors of Ndigbo novels studied. Comparing Ndigbo written literature with English Literature.

Minimum Academic Standard

NUC – MAS Requirements.

GOU-ELS 216: Principles of Translation (3 Units; Compulsory; LH = 30; PH = 45)

Senate-Approved Relevance

As part of the vision of Godfrey Okoye university, this course has found a gap to fill in its objective to expose students to the principles, techniques and methods of translation, so that global knowledge can be accessed through appropriate translation of ideas, discoveries, developments, history, and information. With this, the different worlds of form would be nit together for peace and development. By learning the principles and methods of translation, the graduates will, among other gains, be able to harness the entrepreneurial value of the art of translation, and the sustainability of cultures and histories, through translations. Scientific documents, important educational books, religious and political facts would be translated for easy understanding. With this, children and adults can learn, interpret, and analyze a material translated into the local language with ease.

Overview

The intent of this course is to teach students the basic principles and techniques of translation so that they can be well equipped to translate written or spoken documents from one language to another. This situation will enhance proper understanding of the contents of documents, written or spoken, in other languages.

The graduates of English and Literary Studies will, among other things, be exposed to the meaning and concept of translation, the theories of translation, Principles, techniques, methods, procedures, as well as the entrepreneurial value of translation skills.

Objectives

The objectives of the course are to:

1. Define the term translation
2. Mention the theories of translation.
3. State Baker’s approach to translation equivalence.
4. Define the term translation shift.
5. List the types of translation shift.
6. Mention the different types of translation.
7. List the principles of translation.
8. Outline the procedure for translation.

9. List the techniques/methods of translation.
10. State the importance of meaning in translation.
11. Distinguish between meaning, words and grammar in translation.
12. Do some translation exercises.

Learning outcomes

1. Explain the notion/concept of translation.
2. Analyze the theories of translation.
3. Explore Baker's approach to translation equivalence.
4. Describe the term translation shift.
5. Categorize the types of translation shift.
6. Compare the different types of translation.
7. Explore the principles of translation.
8. Recount the procedure for translation.
9. Enumerate the techniques/methods of translation.
10. Narrate the importance of meaning in translation.
11. Distinguish between meaning, words and grammar in translation.
12. Translate texts written in L2 to L1 for various purposes (literary texts, adverts, journals etc).

Course contents:

The notion/concept of translation. Types of translation. Theories of translation. Baker's approach to translation equivalence. Jakobson approach to translation. Rank bound translation. Unbound translation. Translation shift. Types of translation shift. The historical background of translation. The importance of translation to different users. Principles of translation. Procedure for translation. Techniques. Methods of translation. Importance of meaning in translation. Role of meaning, words and grammar in translation. What to avoid in translation. The concept of Source Language Translation SLT and Target Language Translation TLT. Role of culture in translation. Features of a good translated document. The concept of intra-lingual, inter-lingual and inter-semiotic translation. Translation for different purposes (academic, business, advertising etc.). Field work and practical exercises in translation for different purposes,

Minimum Academic Standard

Conducive classroom setting with books for translation.

300 Level

GST 312 : Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and

5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to eace & conflict management --- (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

ENT 312 – Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research.

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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. capture complexity by means of a single general statement;

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

Course Contents

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

ENG 302: Phonology of English

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 303/LIN 303: Introduction to Applied Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Application of linguistic knowledge to language phenomena; analysis: contrastive, error, discuss and performance; acquisition of language in L1 and L2 situations; language teaching, learning and testing; psychology and sociology of language acquisition and development; deploying practical relevance of linguistics to computer language instruction speed effect and artificial intelligence.

ENG 304/ LIN 307: Introduction to Semantics

(2 Units C: LH 30)

Learning Outcome

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

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

Course Contents

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

ENG 305: The English Language in Nigeria

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 306: Discourse Analysis

(2 Units C: LH 30)

Learning Outcomes

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

1. compose and analyse English texts;
2. criticise speeches and writings in specialized situations;
3. and criticism of text and composition of speeches and writings in specialized situations;

4. construct English texts for special and professional usages such as advertisements tributes cartoons and courtesies;
5. composition of typical Nigerian English in social and regional contexts.

Course Contents

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

ENG 307/ LIN 305: The Sociolinguistics of English

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Basic introduction to the history methodology, theory and application of social linguistics.

Differentiation of English in post-colonial situations like Nigeria. English and multilingualism. English and Globalization. English and national development. English in a second language context. English as lingual franca / official language.

GOU-ELS 311: Business English, (3 Units; Compulsory; LH = 30; PH = 45)

Senate-approved relevance

The vision of Godfrey Okoye University is to provide a curriculum that is adequate for building strong personalities; personalities that can fit squarely into the contemporary dynamic world of science, technology and commerce. This course, therefore, provides an effective conglomerate of ideas, rules, ethics, principles, practices, and guides which in concert constitute the essentials of Business English, and can therefore serve as an effective scheme for training and equipping students of English and Literary Studies with the technical skills required for formal business transactions in corporate organizations, institutions and other office settings with business concerns, in order to enhance their employability. Business English is not only connected to the vision of Godfrey Okoye university, but also to the Nigerian sociolinguistic setting where English is, by law, the official language of Nigeria, as well as the language of commerce, business, politics, and education.

Overview

The discipline of Business English, in conformity with the dynamic status of the 21st century, has become scientific, technical, specialized and generic. Being an aspect of communication, Business English is found to be central to the whole business of the management of human and material resources, within the context of all organizations, whether commercial, educational, political, or administrative. Hence, for any organization or institution with business concerns to succeed, it must adopt the communicative strategies and skills that connect it to its business

audience(s) and enable it to attain its full organizational potentials. With this course, the students would be exposed not only to the technical details involved in scientific/specialized writing such as the writing official letters, memoranda, reports, minutes, public announcement, petition, among others, but also to the basic language skills, grammatical skills, and principles and styles of good oral presentation.

This aspect of business enterprise is often taken for granted and neglected because people seem to assume that the skills, techniques, and procedure needed can be caught on the job rather than taught in formal setting. Many business managers have thus tended to be more interested in the product than in the process. This course therefore provides the process through which the product can be achieved.

Objectives

The objectives of this course are to:

1. Define the term communication.
2. Explore the terms communication process and communication flow.
3. Define the terms Business communication and Business English
4. List the features of Business English
5. Explore the fundamentals of effective communication in English
6. State the strategies for planning, organizing and crafting a message
7. List the features of scientific writing
8. State the difference between all types of business and official letters such as memoranda, curriculum vitae, minutes, job applications, invitation, obituary, reports, speeches, etc

Learning outcome

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

1. Explain the concept of communication in an organizational setting.
2. Distinguish between communication process and communication flow.
3. Explain the terms Business communication and Business English
4. Analyze six features of Business English
5. Make twenty samples of good communication in English
6. State five strategies for planning, organizing and crafting a message
7. Explain four features of scientific writing
8. Write all types of business and official letters such as memoranda, curriculum vitae, minutes, job applications, invitation, obituary, reports, speeches, etc

Course contents

The concept of communication in an organizational setting. The communication process. The communication flow. Business communication and Business English. Features of Business English. Fundamentals of effective communication in English. Strategies for planning, organizing and crafting a message. Features of scientific writing. Types of business and official letters such as memoranda, curriculum vitae, minutes, job applications, invitation, obituary, reports, speeches, etc Principles of good oral presentation. Ethics of phone conversation. International best practices. Technicalities involved in achieving eloquence. Use of computer, word processing and other computer applications. Language skills. Rules of concord with exemplification. Analysis of the English tense. Grammatical structures and sentences. The mechanics of the English language. Vocabulary development.

Minimum Academic Standard

Business English laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 313: English for Secretarial Activities I (3 Units; Compulsory; LH = 30; PH = 45)

Senate-approved relevance

Training of highly skilled and knowledgeable graduates that can serve as secretaries and administrators is in consonance with Godfrey Okoye University vision of quality education for the building of strong personalities who can serve in the different sectors of our dynamic society. The relevance of this course (English for Secretarial Activities) rests in the graduate's knowledge and skills for secretarial activities and can therefore serve competently as secretaries in formal organizational settings.

Overview

Since English has the status of official language in Nigeria and in most countries of the world, students of English and Literary Studies should, as part of their training, be required to take a course that prepares and equips them for secretarial activities. The students' foundation in English studies should serve as a boost for training in secretarial activities such as the use of shorthand, use of specialized abbreviations, use of the computer and word processing, use of office equipments for filing, writing of business/official letters, memoranda, minutes, reports, curriculum vitae, phone conversation, among other activities; and training in making good oral presentations, observation of relevant technical skills, and the use of the basic language skills, English tense, concord, specialized vocabulary, terminologies and expressions, among others. With the approved contents of this course, the graduate of English and Literary Studies of Godfrey Okoye University will be qualified for employment as secretary or administrator in any corporate institution/organization around the world. This course can also serve as an elective course to students of the faculty of Law, and of the department of Business Administration.

Objectives

The objectives of the course are to:

1. Define the term Secretarial Studies.
2. List secretarial office activities.
3. State the professional skills of a secretary.
4. List the parts of a computer and their functions.
5. Explain the use of power point and other computer applications.
6. List the ethics and principles of phone conversation.
7. Explore official terminologies and expressions.
8. List technical abbreviations used in secretarial documents.
9. Analyze the four basic language skills of reading, listening, speaking and writing
10. Explain all the rules of concord with exemplification
11. Write all kinds of business/official letters, memoranda, invitations, reports, agenda, minutes, mails, etc on a wide variety of topics, and with effective wording, grammar, mechanics, tone and layout.
12. List the principles of good oral presentation

Learning outcome

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

1. Explain the term Secretarial Studies

2. Categorize secretarial office activities.
3. Make use of power point and other computer applications.
4. Explain each part of the computer and their functions and applications.
5. Explore four principles of phone conversation.
6. Discuss at least seven official terminologies and expressions.
7. Explain ten technical abbreviations used in secretarial documents.
8. Analyze the four basic language skills of reading, listening, speaking and writing
9. State all the rules of concord with exemplification
10. Write all kinds of business/official letters, memoranda, invitations, reports, agenda, minutes, mails, etc on a wide variety of topics, and with effective wording, grammar, mechanics, tone and layout, all geared towards expressing confidence in their ability and professionalism to the recipient(s)
11. Make an attractive speech to the class.

Course contents:

Definition of the term Secretarial Studies. Secretarial office activities. Professional skills of a secretary. Parts and functions of the computer. Word Processing. Power Point. Other Computer Applications. Ethics and principles of phone conversation. Official terminologies and expressions. Technical abbreviations used in secretarial documents. Basic language skills of reading, listening, speaking and writing. Rules of concord. The English tense. Grammatical structures. Sentences structure and types. Official letters and correspondences. Features of business/official letters. Memoranda. Invitations. Report writing. Agenda. Minutes writing. Mails. Principles of good oral presentation.

Minimum Academic Standard

English for secretarial Activities laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 314: English for Secretarial Activities II (3 Units; Compulsory; LH = 30; PH = 45)

Senate-approved relevance

Practical training of highly skilled and knowledgeable graduates that can serve as secretaries and administrators is in consonance with Godfrey Okoye University vision of quality education for the building of strong personalities who can serve in the different sectors of our dynamic society. The relevance of this practical aspect of the course (English for Secretarial Activities) rests in the graduate's practical knowledge and skills for secretarial activities and can therefore serve competently as secretaries in formal organizational settings.

Overview

Since English has the status of official language in Nigeria and in most countries of the world, students of English and Literary Studies should, as part of their training, be required to take a course that prepares and equips them for secretarial activities. The students' foundation in English studies should serve as a boost for practical training in secretarial activities such as the use of shorthand, use of specialized abbreviations, use of the computer and word processing, use of office equipments for filing, writing of business/official letters, memoranda, minutes, reports, curriculum vitae, phone conversation, among other activities; and training in making good oral presentations, observation of relevant technical skills, and the use of the basic

language skills, English tense, concord, specialized vocabulary, terminologies and expressions, among others.

With the approved contents of this course, which is the practical aspect of ELS 313, the graduate of English and Literary Studies of Godfrey Okoye University will be qualified for employment as secretary or administrator in any corporate institution/organization around the world. This course can also serve as an elective course to students of the faculty of Law, and of the department of Business Administration.

Objectives

The objectives of this course are to:

1. Type a document with the computer with maximum speed.
2. Make Power Point presentations.
3. Explain the importance of using specialized terminologies in secretarial activities..
4. State the semantic value of some technical abbreviations used in secretarial documents.
5. Carry out practical reading, listening, speaking and writing exercises to demonstrate mastery of the skills.
6. Teach the rules of concord, practically, with exemplification
7. Distinguish between the different kinds of business/official letters, memoranda, invitations, reports, agenda, minutes, mails, etc on a wide variety of topics, and with effective wording, grammar, mechanics, tone and layout.
8. Moderate oral presentations.

Learning outcome

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

1. Type documents with proficiency.
2. Make at least three different presentations with power point.
3. Play the role of a secretary in an office setting (dramaturgy).
4. Make practical Phone conversations to show expertise in observance of ethics and principles.
5. Make use of specialized terminologies by acting as a secretary in an office setting.
6. Write sample official letters, or memoranda showing the use of technical abbreviations used in secretarial documents.
7. Carry out practical reading, listening, speaking and writing exercises to demonstrate mastery of the skills.
8. Make sample sentences in observance of the rules of concord.
9. Write a sample each of business/official letters, memoranda, invitations, reports, agenda, minutes, mails.
10. Make oral presentation on important topics to show expertise and eloquence

Course contents:

Practical exercise on computer application. Power Point presentations. Excel Sheet applications. Practical drama of Secretary and the boss in an office setting (to show secretarial activities). Practicing phone conversation exercises. Practical use of specialized terminologies in secretarial activities. Practical use of technical abbreviations in secretarial documents. Practical exercises in reading, listening, speaking and writing skills. Practical approach to teaching/learning of concord. Practical approach to teaching/learning of the English tense, Grammatical Structures. Sentence types and functions. Writing samples of business/official

letters. Writing of memoranda. Reports writing, Writing of minutes, Practical note taking and note making exercises. Samples of oral presentation. Practical guide to shorthand.

Minimum Academic Standard

English for secretarial Activities laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

400 Level

ENG 402: Pragmatics

(2 Units C: LH 30)

Learning Outcomes

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

Course Contents

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

ENG 403/LIN 408: Psycholinguistics

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 404/LIN 403: Multilingualism

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 405: English for Specific Purposes

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENG 406: Research Methods II

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Continuation of ENG 309 emphasizing data analysis. Methodology, theories and conceptual framework for discourse. Complete project writing, complete with abstract, findings and recommendations.

ENG 409: Project/Long Essay:

(6 Units C: PH 270)

Learning Outcome

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

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

Course Contents

Original independent research by students on a topic in English with appropriate documentation and proper referencing techniques. Finalising production of their project. Consultation with supervision for final touches on the thesis.

Course Contents and Learning Outcomes

GOU-ELS 411: Principles and Styles of Good oral Presentation (3 Units; Compulsory; LH = 30; PH = 45)

Senate approved relevance

Training of graduates with practical skills in oral presentation for socio-economic and political development is in tandem with Godfrey Okoye University vision to offer quality education that contributes to the building of strong personalities for dialogue within and across cultures in all spheres of human endeavour. Graduates of English and Literary studies should be well prepared and equipped to make powerful presentations whenever the need arises. We have been victims of speakers (eg teachers, entertainers, entrepreneurs, instructors, leaders) who stir violence, or put their audience to sleep with their style of presentation. This course provides the students with some of the styles and principles of oral presentations that yield results – from dynamic introductions to powerful closings. The present society requires personalities that are vocal, articulate and persuasive in their oral presentations. This enhances their marketability in political, religious, social and educational settings. Making a good presentation is not essentially a natural ability – people can perfect the art with training and experience. Today, one of the major factors in learning and knowledge exchange, stable relationship, conflict resolution, and development is the possession of effective communication (presentation) skills. The graduate should not only be vast in writing skills but should also be equipped with oratory skills and rhetoric, all geared towards their employability and usefulness to society.

Overview

This course focuses on the basic principles and styles of good oral presentation. The onus is to equip the graduates of English and Literary Studies with the most efficient, effective and productive method of oral presentation which include a wide range of factors, cutting across adequate preparation; good structural organization; outlining the presentation; attractive opening; proper use of quotations, rhetorical questions, declarative statements, scenarios and anecdotes; good personal approach such as effective gestures, dressing, balanced voicing and eye contact; timing the presentation; exploring visual aids; audience feedback; creating question and answer session; summarizing, and concluding.

The course also examines the concept of style as the totality of the choices a speaker makes from the available vocabulary and syntactic resources of a language, and other variables of communication.

Objectives

The objectives of this course are to:

1. Explain the terms principles and styles oral of presentation.
2. Define the term technical vocabulary.
3. Explore the principles of preparation and outlining in oral presentation.
4. Explain what is meant by structural organization in oral presentation.
5. State the importance of quotation, rhetorical questions, declaration, scenario, and anecdotes as elements of attractive opening.
6. Discuss cure podium panic and psychosis of inferiority.
7. Explain what is meant by knowing your audience in a presentation.
8. List the components of personal approach in a presentation.
9. Distinguish between bumps-on-a-log, motor-mouths, snipes, and stealers in a presentation.
10. State the importance of feedback and timing in a presentation.
11. Explore the use of visual aids.
12. State the importance of summary and conclusion in a presentation.
13. Make practical oral presentations as part of the training.

Learning outcomes

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

1. Compare the terms principles and styles as strategies of oral presentation.
2. State the importance of technical vocabulary in oral presentation.
3. Analyze the principles of preparation and outlining in oral presentation.
4. State how a presentation can be structurally organized in an oral presentation.
5. Make use of quotations, rhetorical questions, declarations, scenario, and anecdotes as elements of attractive opening.
6. State four reasons why knowledge of the audience is important.
7. Practice the use of the components of personal approach in oral presentation.
8. State how to control the audience in an oral presentation.
9. Outline the importance of feedback and timing in an oral presentation.
10. Present oral samples of summary and conclusion as parts of an oral presentation.
11. Carry out attractive oral presentation, with visual aids, on a topical issue.

Course contents

The concept of principles and styles of communication. The concept of technical vocabulary. Principles of preparation. Principle of outlining. Principle of structural organization. Effective

use of quotation. Use of rhetorical questions. Use of declaration, Use of scenario. Use of anecdotes as element of attractive opening. Dealing with podium panic and psychosis of inferiority. Knowing your audience in a presentation. Components of personal approach in a presentation. Audience control: bumps-on- a-log, motor-mouths, snipes, and stealers in a presentation. Importance of feedback and timing in a presentation. Use of visual aids. Importance of summary and conclusion in a presentation. Practical oral presentations.

Minimum Academic Standard

Principles and styles of oral presentation laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 413: Forensic Linguistics I (3 Units; Compulsory; LH = 30; PH = 45)

Senate-approved relevance

Training of highly skilled, creative and knowledgeable graduates with skills in the use, analysis and interpretation of English language for solving social problems, is in tandem with Godfrey Okoye University vision to offer quality education that contributes to the building of strong personalities for dialogue within and across cultures. The relevance of the course (Forensic Linguistics) rests in the graduates Knowledge, skills and ability to forensically analyze utterances/voice messages (Forensic phonology), and written/text messages (Forensic stylistics), with a view to ascertaining authorship of voice and written messages for criminal investigation in the criminal justice system.

Overview

All sectors of the society, namely, Psychology, Medicine, Economics, etc, are contributing their quota to the development of an effective justice system. This course has also found a gap to fill by applying linguistic knowledge, methods and insights to the forensic context of language in criminal investigation.

Forensic linguistics, being a branch of applied linguistics that is concerned with the linguistic examination of physical evidence (written or spoken), and the analysis of facts, either for the purpose of justice or merely for enquiry into further knowledge of the concept of language, is designed to produce well-trained English language graduates with vast knowledge of forensic linguistics; graduates who can match one piece of utterance or text (questioned document) with another (exemplar), by analyzing such features of writing as graphics, spelling arrangement, speed, abbreviations, word formation strategy, characteristic words, phrases, clauses and sentences; and such features of speech as intonation, idiolect, tone, accent, speed, sound peculiarities and audibility. With this course, the English language graduate will be qualified to serve as a forensic linguistic expert, giving expert analysis of written and spoken documents, and testimony before an investigative panel and a court of law, as well as assist the Investigative Police Office (IPO) in the investigation of allied cases. This course can also serve as elective course to 200 level Law students.

Objectives

The objectives of this course are to:

1. Define, with illustration, the term linguistics.
2. Explain, with exemplification, the concept of applied linguistics.
3. List the different branches of linguistics.

4. State the difference between forensic linguistics and other forms of linguistics.
5. List the elements of graphological forensic linguistic analysis.
6. Identify the elements of stylistic forensic linguistic analysis.
7. Explain the elements of semantic forensic linguistic analysis.
8. Explore the steps for forensic linguistic analysis of a written message.
9. List the steps for forensic linguistic analysis of a voice message.
10. State the skills of a forensic linguistic expert.

Learning Outcomes

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

1. Explain, with illustration and exemplification, the term linguistics.
2. Analyze the concept of applied linguistics.
3. Discuss at least three branches of linguistics.
4. Explain four ways in which forensic linguistics is different from other forms of linguistics.
5. Describe each of the graphological elements of forensic linguistics.
6. Analyze each of stylistic elements of forensic linguistics.
7. Explore four elements of semantic forensic linguistic analysis.
8. Describe the steps for forensic linguistic analysis of a written message.
9. Analyze the steps for forensic linguistic analysis of a voice message

Course contents

The concept of linguistics. Explaining the concept of applied linguistics. Branches of linguistics. The concept of forensic linguistics. Brief historical perspective of forensic linguistics. The difference between forensic linguistics and other forms of linguistics. Importance of forensic linguistic analysis in the criminal justice system. Graphological elements of forensic linguistics. Graphological elements of forensic linguistic analysis. Semantic elements of forensic linguistic analysis. Steps for forensic linguistic analysis of a written message. Steps for forensic linguistic analysis of a voice message. Skills of a forensic linguistic expert. Forensic document examination: questioned documents and types, characteristics for identification, exemplars/requested writing, handwriting identification strategy. Forgery: finger prints, signatures, obliterations, erasure. Utterance/voice identification. Procedure for forensic linguistic analysis of written/text message, Procedure for forensic linguistic analysis of voice message/utterance. Skills of a forensic linguistic expert. Activity of a forensic linguistic expert in an investigative panel / Court of law. The law on forensic linguistics: Evidence Act 2011, Sec 68, 84, 93, 94, 95, and 101 (on signature falsification, handwriting, finger print, and voice message fraud. Forensic linguistic analysis and international best practice.

Minimum Academic Standard

Forensic linguistic science laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.

GOU-ELS 414: Forensic Linguistics II - Practical (3 Units; Compulsory; LH = 30; PH = 45)

Senate-approved relevance

Training of graduates with practical skills in forensic analysis and interpretation of English texts and utterances, for solving social, judicial and linguistic problems, is in tandem with Godfrey Okoye University vision to offer quality education that contributes to the building of strong personalities for dialogue within and across cultures. The relevance of the practical aspect of the course (Forensic Linguistics II) rests in the graduates Knowledge, skills and ability to practically analyze utterances or voice messages (Forensic phonology), and written or text messages (Forensic stylistics), with a view to ascertaining authorship of voice and written messages for criminal investigation in the Criminal Justice System.

Overview

Forensic linguistics, like other academic disciplines, has found a gap to fill in the development of the society. This is done through the practical application of forensic linguistic skills methods and knowledge in the determination of the authorship of questioned written or spoken documents for the purpose of expanding the frontiers of knowledge in language studies, and for addressing crucial challenges in the justice system.

This course (Forensic linguistics II), is the practical application of ELS 413. It is concerned with the practical aspect of Forensic linguistics: the collection, categorization, and analysis of the graphological content of a written document, and the phonological content of an utterance with a view to either discovering authorship of a questioned document, for the justice system, or furthering enquiry into language studies. Students trained in this course can match a questioned document with an exemplar, by forensically identifying and analyzing their graphological features such as capitalization, spelling arrangement, morphological patterns, abbreviations, characteristic words, phrases clauses, sentences and other forms of graphology; and such features of speech as intonation, idiolect, tone, accent, speed, sound peculiarities and audibility and other supra-segmental features of language. With this course, the English language graduate will be practically qualified to serve as a forensic linguistic expert, giving expert analysis of written and spoken documents, and testimony before an investigative panel and a court of law, as well as assist the Investigative Police Office (IPO) in the investigation of allied cases.

Objectives

The objectives of this course are to:

1. Explain the elements of graphological, stylistic and phonological forensic analysis.
2. State the difference between a questioned document and an exemplar.
3. Explore the steps involved in forensic linguistic analysis of a written/text message.
4. Explain the strategy for forensic linguistic analysis of an oral message/utterance.
5. List the skills of a forensic linguistic expert.
6. State the function an expert forensic linguistic witness in an investigative panel and in a court of law.
7. State the entrepreneurial value of forensic linguistics.

Learning Outcomes

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

1. Categorize the elements of graphological, stylistic and phonological forensic analysis.
2. Analyze the difference between a questioned document and an exemplar.
3. Carry out a practical analysis of a textual document to determine authorship.
4. Conduct a practical analysis of an utterance to determine authorship.

5. Analyze the skills of a forensic linguistic expert.
6. Act as an expert forensic linguistic witness in an investigative panel and in a court of law.
7. Perform forensic linguistic analysis services.

Course contents

Elements of graphological, stylistic and phonological forensic analysis. Difference between a questioned document and an exemplar. Steps involved in forensic linguistic analysis of a written/text message. Strategy for forensic linguistic analysis of an oral message/utterance. Skills of a forensic linguistic expert. Function an expert forensic linguistic witness in an investigative panel and in a court of law. Entrepreneurial value of forensic linguistics. Importance of forensic linguistic analysis in the criminal justice system. Forensic document examination: questioned documents and types, characteristics for identification, exemplars/requested writing, handwriting identification strategy. Forgery: finger prints, signature, obliteration, erasure. Utterance/voice identification. Procedure for forensic linguistic analysis of written/text message. Procedure for forensic linguistic analysis of voice message/utterance. Skills of a forensic linguistic expert. Forensic analysis of written documents and utterances. Acting as a forensic linguistic expert in an investigative panel / Court of law. The law on forensic linguistics. Handwriting, finger print, and voice message fraud. Forensic linguistic analysis and international best practice.

Minimum Academic Standard

Forensic linguistic science laboratory with standard operating procedures (SOP) and Quality Assurance (QA) protocols with NUC-MAS requirement facilities.