



New

National Universities Commission

Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS)

Arts 2022

10 Unique Features of the Arts Discipline

1. All the programmes have in-built mechanisms through which national aspirations and global competitiveness are affirmed.
2. Admission requirements specify subjects needed by students to get a degree in the Arts Discipline.
3. Programme-based entrepreneurial course designed to broaden the employability, self-employment and job creation capacities of the graduates.
4. "Digital Humanities: Application of Computer to Arts", "The Arts and Other Disciplines", "Research Methodology in the Arts", and "Theory in the Arts", to enrich the Arts Discipline.
5. Clearly stated learning outcomes and course contents, to ensure uniformity of knowledge delivery to all students of the Arts across all universities in Nigeria.
6. Emphasis on learner-centred programmes, with reduced credit loads of 15 units per semester, taking the learner's needs into consideration, giving them time/opportunities to exploit digital and online tools to enhance their learning.
7. All programmes are adapted to the rapidly evolving ICT environments and good global learning and teaching practices, aimed at producing graduates with enhanced/greater digital literacy and the ability to apply computer knowledge to the Arts discipline in Nigeria and beyond.
8. Flexibility in each programme to accommodate new challenges, developments and opportunities in a dynamic global environment.
9. Realistic and achievable objectives in all the programmes.
10. Emphasis on innovative 21st century skills, for effective learning and teaching, relevant to students' current and future lives, experiences, aspirations, environments and society.

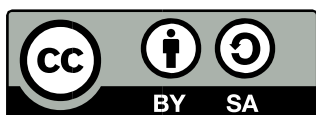
Executive Secretary: Abubakar Adamu Rasheed



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) licence (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the license.

The present licence applies exclusively to the text content of the publication. For the use of any material not clearly identified as belonging to the National Universities Commission, prior permission shall be requested from:
publication.copyright@nuc.edu.ng

This publication can be referenced as: *Core Curriculum and Minimum Academic Standards (CCMAS) for Nigerian Universities*



For more information, please contact:

Executive Secretary, National Universities Commission
26 Aguiyi Ironsi Street, P.M.B. 237 Garki GPO, Maitama, Abuja, Nigeria
Telephone: +2348027455412, +234054407741. Email: info@nuc.edu.ng.
Website: www.nuc.edu.ng

Lead Consultant: Peter A. Okebukola

Coordinating NUC Director: Dr. Noel Biodun Saliu

Formally unveiled by

His Excellency, Professor Yemi Osinbajo, SAN, GCON
Vice President, Federal Republic of Nigeria



Board of the National Universities Commission (During the period of development of the CCMAS)

Emeritus Professor Ayo Banjo (**Chairman**)
Professor Abubakar A. Rasheed (**Executive Secretary**)
Chief Johnson Osinugo
Hon. Ubong Donald Etiebet
Dr. Dogara Bashir
Dr. Babatunde M. Olokun
Alh. Abdulsalam Moyosore
Mr. Yakubu Aliyu
Professor Rahila Plangnan Gowon
Professor Sunday A. Bwala
Professor Mala Mohammed Daura
Professor Joseph Atubokiki Ajienka
Professor Anthony N. Okere
Professor Hussaini M. Tukur
Professor Afis Ayinde Oladosu
Professor I. O. Smith
Perm. Sec. Fed. Min. of Education
Perm. Sec. Fed. Min. of Finance
Perm. Sec. Fed. Min. of Health
Perm. Sec. Fed. Min. of Women Affairs & Soc. Dev.
Perm. Sec. Service Policies & Strategies Office, OHCSF

NUC Management (During the period of development of the CCMAS)

Professor Abubakar A. Rasheed (**Executive Secretary and Chairman**)
Dr. Suleiman Ramon-Yusuf (Deputy Executive Secretary)
Mr. Sam M. Onazi (Director, Finance and Accounts) (now Deputy ES, Management Services)
Dr. Noel B. Saliu (Director, Academic Planning)
Mr. Chris J. Maiyaki (Director, Executive Secretary's Office) (now Deputy ES, Administration)
Mrs. Constance Goddy-Nnadi (Director, Establishment of Private Universities)
Mr. Ibrahim U. Yakasai (Director, Public Affairs)
Dr. (Mrs.) Maryam Sali (now late) (Director, Accreditation)
Mr. Boniface C. Odum (Director, Human Resources)
Mrs. Lauretta N. Achor (Ag. Director, Students)
Mal. Lawal M. Faruk (Ag. Director, Research, Innovation and Information Technology)
Engr. Kayode S. Odedina (Ag. Director, Open, Distance and e-Learning)
Mr. Ashafa Ladan (Ag. Director, Skills Development and Entrepreneurship)
Mrs. Lydia Imoroa (Ag. Director, Inspection and Monitoring) (now substantive Director)
Mr. Jide Olukoju (Deputy Director, Physical Planning and Development)
Mr. Musa Zamuna (Deputy Director, Internationalization)
Mal. Kabiru Abdullahi (Deputy Director, Establishment Matters)
Mrs. Rita U. Kenny-Ogwu (Deputy Director, Audit)
Engr. Adamu H. Yakasai (Deputy Director, Procurement)
Arc. Ikani Samuel (Deputy Director, Programme Accreditation)
Barr. S.S. Adejoh (Director, Resource and Strategic Planning)
Mr. Lawal Haruna Ajo (Deputy Director, Information)
Mr. Mustapha Rasheed (Deputy Director, Master Plan and Infrastructure)
Mrs. Margaret Oyedele (Deputy Director, IWES)



Mr. Obi Ukwuagu (Deputy Director, Information and Communication Technology)
Mrs. Alissabatu Balogun (Deputy Director, Federal University Monitoring)
Barr. Paschal Eruaga (Chief Legal Officer)

NUC Strategy Advisory Committee

Professor Peter Okebukola, OFR	-	Chairman
Professor Ruqayyatu Ahmed Rufa'i, OON	-	Member
Professor Gambo Laraba Abdullahi	-	Member
Professor Nimi Briggs, OON	-	Member
Professor Michael Faborode	-	Member
Professor Attahiru Jega, OFR	-	Member
Professor Chiedu F. Mafiana	-	Member
Mr. Tope Toogun	-	Member
Dr. Suleiman Ramon-Yusuf	-	Member
Dr. Noel Biodun Saliu	-	Member
Mr. Christopher Maiyaki	-	Member
Dr. Maryam Sali (late)	-	Member
Dr. Joshua Atah	-	Secretary



List of Reviewers

Title	Surname	First Name	Institution	Programme
Professor	ALIYU	Sani A.	Ahmadu Bello University	Chairman
Professor	OBASIKENE	John I.	Enugu State University of Science and Technology	Co-chairman
Professor	AMINU	Muhammad Lawal	Ahmadu Bello University	African Languages and Literatures (Hausa)
Professor	NWOKOYE	Nkechinyere Anthonia	Nnamdi Azikiwe University	African Languages and Literatures (Igbo)
Professor	ADEYEMI	Olalere	University of Ilorin	African Languages and Literatures (Yoruba)
Professor	KEHINDE	Ayobami	National Academy of Arts	Nigerian Academy of Letters
Professor	ESSIEN	Eno-Abasi	University of Uyo	African Languages and Literatures (Efik/Ibibio)
Professor	IGBOIN	Benson Ohihon	Adekunle Ajasin	African Traditional Religion
Professor	OGUNTOYIN BO-ATERE	Martina	Adeleke University	Religious Studies
Professor	DAWOOD	Attahiru Muhammad	Bayero University Kano	Arabic Studies
Doctor	BASHIR	Aliyu Umar	Bayero University Kano	Shari'ah
Professor	OLOYEDE	Is-haq	University of Ilorin	Islamic Studies
Professor	HABIB	Aisha. G	Bayero University Kano	Islamic Studies
Professor	GUNDU	Zakaru Angers	University of Mkar	Archaeology
Professor	TAGBO	Christopher Okeke	University of Nigeria Nsukka	Christian Religious Studies
Professor	EHIOGHAE	Efe	Babcock University	Theology
Professor	ADEBISI	Rauf	Ahmadu Bello University	Modern European Languages (French)
Professor	NWIGWE	Boniface	University of Port Harcourt	Modern European Languages (German)
Dr.	NWARUKWE	Charles O.	University of Nigeria Nsukka	Modern European Languages (Russian)
Professor	ODINYE	Ifeanyi	Nnamdi Azikiwe University	Chinese



Title	Surname	First Name	Institution	Programme
Professor	OBAFEMI	Olu	University of Ilorin	English Language and Literature in English
Professor	YAKUBU	Ochefu	AVCN/Benue State University	History
Professor	EGBOKHARE	Francis	University of Ibadan	Linguistics
Professor	OLATUNJI	Michael Olutayo	Obafemi Awolowo University	Music
Professor	EVWIERHOM A	Mabel	University of Abuja	Theatre Arts / Folklore
Emeritus Professor	SOGOLO	Godwin	National Open University of Nigeria	Philosophy
Professor	EKWUAZI	Hyginus	University of Ibadan	Film Production
Professor	OLASOPE	Olakunbi	University of Ibadan	Classics
Professor	AKWANYA	Nicholas A.	University of Nigeria Nsukka	Classics



National Universities Commission Representatives

Title	Surname	First Name	Programme
Mrs.	ONAIYEKAN	Omotayo Kate	Discipline Representative. Linguistics, Theatre Arts, Folklore, Film Production and African Languages and Literatures (Efik/Ibibio)
Mr.	DOMINGO	Tunbosun	African Languages and Literatures (Hausa, Igbo and Yoruba) and Christian Religious Studies
Mrs	ESSIEN	Emem	African Traditional Religion
Mr.	DOSUNMU	Ademiluyi	Chinese
Mrs.	DOSUNMU	Damilola Deborah	Religious Studies
Mr.	USMAN	Musa Akali	Shari'ah and Arabic
Mr.	IBRAHIM	Abubakar	Islamic Studies and History
Dr.	LIGARI	Hadu Gabriel	Archaeology
Mrs.	ANTHONY	Veronica	Theology
Mr.	UVAH	Alex	Modern European Languages and English and Literary studies
Mr.	AKUBUE	Jude	Music and Philosophy
Mrs.	ABANG	Celine	Classics



Foreword

In furtherance of the “change” mantra of the present administration, I published a roadmap to guide my Ministry on ways of addressing the multiple problems that faced the education sector of the country shortly after my assumption of office in 2016. Known as “***Education for Change: Ministerial Strategic Plan – 2016-2019***” (updated to 2018-2022), the content of the document reaffirms government’s commitment to strengthening institutional structures and establishing innovative approaches that would quickly revamp the education sector.

The nations’ universities hold a pride of place in the execution of such a strategy, being at the peak of the educational system and charged in an overall manner, with the responsibility of catalysing the sustainable and inclusive growth and prosperity that the “change” mantra envisions. Thus, a “rapid revitalization of the Nigerian university system”, which is proceeding apace, became imperative. Improvement in research, teaching and learning facilities, deepening ICT penetration and the provision of enhanced power supply in our university campuses are some of the areas receiving stringent attention. In the same vein, the need was felt to radically review the curricula which universities had used for more than a decade so as to put in place one that would more directly address local issues, meet international standards and is fit for purpose for the training of 21st century graduates.

The National Universities Commission has concluded the review of the former *Benchmark Minimum Academic Standards (BMAS)* of 14 disciplines into those of *Core Curriculum and Minimum Academic Standards (CCMAS)* of 17 disciplines. I am therefore pleased to present these documents to the universities, the general public and the international community as I am sure that their application would tremendously uplift scholarship in our universities. I thank all and sundry who worked assiduously to bring this seminal enterprise to fruition.

Malam Adamu Adamu
Honourable Minister of Education



Preface

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other degree awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (NUS) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (MAS) for all programmes in Nigerian universities. The MAS documents were subsequently approved by the Federal Government for use as a major instrument for quality assurance in the Nigerian University System (NUS). The documents were employed in the accreditation of programmes in the NUS for over a decade.

In 2001, the Commission initiated a process to revise the documents because the said MAS documents were essentially content-based and merely prescriptive. In 2004, the Commission developed outcome-based benchmark statements for all the programmes through a workshop that allowed for exhaustive deliberations by relevant stakeholders. Following comments and feedback from the universities to the effect that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curriculum and inadequate for the purpose of accreditation, the Commission, in 2007 put in place a mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards, which birthed the Benchmark Minimum Academic Standards (BMAS). The resultant BMAS, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly articulated the Learning Outcomes and competencies expected of graduates of each academic programme in Nigerian Universities without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy. In all, the BMAS documents were developed for the thirteen existing disciplines namely, **Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences and Veterinary Medicine.**

The Commission, in 2016, in its sustained commitment to make the NUS adaptable to global trends in higher education, constituted a group of relevant academic experts to develop a BMAS in **Computing**, thus increasing the number of disciplines in Nigerian Universities to fourteen.

In keeping with its mandate of making university education in Nigeria more responsive to the needs of the society, the National Universities Commission commenced the journey to restructure the BMAS in 2018, introducing in its place, the **Core Curriculum and Minimum Academic Standards (CCMAS)**, to reflect the 21st Century realities, in the existing and new disciplines and programmes in the Nigerian University System.

The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). In order to enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign



and renowned universities served as major working materials for the various panels constituted for that purpose.

Bearing in mind the need to adhere to covid-19 protocol as prescribed by the National Centre for Disease Control (NCDC), the Commission was compelled by prevailing circumstances to finalize the curriculum virtually. General Assemblies were also held via Zoom, comprising, the NUC Strategic Advisory Committee (STRADVCOM), Chairpersons/Co-Chairpersons of the various disciplines and Panel Members of the respective programmes. Each Discipline and Programme had NUC representatives who assisted panellists with all the tools and working materials. Several online meetings were held at programmes level, where the real business of developing the CCMAS took place. The products of the various programme-based virtual meetings were submitted to the corresponding discipline group and then to the National Universities Commission. These documents were further scrutinized and fine-tuned by a smaller group of versatile subject matter specialists and relevant private sector practitioners.

In line with the dynamism in higher education provisioning, the Commission took cognizance of complaints by the universities on the high number of General Studies (GST) courses in the BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation and Entrepreneurship, and innovation found generous space. In addition, the new curriculum unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the Bachelor of Architecture Programmes, while establishing some emerging specializations in these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose graduates. The Allied Health Sciences was also carved out as a new Discipline from the existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organized by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were produced for the following academic disciplines in the NUS:

1. Administration and Management
2. Agriculture
3. Allied Health Sciences
4. Architecture
5. Arts
6. Basic Medical Sciences
7. Computing
8. Communication and Media Studies
9. Education
10. Engineering and Technology
11. Environmental Sciences
12. Law
13. Medicine and Dentistry
14. Pharmaceutical Science
15. Sciences
16. Social Sciences
17. Veterinary Medicine



The CCMAS documents are uniquely structured to provide for 70% of core courses for each programme, while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. In addition to the overall Learning Outcomes for each discipline, there are also Learning Outcomes for each programme and course. In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.

Consequently, the Commission is optimistic that the 2022 CCMAS documents will serve as a guide to Nigerian Universities in the design of curriculum for their programmes with regards to the minimum acceptable standards of input and process, as well as, measurable benchmark of knowledge, 21st century skills and competences expected to be acquired by an average graduate of each of the academic programmes, for self, national and global relevance.

Professor Abubakar Adamu Rasheed, *mni, MFR, FNAL, HLR*
Executive Secretary



Contents

<i>Foreword</i>	8
<i>Preface</i>	9
<i>Introduction</i>	18
<i>B.A Arabic</i>	27
Overview	27
Philosophy.....	27
Objectives.....	27
Employability Skills.....	27
21 st Century Skills	28
Admission and Graduation Requirements.....	28
Global Course Structure	28
Course Contents and Learning Outcomes	30
Minimum Academic Standards.....	46
<i>B.A Archaeology</i>	49
Overview	49
Philosophy.....	49
Objectives.....	49
Unique Features of the Programme.....	49
Employability Skills.....	49
21 st Century Skills	50
Admission and Graduation Requirements.....	50
Global Course Structure	50
Course Contents and Learning Outcomes	52
Minimum Academic Standards.....	65
<i>B.A African Tradition Religion</i>	68
Overview	68
Philosophy.....	68
Objectives.....	68
Unique Features of the Programme.....	68
Employability Skills.....	68
21 st Century Skills	68
Admission and Graduation Requirements.....	69
Global Course Structure	69
Course Contents and Learning Outcomes	71
Minimum Academic Standard	83
<i>B.A Chinese Studies</i>	86
Overview	86
Philosophy.....	86
Objectives.....	86
Unique Features of the Programme.....	87
Employability Skills.....	87
21 st Century Skills	87
Admission and Graduation Requirements.....	88
Global Course Structure	89
Course Structure and Learning Outcomes.....	90
Minimum Academic Standards.....	106
<i>B.A. Christian Religious Studies</i>	109
Overview	109
Philosophy.....	109



Objectives.....	109
Employment Skills	109
21 ST Century Skills.....	110
Unique Features of the Programme.....	110
Admission and Graduation Requirements.....	110
Global Course Structure	111
Course Contents and Learning Outcomes.....	112
Minimum Academic Standards.....	124
<i>B.A Christian Theology.....</i>	<i>125</i>
Overview	125
Philosophy.....	125
Objectives.....	125
Unique Features of the Programme.....	125
Employability Skills.....	126
21 st Century Skills	126
Admission and Graduation Requirements.....	126
Global Course Structure	127
Course Contents and learning outcomes	128
Minimum Academic Standards.....	144
<i>B.A Classics</i>	<i>147</i>
Overview	147
Philosophy.....	147
Objectives.....	147
Unique Features of the Programme.....	147
Employability Skills.....	148
21 st Century Skills	148
Learning Outcomes	148
Admission and Graduation Requirements.....	148
Global Course Structure	149
Course Contents and Learning Outcomes	150
Minimum Academic Standards.....	163
<i>B.A Efik.....</i>	<i>165</i>
Overview	165
Philosophy.....	165
Objectives.....	165
Unique Features.....	166
Employability Skills.....	166
21st Century Skills	166
Admission and Graduation Requirements.....	167
Global Course Structure	167
Course Contents and Learning Outcomes	169
Minimum Academic Standards.....	187
<i>B.A English Language and Literature.....</i>	<i>191</i>
Overview	191
Philosophy.....	191
Objectives.....	191
Unique Features of the Programme.....	191
Employability Skills.....	192
21st Century Skills	192
Admission and Graduation Requirements.....	193
Global Course Structure	193
Course Contents and Learning Outcomes	197
Minimum Academic Standards.....	216



<i>B.A Film Production</i>	<i>218</i>
Overview	218
Philosophy.....	218
Objectives.....	218
Employability Skills Emphasised.....	219
21 st Century Skills	219
Unique Features of the Programme.....	219
Admission and Graduation Requirements.....	219
Global Course Structure	220
Course Content and Learning Outcomes.....	222
Minimum Academic Standards.....	241
<i>B.A Folklore Studies.....</i>	<i>244</i>
Overview	244
Philosophy.....	244
Objectives.....	244
Unique Features of the Programme.....	245
Employability Skills.....	245
21 st Century Skills	246
Admission and Graduation Requirements.....	246
Global Course Structure	247
Course Contents and Learning Outcomes	249
Minimum Academic Standards.....	261
<i>B.A Hausa.....</i>	<i>267</i>
Overview	267
Philosophy.....	267
Objectives.....	267
Unique Features of the Programme.....	268
Employability Skills.....	268
21 st Century Skills	268
Admission and Graduation Requirements.....	269
Global Course Structure	269
Course Contents and Learning Outcomes	271
Minimum Academic Standards.....	286
<i>B.A History/History and Diplomatic Studies.....</i>	<i>288</i>
Overview	288
Philosophy.....	288
Objectives.....	288
Unique Features of the programme	288
Employability Skills.....	288
21 st Century Skills	289
Admission and Graduation Requirements.....	289
Global Course Structure	289
Course Contents and Learning Outcomes	291
Minimum Academic Standards.....	304
<i>B.A Ibibio.....</i>	<i>307</i>
Overview	307
Philosophy.....	307
Objectives.....	307
Unique Features.....	308
Employability kills	308
21 st Century Skills	308
Admission and Graduation Requirements.....	309
Global Course Structure	309



Learning Outcomes and Course Contents	311
Minimum Academic Standards	329
B.A Igbo	333
Overview	333
Philosophy.....	333
Objectives.....	333
Unique Features of the Programme.....	333
Employability Skills.....	334
21st Century Skills	334
Admission and Graduation Requirements.....	334
Global Course Structure	335
Course Contents and Learning Outcomes	336
Minimum Academic Standards.....	349
B.A Islamic Studies.....	352
Overview	352
Philosophy.....	352
Objectives.....	352
Unique Features of the Programme.....	352
Employability Skills.....	353
21st Century Skills	353
Admission and Graduation Requirements.....	353
Global Course Structure	354
Course Contents and Learning Outcomes	355
Minimum Academic Standards.....	370
B.A Linguistics.....	373
Overview	373
Philosophy.....	373
Objectives.....	373
Employability Skills.....	374
21 st Century Skills	374
Unique Features of the Programme.....	374
Admission and Graduation Requirements.....	375
Global Course Structure	376
Minimum Academic Standards.....	392
B.A. Modern European Languages B.A (French).....	394
Overview	394
Philosophy.....	394
Objectives.....	394
Employability Skills Emphasised.....	395
21 st Century Skills Emphasised.....	395
Unique Features of the Programme.....	395
Admission and Graduation Requirements.....	395
Global Course Structure	396
Course Contents and Learning Outcomes	398
Minimum Academic Standards.....	416
B.A. Modern European Languages B.A (German).....	420
Overview	420
Philosophy.....	420
Objectives.....	420
Unique Features of the New Programme	421
Employability Skills.....	421
21 st Century Skills	421



Admission and Graduation Requirements.....	421
Global Course Structure	422
Course Contents and Learning Outcome	423
Minimum Academic Standards.....	440
<i>B.A. Modern European Languages (Russian)</i>	<i>443</i>
Overview	443
Philosophy.....	443
Objectives.....	443
Unique Features of the Programme.....	443
Employability Skills.....	444
21 st Century Skills	444
Admission and Graduation Requirements.....	445
Global Course Structure	446
Course Contents and Learning Outcomes	448
Minimum Academic Standards.....	465
<i>B.A Music.....</i>	<i>467</i>
Overview	467
Philosophy.....	467
Objectives.....	467
Unique Features of the Programme.....	468
Employability	468
21 st Century Skills	469
Admission and Graduation Requirements.....	469
Global Course Structures	470
Course Structure and Learning Outcomes.....	471
Minimum Academic Standards.....	489
<i>B.A Philosophy</i>	<i>492</i>
Overview	492
Philosophy.....	492
Objectives.....	492
Unique Features of the Programme.....	493
Employability Skills.....	493
21 st Century Skills	493
Admission and Graduation Requirements.....	493
Global Course Structure	494
Course Contents and Learning Outcomes	495
Minimum Academic Standards.....	510
<i>B.A Religious Studies</i>	<i>512</i>
Overview	512
Philosophy.....	512
Objectives.....	512
Employability Skills Emphasised.....	512
21 st Century Skills Emphasis.....	512
Unique Features of the Programme.....	512
Admission and Graduation Requirements.....	513
Global Course Structure	513
Course Contents and Learning Outcomes	515
Minimum Academic Standards.....	528
<i>B.A Sharī'ah</i>	<i>529</i>
Overview	529
Philosophy.....	529
Objectives.....	529



Unique Features of the Programme.....	529
Employability Skills.....	530
21 st Century Skills	530
Admission and Graduation Requirements.....	530
Global Course Structure	531
Course Contents and Learning Outcomes	532
Minimum Academic Standards.....	548
<i>B.A Theatre Arts</i>	<i>550</i>
Overview	550
Philosophy.....	550
Objectives.....	550
Unique Features of the Programme.....	551
Employability Skills.....	551
21 st Century Skills Emphasised.....	551
Admission and Graduation Requirements.....	552
Global Course Structure	553
Course Contents and Learning Outcomes	554
Minimum Academic Standards.....	571
<i>B.A Yorùbá.....</i>	<i>576</i>
Overview	576
Philosophy.....	576
Objectives.....	576
Unique Features of the Programme.....	576
Employability Skills.....	577
21 st Century Skills	577
Admission and Graduation Requirements.....	578
Global Course Structure	578
Course Contents and Learning Outcomes	580
Minimum Academic Standards.....	597



Introduction

Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the **National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004**.

*This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria. The second, **Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004**, empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.*

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Science, Science, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

The Current Review of the BMAS

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

- i. Academic Staff of Nigerian Universities;
- ii. Representatives of the Academies;
- iii. Representatives of Professional bodies/associations
- iv. Representatives of the private sector



In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

The Core Curriculum and Minimum Academic Standards (CCMAS)

The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS)**;
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Architectural Technology, Furniture Design, Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Sciences;
8. Reduction of the General Studies (GST) courses from 36 credit units to 12 credit units of 6 courses as follows:
 - i. Communication in English;
 - ii. Nigerian Peoples and Culture;
 - iii. Philosophy, Logic and Human Existence;
 - iv. Entrepreneurship and Innovation;
 - v. Venture Creation; and
 - vi. Peace and Conflict Resolution.
9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship;
10. The number of academic disciplines has been increased from 14 to 17 as follows:
 - i. Administration and Management
 - ii. Agriculture



- iii. Allied Health Sciences
- iv. Architecture
- v. Arts
- vi. Basic Medical Sciences
- vii. Communications and Media Studies
- viii. Computing
- ix. Education
- x. Engineering and Technology
- xi. Environmental Sciences
- xii. Law
- xiii. Medicine and Dentistry
- xiv. Pharmaceutical Science
- xv. Sciences
- xvi. Social Sciences
- xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

Glossary of Course Codes

There are the three letter codes for the identification of courses offered in the various programmes in the Arts discipline as well as courses offered in other disciplines covered in the CCMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved:

Category A: Course codes for the General Courses offered by all students.

Category B: Course codes for Faculty Courses offered in the Arts Discipline.

Category C: Course codes for Core Courses offered by the various programmes in the Arts Discipline.

Category A: General Studies

Programme	Course Code
General Studies Courses offered at the university level for students registered in all the disciplines in the university	GST
Entrepreneurial Courses offered at the University Level by all Students	ENT

Category B: Courses in the Arts Discipline

Programme	Course Code
Digital Humanities: Application of Computer to the Arts	FAC 201
The Arts and Other Disciplines	FAC 202
Research Methodology in the Arts	FAC 301
Theories in the Arts	FAC 302

Categories C: Courses in the Arts Discipline

Programme	Course Code
African Traditional Religion	ATR
Arabic Studies	ARA
Archaeology	ARC
Chinese Language	CHS



Christian Religious Studies	CRS
Christian Theology	CTH
Classics	CLC/CLL/CLG
Efik	EFK
English Language	ENG
Film Production	FIP
Folklore	FLS
Hausa	HAU
History and Diplomatic Studies	HID
History	HIS
Ibibio	IBI
Igbo	IGB
Islamic Studies	ISS
Linguistics	LIN
Literature in English	LIT
Modern European Languages-French	FRE
Modern European Languages-German	GER
Modern European Languages-Russia	RUS
Music	MUS
Philosophy	PHL
Religious Studies	RES
Theatre Arts	THA
Yoruba	YOU

Preamble

The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Administration and Management Science in Nigerian University System. Presented in this section are the basic operational elements that serve to define the core curriculum and minimum academic standards required to achieve the cardinal goal of producing graduates in Administration and Management Science with sufficient academic background to face the challenges of a developing economy in an increasingly globalized economy.

It is pertinent to note that this CCMAS document is expected to guide institutions in the design of curricula for their Arts programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the BMAS while bringing necessary innovation to the content and delivery of their programmes towards achieving the overall goal of Arts education and training in the country.

Programmes and Degrees

Presented in Table 1 is the list of programmes covered in this current CCMAS Document. An attempt has been made to cover only the programmes being run in the faculties of Arts/Humanities, as well as, new programmes in response to the local and global dynamics of the requisite knowledge and skills of products of the discipline. Overall, it is expected to serve the needs of existing faculties contemplating minor or major programme review and also new institutions seeking to chart a new path away from the existing programmes in the system.



Table 1:1 List of Programmes and Degrees

S/N	Programmes	Degree(s) In View
1.	African Languages and Literature Efik	B.A
2.	African Languages and Literature Hausa	B.A
3.	African Languages and Literature Ibibio	B.A
4.	African Languages and Literature Igbo	B.A
5.	African Languages and Literature Yoruba	B.A
6.	African Traditional Religion	B.A
7.	Arabic	B.A
8.	Archaeology	B.A
9.	Chinese Language	B.A
10.	Christian Religious Studies	B.A
11.	Christian Theology	B.A
12.	Classics	B.A
13.	English Language and Literature in English	B.A
14.	Film Production	B.A
15.	Folklore	B.A
16.	History and Diplomatic Studies	B.A
17.	History	B.A
18.	Islamic Studies	B.A
19.	Linguistics	B.A
20.	Modern European Languages French	B.A
21.	Modern European Languages German	B.A
22.	Modern European Languages Russia	B.A
23.	Music	B.A
24.	Philosophy	B.A
25.	Religious Studies	B.A
26.	Theatre Arts	B.A

Philosophy

The fundamental concerns of the Arts Disciplines (Humanities) are with Man and his complex nature, especially his multifaceted relationships with the world around him and beyond. It is in this context that each Arts programme tries to investigate and explain those aspects of Man's nature that particularly concern or challenge him.

Objectives

The objectives of the Discipline are to:

1. develop and enhance students' awareness of the values, contributions, and potentialities of their own social, cultural and spiritual environment;
2. equip them to contribute meaningfully towards the attainment of national goals and the satisfaction of national needs;
3. instil in them the spirit of self-reliance, self-pride, and self-actualization, and
4. ensure that all programmes have in-built mechanisms through which national aspirations are affirmed. Such mechanisms should take cognizance of the following issues: socio-political developments, the economy of the society, the fact of our pluralistic society, and the need to forge a strong and united country.



Basic Admission Requirements and Expected Duration of the Programmes

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

1. Unified Tertiary Matriculation Examination (UTME)
2. Direct Entry

4-Year Degree programme

In addition to acceptable passes in UTME, the minimum academic requirement is credit level passes in five relevant subjects at the Senior School Certificate (SSC), including English Language, at not more than two sittings.

Direct Entry (DE): 3-Year Degree Programme

Direct Entry candidates must possess credit level passes in five relevant subjects at the Senior School Certificate (SSC), including English Language, two of which must be at the advanced level. Holders of NCE, University/National Diploma (ND) at minimum of credit level are eligible for consideration for Direct Entry admission into 200 Level. In addition, candidates must meet the required qualifications at Ordinary Level.

Duration of the Programme

The minimum duration of Arts/Humanities programmes is four academic sessions or eight (8) consecutively-run semesters for candidates who enter through the UTME Mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions or six (6) consecutively-run semesters.

Graduation Requirements

A student shall qualify for the award of a Bachelor's Degree when he/she has:

1. completed and passed the prescribed number of courses, including all compulsory courses;
2. obtained a minimum CGPA specified by the University but not less than 1.00, and
3. earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

General Definition of Common Terms and Principles Governing the Course Unit System and Graduation.

Course System

All programmes in the Nigerian University System (NUS) shall be run on a modularised system, commonly referred to as Course Unit System. All courses should therefore be sub-divided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester.

Credits are weights attached to a course. One credit is equivalent to one hour per week per semester of 15 weeks of lectures or three hours of laboratory/studio/ workshop work per week per semester of 15 weeks. In addition to the current 15 weeks semester system, universities should be encouraged to inaugurate a blended system which is based partly on physical contacts and partly using virtual or online platforms.

Definition of Course System

This should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses are arranged in progressive order of complexity or in levels of academic progress. Level 1 courses are for example 100 and 101; Level II courses are for example 200 and 202. The second aspect of the system is that courses are assigned weights allied to Units.



Units

Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student workload. As a measure of course weighting for each Unit course (e.g. HIS 105, ZOO 203, ARCH 504), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.

As a measure of workload, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply: two hours of seminar, three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable.

Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

The minimum number of credit units for the award of a degree is 120 units, subject to the usual Department and Faculty requirements. A student shall therefore qualify for the award of a degree when he has met the conditions.

The minimum credit load per semester is 15 credit units. For the purpose of calculating a student's cumulative GPA(CGPA) in order to determine the class of Degree to be awarded, grades obtained in all the courses whether compulsory or optional and whether passed or failed must be included in the computation.

Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA. Pre - requisite courses must be taken and passed before a particular course at a higher level.

Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point as shown in Table 1.2.

Table 1. 2 Grade Point System

Mark %	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1
0- 39	F	0

Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 1.3.



The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

Table 1:3 Calculation of GPA or CGPA

Course	Units	Grade Point	Units x Grade Point (UGP)
C ₁	U ₁	GP ₁	U ₁ x GP ₁
C ₂	U ₂	GP ₂	U ₂ x GP ₂
-	-	-	-
-	-	-	-
C _i	U _i	GP _i	U _i x GP _i
-	-	-	-
-	-	-	-
C _N	U _N	GP _N	U _N x GP _N
TOTAL	TNU		TUGP

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i \quad CGPA = \frac{TUGP}{TNU}$$

Degree Classifications

Classes of degree are to be awarded depending on the cumulative GPA obtained. The classes of degrees that may be awarded are First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division) and Third Class Honours (see Table 1.4).

Table 1.4: Degree Classification

CGPA	Class of Degree
4.50 – 5.00	First Class Honours
3.50 – 4.49	Second Class Honours (Upper Division)
2.40 – 3.49	Second Class Honours (Lower Division)
1.50 – 2.39	Third Class Honours
1.00 – 1.49	Pass

Probation

Probation is a status granted to a student whose academic performance fall below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session.

Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.00 at the end of a particular period of probation should be required to withdraw from the University. Where possible, consideration may be given to a student withdrawn from a programme of study for transfer to any other programme within the same university.

Subject to the conditions for withdrawal and probation, a student may be allowed to repeat the failed course Unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 24, and the Grade Points earned at all attempts shall count towards the CGPA.

Modes of Student Assessment

All courses taken must be evaluated and a final grade given at the end of the semester. To arrive at the final grade, the evaluation must be a continuous process consisting of some or all of the following where applicable:

- (i) Continuous Assessment
- (ii) Examinations



Continuous Assessment

Continuous assessment shall be done through essays and tests. Scores from continuous assessment shall normally constitute 30-40 per cent of the full marks for courses which are primarily theoretical.

Examinations

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

Final Examination: 60% - 70%

Continuous assessment (Quizzes, Homework, Tests and Practical): 30% - 40%

External Examiner System

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

Students' Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system to serve as an opportunity for feedback on the effectiveness of course delivery. Such an evaluation which should be undertaken by students at the end of each course, should capture, among others:

1. improvement in the effectiveness of course delivery;
2. continual update of lecture materials to incorporate emerging new concepts;
3. effective usage of teaching aids and tools to maximize impact of knowledge on students;
4. improvement in students' performance through effective delivery of tutorials, timely in; and
5. presentation of continuous assessment and high-quality examination.

It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analyzed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.



B.A Arabic

Overview

A Bachelor's degree in Arabic prepares the student to study a major global language. Some of objectives of this programme is to train students in Arabic language and literature to meet the needs of the labour market and national tasks. Content of the programme includes aspects of Arabic language and literature such as grammar, morphology, phonology, poetry, prose, elements of linguistics, and entrepreneurship.

The curriculum aspires to produce graduates who can tackle challenges facing Arabic students in the 21st century especially multifaceted relationships with the world around him and beyond. It is in this context that each graduate of Arabic should be able to relate venerably with his society and the world in general.

Philosophy

Arabic language is deeply related to the general growth and development of human beings in today's life, including and not limited to traditional, economical and political life. Teaching and learning of Arabic is a vital instrument for acquiring, disseminating and application of knowledge. Arabic language is one of Nigerian languages, the language of many sister African countries and a major international language.

Objectives

The objectives of the BA Arabic are to;

1. Introduce students to the phonology and script of classical/modern standard Arabic and covers the basic morphology and syntax of the written language. Emphasis on the development of the four skills (reading, speaking, listening and writing). Samples of modern (contemporary) and classical styles of writing introduced into basic syllabus, and audio-visual material from the contemporary Arabic media;
2. Undertake thorough review and continuation of literary (classic and modern) Arabic grammar with emphasis on reading, writing, speaking and listening comprehension;
3. Acquaint the learner through reading of classical Islamic texts, with emphasis on Qur'ān, Hadīth, Sira, and Tafsir Literature; the corpus of "Adab" (Belles-Lettres) literature, as well as various pieces of classical Arabic poetry;
4. Produce graduates conversant with contemporary political, social, religious, and cultural issues in the Arab world. Advanced reading and speaking skills, with some attention to writing and listening comprehension; and
5. Enhance the capacity of the learner.

Unique features of the programme

Emphases on the use of computer and digital technology in translation, Phonetics, Morphology etc

Employability Skills

1. With the skills acquired in teaching Arabic as second language the graduate of this programme can be employed as Arabic Teacher.
2. After going through the course on computer he can open his own Arabic business centre for typesetting and editing.
3. Also the door is open for him to be a translator, interpreter, broadcaster or researcher etc.



21st Century Skills

Among the 21st Century skills of the programme are :

1. team work;
2. digital literacy;
3. creativity;
4. critical thinking;
5. communication skills, and
6. information literacy.

Admission and Graduation Requirements

Admissions Requirements

In addition to UTME requirements, the prospective candidate for a 4-year degree programme is expected to have obtained credit passes in five Senior Secondary Certificate (SSC) subjects or its equivalent, which should include Arabic and English. Candidates with a recognized University/National diploma, NCE or their equivalents in Arabic language are also eligible for admission into a 3-year degree programme through the Direct Entry Mode.

Graduation Requirements

To graduate in this programme, a candidate must have:

1. completed and passed all the courses he/she registered for, including all compulsory courses and required/elective courses as may be offered by the University/Faculty;
2. completed and passed the prescribed number of courses, including all compulsory courses;
3. obtained a minimum CGPA specified by the University but not less than 1.0, and
4. earned the minimum credit units of not less than 120 for UTME students and 90 for Direct Entry.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian People and Culture	2	C	30	-
ARA 101	Grammar I	2	C	30	-
ARA 102	Language Drills	2	C	30	-
ARA 103	Study Skills	2	C	30	-
ARA 104	Introduction to Arabic Literature	2	C	30	-
ARA 111	Communication in English	2	C	30	-
	Total	14			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	15	45
ENT 212	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital Humanities Application of Computer in Arts	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	



ARA 201	Grammar II	2	C	30	-
ARA 203	Texts from Pre-Islamic and Early Islamic Literature	2	C	30	-
ARA 204	Introduction to General Linguistics	2	C	30	-
ARA 205	Morphology of Verbs	2	C	30	-
ARA 206	Arabic Literature in the Pre-Islamic and early Islamic Periods	2	C	30	-
ARA 207	Contemporary Arabic Prose	2	C	30	-
GST 223	Introduction to Entrepreneurship	2	C	15	15
	Total	18			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC301	Research Methodology in Arts	2	C	30	-
FAC302	Theories in The Arts	2	C	30	-
ARA 301	Grammar IV	2	C	30	-
ARA 303	Semantics	2	C	30	-
ARA 313	Introduction to Classical Arabic Criticism	2	C	30	-
ARA 314	Novel and play	2	C	30	-
ARA 317	Prosody I	2	C	30	-
ARA 318	Phonetics and Phonology	2	C	15	45
ARA 319	Translation I	2	C	30	-
ARA 320	Methods of Research	2	C	30	-
ARA 321	Comparative Arabic Literature	2	C	30	-
ARA 322	Information and Communication Technology for Arabic	2	C	30	-
CMP 300	Introduction to Computer	2	C	-	90
	Total	30			

400 Level

Course Code	Course Title	Units	Status	LH	PH
ARA 401	Grammar V	2	C	30	-
ARA 402	The Writings of Nigerian Ulama	2	C	30	-
ARA 404	Modern Arabic Poetry	2	C	30	-
ARA 410	Selected Topics in Arabic Grammar	2	C	30	-
ARA 411	Introduction to Arabic Lexicography	2	C	30	-
ARA 412	Rhetoric II	2	C	30	-
ARA 413	Applied Linguistics	2	C	30	-
ARA 415	Translation II	2	C	30	-
ARA 416	Entrepreneurship for Arabic	2	C	30	-
ARA 419	Project	4	C	-	
	Total	22			



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, the student should be able to:

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proof-reading; 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 this course, the student should be able to:

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

Course Contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture.) Peoples and culture of the ethnic minority groups. Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist



movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics, Nigerian Civil War, etc). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria people. Trade, skill acquisition and self-reliance). Social justices and national development (law, definition and classification. Judiciary and fundamental rights. The 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. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ARA 101: Grammar I

(2 Units: LH 30)

Learning Outcomes

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

1. explain types of Arabic sentences and word order therein;
2. distinguish various types of Arabic tenses;
3. analyse types of Mansūbāt and Marfū'āt; and
4. to discover aspects of word case ending in Arabic sentences.

Course Contents:

Types of sentence in Arabic. Elements and factors in Arabic that affect the word order. Subjunctive word in Arabic (al-Mansūbāt and Appositives i.e. the Subject, Object of a sentence, 'Ismu Inna and Khabaru Kāna (at-Tawāb^c) for example: adjectives, affirmation, substitution and conjunction. Intensive study of the three Arabic tenses e.g. (Mādi Mudār^c and 'Amr)

ARA 102: Language Drills I

(2 Units C: LH 30)

Learning Outcomes

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

1. read and comprehend Arabic texts;
2. write short paragraphs;
3. communicate and express himself in Arabic; and
4. demonstrate knowledge of Basic Arabic Grammar.

Course Contents

The course consolidates various aspects dealt with in ARA 101. It also entails extensive reading as well as comprehension exercises. Reading selected texts from poetry and prose. Answer questions about selected texts. Extensive exercises on writing short composition and summarizing texts.

ARA 103: Study Skills

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse Arabic texts
2. read and summaries Arabic texts;



3. demonstrate knowledge of note-taking ,
4. making notes from resources and use the library;
5. use Arabic dictionaries and correct his notes; and
6. writing word without spelling mistakes.

Course Contents

Areas of reading, note-taking, note-making, Summarizing, using the library, the dictionary. Intensive exercise will be given for illustration and testing the level of comprehension. Intensive exercise on writing difficult Arabic words specially writing: (Hamzat alwasl, Hamzat alqat^c, Hamzah in the middle and at the end of word) other areas to be studied are: (Attā' almarbutah and attā' almaftūhah, Al-asshamsiyyah and al-alqamariyyah, 'Alif almadd at the end of words).

ARA 104: Introduction to Arabic Literature

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse meanings, types and characteristics of literature;
2. appreciate relevant Arabic literary works;
3. identify types of Arabic literature;
4. differentiate characteristics of Arabic literature in various eras; and
5. identify the various schools of thought in Arabic Literature.

Course Contents

Introduce students to the basic concepts of literature, with emphasis on the components (such as imagery and music), literary creation and literary appreciation, the divisions of Arabic Literature into literary periods, as well as the most outstanding characteristics of literary figures in each period.

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

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid



arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. stages in enterprise formation, partnership and networking including business planning, and
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 this course, the student should will 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, and
6. apply DH to new research, publishing, media, networking.



Course Contents

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

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ARA 201: Grammar II

(2 Units C: LH 30)

Learning Outcomes

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

1. acquire knowledge of the evolution of Arabic grammar;
2. identify some grammatical features related to nouns and verbs;
3. analyse the Agent, the Vocative, Specification and Adverbs;
4. identify subject and predicate in Arabic sentences; and
5. formulate dual and plural nouns from singular.

Course Contents:

Historical background of Arabic Grammar, grammatical features related to nouns and verbs, such as the primary and secondary signs of declension (ʿalāmāt al-ʾIʿrāb) the Dual and its concomitants; the study of nominative and accusative nouns, such as subject and predicate, the Agent, the Vocative, Specification and Adverbs.

ARA 202: Language Drills II

(2 Units C: LH 30)

Learning Outcomes

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

1. consolidate his ability to read and comprehend Arabic texts;
2. acquire more knowledge of writing skills;
3. improve his skills of note-taking; and
4. advance his ability to undertake independent search for knowledge in libraries and the internet.



Course Contents:

This course is designed to consolidate aspects dealt with in ARA 201. It is also designed for the acquisition of advanced reading and writing skills. Selected texts of poetry and prose are to be studied for comprehension and dictations. Using of physical and virtual libraries should be advanced in this course.

**ARA 203: Texts from Pre-Islamic and Early Islamic Literature
C: LH 30)****(2 Units****Learning Outcomes**

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

1. study selected texts from pre and early Islamic literature;
2. demonstrate knowledge of different types of literature in the period;
3. identify distinctive contribution of Qur'ān to development of Arabic Language;
4. identify contribution of Ḥadīth to development of Arabic Language; and
5. analyze texts from pre and early Islamic eras.

Course Contents:

A textual study of selections from such literary genres as poetry, proverbs, wise saying, folktales, soothsayers rhymed prose and sermons/ addresses. One of the ten famous pre-Islamic poems and another from the Islamic era should be studied, also one sermon from each of the two periods. Influence of Qur'ān and Ḥadīth on the development of Arabic Language should be emphasized.

ARA 204: Introduction to General Linguistics:**(2 Units C: LH 30)****Learning Outcomes**

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

1. acquire the basics of General Linguistics and its branches;
2. identify components of General Linguistics;
3. recognize the relationship between Linguistics and other fields of study; and
4. explore the efforts of the prominent scholars of this science in the Western world, and the contributions of traditional Arab linguists and their modern counterparts.

Course Contents

An introduction to the study of General Linguistics; definitions and its branches; the emergence and development of linguistics since the nineteenth century; efforts of its prominent scholars in the Western world; the contributions of traditional Arab linguists and the modern ones.

ARA 205: Morphology of Verbs**(2 Units C: LH 30)****Learning Outcomes**

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

1. explain detailed Arabic verbal morphological analysis;
2. identify the rules of morphological analysis;
3. analyze derivation and formation of word in Arabic Language; and
4. analyze naked and compound forms of words as well as the particles of augmentation in a detailed manner.



Course Contents

Definition and meaning of morphology. The morphological scale in Arabic language. And detailed analysis of Arabic verbal morphology; aspects of naked and compound forms of verbs as well as the particles of augmentation.

ARA 206: Arabic Literature in the Pre-Islamic & Early Islamic Periods (2 Units C: LH 30)

Learning Outcomes

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

1. acquire general overview of the literature in pre and early Islamic Periods;
2. study and analyse some short poems from the two periods; , and
3. to acquaint himself/herself with notable literary figures from this period.

Course Contents:

General overview of the literature in the two periods, with some emphasis on the literary genres and figures; a detailed study of one of the seven odes; some short poems from such collections as Mufaddaliyyat, Hamāsah and Jamharah.

ARA 207: Contemporary Arabic Prose (2 Units C: LH 30)

Learning Outcomes

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

1. comprehend the meaning of modern terminologies and expressions as may be cited in selections from modern literary journals and daily press;
2. appreciate relevant Arabic literary works; and
3. identify types of modern Arabic prose.

Course Contents:

Textual study of terminologies and expressions from modern Arabic literary works, journals and daily press; Arabic TV channels for modern Arabic expressions. To study distinctive modern Arabic prose and the influence of present Arabic dialects on modern Arabic prose. Contribution of the social media and technology in general in advancing Arabic language.

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;
5. describe roles of international organisations, media and traditional institutions in peace building; and
6. differentiate the role of languages in peace and conflict resolution.

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 disputes; 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 & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels). Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution (ADR). 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 & Peace Security Council ECOWAS in Peace Keeping. The Media and Traditional Institutions in Peace Building; Managing Post-Conflict Situations; Refugees. Internally Displaced Persons (IDPs). The role of NGOs in post-conflict situations

ENT 312 – Venture Creation

(2 Units C: LH 15 : PH 45)

Learning Outcomes

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

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

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research; unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance; Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce; Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce. First Mover Advantage, E-commerce business models and Successful e-commerce companies. Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations; Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching. Technological Solutions. The Concept of Market/Customer Solution, Customer Solution and emerging Technologies; Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, 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 this course, the student 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. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year; and
7. write a report of the Long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

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

ARA 301: Grammar IV

(2 Units C: LH 30)

Learning Outcomes

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

1. attain understanding of certain grammatical features such as Numbers;
2. differentiate types of Arabic pronouns, types of declension; and
3. develop the ability to analyse Intensification of Imperfect and Inflection of Defective Verbs.

Course Contents:

The study of certain grammatical features such Numbers, Pronouns, types of declension, the Jussive Mood, Verbs of Approximation, Intensification of Imperfect and Inflection of Defective Verbs.

ARA 303: Semantics:

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the meaning of semantics, its concept and development;
2. identify the efforts of Arabic linguists in ancient and modern times in area of semantics studies;
3. develop the ability to analyse and discover some types of semantics in Arabic language;
4. explain the relationship between signifier signified;
5. appreciate aspects of multiplicity of meanings, such as synonymy, antonym;
6. identify elements of semantic fields; and
7. state the characteristics of taboo.



Course Contents

Introduce the concept of semantics and its development over time; the efforts of Arabic linguists in ancient and modern; the relationship between signifier and signified; the differences between language and speech; the types of semantics development, its factors and features; aspects of multiplicity of meanings, such as synonymy, antonym and linguistic taboo.

ARA 313: Introduction to Classical Arabic Criticism

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the historical evolution and development of Arabic classical criticism;
2. identify early efforts of scholars on Arabic criticism;
3. recognize methods of early critics; and
4. criticize texts according to rules of Arabic Classical Criticism.

Course Contents

Basic approach to Classical Arabic literary criticism and a survey of the development of Classical Arabic Criticism, laying special emphasis on AL-'Āmidī's Muwāzanah.

ARA 314: The Novel I

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the definition and History of the novel in Arabic;
2. discover components of the novel, and
3. attain ability to study and analyse the Arabic novel.

Course Contents:

The definitions of the novel, History of the novel in Arabic; the study and analysis of a specific novel. To study in general the main elements of novel i.e. narration, plot, theme, setting and character and to apply them on the selected novel of the study.

ARA 315: A Play I

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the definition and History of a play in Arabic Literature;
2. discover characteristics of a play;
3. attain ability to study and analyse an Arabic play; and
4. discover components of play.

Course Contents:

The course entails definition of and History of play and the Arabic art performance in Arabic; characteristics and components of a play; the analysis a play in Arabic literature. The course includes the study of types of play and elements of play: Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere. And to apply these elements on the selected play of study.



ARA 316: Rhetoric I

(2 Units C: LH 30)

Learning Outcomes

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

1. explain a short historical survey of Arabic Rhetoric;
2. appreciate elements of Arabic Rhetoric such as Similes, Metaphors of Arabic;
3. identify the three components of Arabic rhetoric i.e. (Albayān Badī' and Alma'ānī); and
4. analyse components of Arabic rhetoric in a selected text.

Course Contents

A short historical survey of Arabic Rhetoric, the "Bayān" and "Ma'ānī" Similes, Metaphors, 'Ijāz, Itnāb, Isnād and Wal. The course includes the study of some founders of Arabic Rhetoric i.e. al-Jāhiz in his book albayān wa at-tabyin, Arrummāni in his book Annawādir, Albāqilānī, Aljurjānī, as-Sakkāki and alqazwinī.

ARA 317: Prosody 1

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the historical background to Arabic Prosody;
2. identify the metres of prosody and their features in Arabic;
3. identify efforts of Khalīl bin Ahmad on Arabic prosody, and
4. analyse Arabic poetry.

Course Contents

Historical background of Arabic Prosody, "Zihāfāt" and "Ilāl" i.e. deviations and irregularities in Arabic metres of poetry. The Study and Analysis of the fourteen metres. Detailed study of the founding father of Arabic prosody: Alkhalīl bin Ahmad. Applied study of the metres of poetry on selected poems, the selection should include poetry of some Nigerian poets.

ARA 318: Phonetics and Phonology

(1 Unit C: LH 15)

Learning Outcomes

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

1. analyse the branches of phonetics and phonology of the Arabic Language;
2. pronounce Arabic sounds correctly;
3. identify aspects as morphemes, allomorphs, phonemes, as well as the sound system of Arabic Language; and
4. demonstrate knowledge of the language lab and its benefits in the study of sounds.

Course Contents:

Introduce the study of branches of phonetics i.e. Articulatory, Acoustic and Auditory phonetics and the study of phonology of the Arabic Language; consonant and vowels, morphemes, allomorphs, phonemes, as well as the sound system of Arabic. The Arabic Language Lab should be used to demonstrate Arabic sounds and pronunciation.



ARA 319: Translation I**(2 Units C: LH 30)****Learning outcomes**

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

1. identify history and basic principles of translation;
2. analyse qualifications of a translator;
3. explain the steps of translation;
4. types of translation; and
5. translate simple texts from and into Arabic.

Course Contents:

Introduce the students to the history and basic principles of translation. qualifications of a translator. Steps of translation. types of translation, and technicalities of translation in relation to Arabic and English languages. The importance of dictionaries in translation. Conduct intensive exercises in literary translation from and to Arabic.

ARA 320: Methods of Research**(2 Units C: LH 30)****Learning Outcomes**

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

1. identify the rules of academic research in Arabic studies,
2. acquire ability to design and carry out research and present an original piece of writing in the discipline;
3. undertake independent research work without supervision; and
4. identify the scientific methods of editing Arabic manuscripts.

Course Contents

Expose special Honours students the modern methods of research in Arabic Studies, relationship between the student and his supervisor, the role of each one of them, how to write a research proposal, authentication of research resources and exposing them to publishing a research. To draw the attention of students to the danger of plagiarism and the scientific methods of editing Arabic manuscripts.

ARA 321: Comparative Arabic Literature**(2 Units C: LH 30)****Learning Outcomes**

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

1. define comparative literature, its development and establishment in Arabic studies;
2. compare Arabic literature with others;
3. study and analyse the influence of Arabic on other literary traditions;
4. influence of other literary traditions on Arabic; and
5. identify influence of Arabic literature on Nigerian literary traditions in local languages.

Course Contents

Development of comparative literature and its establishment in Arabic studies; basic ideas in comparative literature such as Arabic-Western Literary relations, the influence of Arabic on other literary traditions, translation theory, thematology, Literature and Religion, Literature and the other Arts.



ARA 322: Information and Communication Technology for Arabic C: LH 30)

(2 Units

Learning Outcomes

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

1. operate Arabic oriented computer hardware and software;
2. use World Wide Web resources on Arabic language and literature and other Library potentials of the internet for Arabic studies as well as other ICT resources helpful in Arabic studies research; and
3. operate computer for his personal benefit.

Course Contents

This course is to introduce student to components of computer, office productivity software, understanding spreadsheets, word processing, presentations and understanding databases. Arabic oriented computer hardware and software feature; survey of World Wide Web resources on Arabic language and literature; Library potential of the internet for Arabic studies as well as other ICT resources helpful in Arabic studies.

400 Level

ARA 401: Grammar V

(2 Units C: LH 30)

Learning Outcomes

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

1. develop critical approaches to traditional Arabic Grammar;
2. analyze the debate between the call for easing Arabic grammar and those who oppose this motion;
3. explain the evolution of Grammar Schools in Arabic; and
4. be exposed to some selected topics of Arabic Grammar, such as the Construct, the Appositives, exception.

Course Contents:

The study of Schools of Arabic Grammar and their evolution in Kufa, Basra, Bagdad, Egypt and Andalus. Modern critical approaches to traditional Arabic Grammar as contained in such works as Ibrahim Mustafa's 'Ihyā' an-Nahw, Makhazūmi's an-Nahw al-ʿArabī: Naqdun waTawjihun and Ibn Madha's Ar-Radd ʿalā al-Nuhāt; selected topics of Arabic Grammar, such as the Construct, the Appositives, Exception, the Adverb of Condition, and the Theory of the Agent, the Vocative, the Verbs of Wonderment, the Verbs of Pre-eminence and Nominatives.

ARA 402: The Writings of Nigerian Ulama

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the history and development of Arabic in Nigeria;
2. identify the influence of Magrib on Nigerian Arabic;
3. selected topics and texts from works of Nigerian authors in Arabic Language; and
4. be familiar with works of some notable Nigerian Arabists.

Course Contents:

Brief history of the advent of Arabic language into Nigeria; textual study of selected literary works of Nigerian authors such as Usman B. Fodio, Abdullahi B. Fodio, Muhammad Bello,



Wazir Junaid and Abubakar Atiq for analysis, appreciation and comparison with similar works in the Arab World.

ARA 404: Modern Arabic Poetry

(2Units C: LH 30)

Learning Outcomes

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

1. be familiar with development of major modern schools of poetry;
2. identify the contribution Arabs in diaspora to modern Arabic poetry; and
3. be exposed to Arabic poetry.

Course Contents:

Advanced survey of the development of major modern schools of poetry and their representative selections. Contribution of Arabs in diaspora to modern Arabic poetry. The influence of European poetry on Arabic modern poetry. To study works of some poets like: Nazār Qabāni, Badr shākir Assayyāb, Nāzik Al-malāikah, Mahmūd Darwīsh, Jibrān Khalīl Jibrān etc.

ARA 405: Modern Arabic Prose

(2 Units C: LH 30)

Learning outcomes

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

1. identify the development of major modern schools of prose;
2. identify the influence, of translation on modern Arabic prose;
3. discuss advantage and disadvantage of present mass- media on modern Arabic prose; and
4. be exposed to representative selections of modern Arabic prose.

Course Contents:

Survey of the growth and development of modern Arabic prose; representative selections from the works of novelists, playwrights and essayists. Influence of translation on modern Arabic prose. Advantage and disadvantage of present mass- media on modern Arabic prose should be studied in this course.

ARA 410: Selected Topics in Arabic Grammar

(2 Units C: LH 30)

Learning Outcomes

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

1. develop critical approach to Arabic grammar, and
2. analyse various views of scholars on Arabic grammar;
3. criticize the call for substituting classical Arabic with Modern Arabic dialects;
4. explain the views of those who call for easing Arabic grammar and the contrary; and
5. analyse the views of other scholars who insist on sticking to traditional grammar.

Course Contents:

Selected topics in Arabic Grammar; Views of Ibn Madha' Alqrtubī, Ahmad 'Amīn, Shawqī Daif, and their call for easing Arabic grammar should be studied. Also views of other scholars who insist on sticking to traditional grammar are to be surveyed. The call for substituting classical Arabic with Modern Arabic dialects, advantages and disadvantages to be discussed.



ARA 411: Introduction to Arabic Lexicography

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the historical background to the development of Arabic Lexicography;
2. appreciate types of Arabic dictionary; and
3. use and analyse different types of dictionaries.

Course Contents

Historical background to the development of Arabic Lexicography, through different periods of time, the Schools of the Arabic Lexicon; the study of some old and modern dictionaries, according to order of lexicons entries i.e. the phonetic order, the last letter order and the alphabetic order. Also to be studied is the Language Academies and their efforts in development of Arabic dictionaries. Some defects of old dictionaries and the aspiration to complete the big historical Arabic dictionary.

ARA 412: Rhetoric II

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse advance areas of Arabic rhetoric;
2. discuss new ideas and approaches to Arabic Rhetoric;
3. discover Jurjān's theory of Nadhm in his two books "Addalā'il wa Al-'asrār"; and
4. analyse relationship between rhetoric and semantic and other sciences.

Course Contents:

The study of the "Badī'" Aspect of Arabic Rhetoric as (Jinās, Saja', Tibāq, Muqābala, Tawriyah, Ḥusnu ta'īl and Mubālagah) as well as discussions on new ideas or approaches to Arabic and Rhetoric.

ARA 413: Applied Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the basics of Applied Linguistics, including error analysis and contrastive analyses;
2. discuss modern ideas and approaches to teaching of Arabic language as second language, and
3. analyze difficulties expected to face native language speaker when learning Arabic.

Course Contents

Introduction to the concept of applied linguistics, the science of error analysis and contrastive Analyses; The importance of applied linguistics in Arabic studies and its teaching as a second language, and recent innovations in this field, efforts of notable scholars in Applied Linguistics and contributions of some major centres of teaching Arabic to non- speakers in Arab world i.e. University of Cairo, Ummul Qura University in Saudi Arabia, Institute of Arabic Language at Khartoum Sudan, and others.



ARA 415: Translation II**(2 Units C: LH 30)****Learning Outcomes**

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

1. acquire ability to advanced types of translation, and
2. use and edit machine translation.

Course Contents

Advanced types of translation from and into Arabic. intensive exercises include using and editing machine translation.

ARA 416: Entrepreneurship for Arabic**(2 Units C: LH 30)****Learning Outcomes**

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

1. discover available chances for Arabic graduate in government, private sector, and
2. secure self-employment by opening his Arabic school;
3. design and start business related to Arabic in computer, commerce, teaching; and
4. master the arts of Arabic calligraphy and translation.

Course Contents

This will provide a wide survey of chances for Arabic graduate and avail him to available vacancies, in government, private sector and self-employment. These include foreign affairs, journalism, Arabic computer typesetting, teaching, translation and interpretation. Training the student on Arabic calligraphy and other art works dependent on Arabic language expertise, i.e. writing Quranic verses.

ARA 419: Project**(4 Units: PH 180)****Learning Outcomes**

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

1. apply rules of scientific research;
2. produce a research work of reasonable length;
3. exhibit ability to design and carry out research and present an original piece of writing in the programme; and
4. explore conference presentation and publication.

Course Contents:

This course is an independent research to be carried out by students under lecturers' supervision. The student is expected to apply his/her knowledge of research methodology. The supervisor should first ask the student write and defend a proposal. At the end of the work Departments should organize an internal defense of all Graduation Projects.



Minimum Academic Standards

Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Language laboratory

1. Desktop computers, photocopying machines.
2. Printers, public address system.
3. Cultural artifacts of the language.
4. Software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.).
5. Video cassettes, charts, television sets.
6. Translation materials, etc.
7. Wifi, strong internet facility.

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms;
2. computers and laptops;
3. electronic projectors;
4. language laboratory;
5. desktop computers, photocopying machines;
6. printers, public address system;
7. cultural artifacts of the language;
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
9. video players, audio recorders, charts, television sets, and
10. translation materials.

Office Equipment for Head of Department Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board
15. 1 desktop computer

Lecturer's Office

1. 1 executive desk plus swivel chair
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator



7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. tiled floor for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers, etc
7. at least 4 sets of cutlery
8. 4 trays
9. 1 cupboard
10. TV set with Receiver

Library

There is need for a departmental library where current and up-to-date textbooks should be available for all the courses in the Department. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Classroom, Workshops and Office Spaces

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the HoD, one office per lecturer, a Departmental conference room, a seminar room and a staff common room, plus offices for the non-academic staff depending upon their number and responsibilities

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC recommends the following physical space requirements:

	m ²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85
Laboratory Space	- 7.50

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.



Staff-Rank Mixes and Ratio should be based on the **20:35:45** guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively.

Non-Academic Staff:

The Department should have at least the following supporting staff; an administrative secretary, a secretary for a maximum of 2 professors, a computer operator, a driver for each Departmental car, messengers/cleaners.

In employing staff, the following criteria are suggested.

Administrative Support Staff

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

Technical Support Personnel

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



B.A Archaeology

Overview

The programme is designed to enable the student study humankind through material remains and landscapes using complex cross cutting approaches in the humanities, social sciences and in the physical sciences. The programme is designed around 24 core courses over 8 semesters covering the basic principles of archaeology, field and laboratory techniques. The student is expected to know how to prospect for sites, study them through surface surveys, excavation, recovery and analysis. As part of the requirements for graduation, the student is also expected to do an independent project leading to a dissertation.

Philosophy

Archaeology is an investigative discipline targeting the roots and early history of humanity. It seeks an understanding of the present through the study of the past. In Africa, the study of archaeology is predicated on the understanding that knowledge of African heritage is basic to the current challenges of the continent and such knowledge must be created, disseminated and deployed for African development.

Objectives

Aim of the Archaeology Programme: To have an in-depth understanding of the human past through the study of material remains.

Objectives of the Archaeology Programme include:

1. equip students with understanding and hands on skills and competencies in the study of the human past using material remains;
2. equip students with a range of specific competencies and transferable skills required in the heritage and culture sector;
3. provide the student with theoretical and practical understanding of the significance of museums, cultural resource management and cultural tourism in national development;
4. knowledge of the use (and abuses) of the past and how the illicit trade in antiquities has adversely affected our cultural development and why, repatriation of cultural patrimony must remain a major focus in africa.

Unique Features of the Programme

1. Laboratory training and Field School including site surveys, excavation techniques, retrieval, conservation, analysis and interpretation;
2. Study of Museum collections; and
3. Outreach and stakeholder engagement with communities and different publics.

Employability Skills

1. Ability to undertake independent archaeological survey, excavation, conservation, and analysis of archaeological data.
2. Ability to undertake archaeological inquiry in the context of legislative, commercial and research frameworks.
3. Ability for independent research and pursuit of a career in cultural resource management, museum and heritage studies.



21st Century Skills

1. Acquired intellectual, critical reflexive and literacy skills to be able to produce technical reports for peer-reviewed publications.
2. Acquired analytical skills, knowledge of team dynamics, practical and professional skills and other generic competencies in communication, listening, leadership and interpersonal sensitivity basic to enhancing employability.

Admission and Graduation Requirements

Admission Requirements

1. For a candidate to be admitted through the UTME into the BA (Hons) Archaeology programme, the candidate must possess five Senior Secondary Certificate (SSC) credit passes in English Language and any of the following subjects: History, Government, Geography, CRS or ISS, Economics, French, Any Nigerian Language and or any science subject at not more than two sittings.
2. For the B.Sc. (Hons) Archaeology programme, candidates must have five SSC credit pass in English and Mathematics and three other science subjects at not more than two sittings.
3. For Direct Entry a candidate must possess five SSC (or its equivalent) credits passes, two of which must be at the advanced level and one of which must be History, Geography, Geology, French or any Science subject.

Graduation Requirements

A student is deemed qualify for the award of a degree if he/she has:

1. completed and passed the prescribed number of courses including all compulsory courses.
2. earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

Global 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	-
ARC 101	Introduction to Archaeology	2	C	30	-
ARC 102	Introduction to Human Origins	3	C	45	-
ARC 103	A Survey of Old World Archaeology	2	C	30	-
ARC 104	African Knowledge Systems	3	C	45	-
ARC105	Public Archaeology	3	C	45	-
ARC 106	Introduction to Anthropology	2	C	30	-
Total		19			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital Humanities: Application of Computers to the Arts	2	C	30	
FAC 202	The Arts and other Disciplines	2	C	30	
ARC 201	A Survey of New World Archaeology	2	C	30	
ARC 202	Archaeology of Africa	3	C	45	
ARC 203	Theory of Archaeology 1	3	C	45	-
ARC 204	Quaternary Studies in Archaeology	3	C	45	
ARC 205	Field Archaeology	2	C	15	45
ARC 206	Science in Archaeology	3	C	15	90
ARC 207	Entrepreneurship: Contract Archaeology	2	C	30	
Total		28			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	30	-
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
ARC 301	Theory of Archaeology II	3	C	45	-
ARC 302	Prehistory of West Africa and the Sahara	3	C	45	-
ARC 303	Cultural Resource Management	3	C	45	-
ARC 304	Research Design and Methods in Archaeology	2	C	30	-
ARC 305	Field School 1 (14 days)	4	C	-	180
Total		23			

400 Level

Course Code	Course Title	Units	Status	LH	PH
ARC 401	Museum Archaeology	2	C	30	-
ARC 402	Archaeology and Development	2	C	30	-
ARC 403	Gender Archaeology	2	C	30	-
ARC 404	Archaeology of Nigeria	3	C	45	-
ARC 405	Field School II (14 days)	4	C		180
ARC 406	Project	6	C	-	-



	Total	19			
--	--------------	-----------	--	--	--

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 and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

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



Course Contents

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

ARC 101: Introduction to Archaeology

(2 Units C: LH 30)

Learning Outcomes:

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

1. have knowledge of what archaeology is and its aims;
2. explain the origins of archaeology as a discipline and its eurocentric roots. understand how archaeologists discover sites, recover and handle archaeological evidence; and
3. identify the different dating methods used in archaeology, the principles behind each of the methods and their limitations in archaeological interpretation.

Course Contents:

The meaning of archaeology and its basic aims. Origin and growth of archaeology as a discipline with particular reference to Africa. Principles and techniques of archaeology. Site prospection in archaeology. Dating methods in archaeology. Archaeology and development.

ARC 102: Introduction to Human Origins

(3 Units C: LH 45)

Learning Outcomes: On successful completion of the course, students will be able to:

1. explain the different perspectives in the study of human origins;
2. identify the difference between the creation theory and the theory of evolution;
3. appreciate the fossil record and how it supports the study of human origins; and
4. analyse the gaps in our current knowledge on human origins.

Course Contents:

Theories of human origin (the creation theory and the theory of evolution). Charles Darwin and the theory of evolution. The fossil record with particular reference to Africa (Australopithecines to Homo sapiens) Genetics, molecular biology and human origins. The cognitive revolution.



ARC 103: A survey of Old World Archaeology

(2 Units C: LH 30)

Learning outcomes:

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

1. explain the major themes in the archaeology of the old world;
2. explain the history of human dispersal across the old world;
3. clearly explain the different food systems up to the neolithic revolution; and
4. articulate the significance of the neolithic revolution in the old world.

Course Contents:

A survey of old world geography and paleo ecology. Prehistory from proto-culture through the Stone Age to the 'Neolithic Revolution'. The primary and secondary dispersal of humans in the old world. Major civilizations of the old world. Energy capture in the old world.

ARC 104 African Indigenous Knowledge

(3 Units C: LH 45)

Learning Outcomes:

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

1. clearly define aik and articulate its scope as a knowledge system;
2. analyse the different ways aik is created and preserved;
3. explain aik as an endangered knowledge system; and
4. articulate the different strategies that will preserve and protect aik as a knowledge system.

Course Contents:

Meaning and scope of African Indigenous Knowledge systems. AIK as an endangered heritage resource. AIK as an on-going production of knowledge. AIK and African archaeology. AIK and ecology, religion and health. AIK and development. Strategies for salvaging AIK.

ARC 105 Public Archaeology

(3 Units C: LH 45)

Learning outcomes:

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

1. explain the meaning of public archaeology and profile the different publics that have a stake in the ownership and stewardship of archaeological resources;
2. identify how to engage the different publics as archaeologists;
3. have the ability to create public awareness about archaeology and get the public committed to the stewardship of heritage resources; and
4. articulate the significance of public archaeology in the areas of archaeo-tourism and the resolution of contemporary challenges in nation building.

Course Contents

The meaning of public archaeology. The different publics that are stakeholders to the archaeological record. Stakeholder engagement in archaeology. Awareness creation in archaeology. Ownership and stewardship of archaeological resources. archaeo-tourism. The application of archaeological knowledge to contemporary challenges.

ARC 106: Introduction to Anthropology

(2 Units C: LH 30)



Learning Outcomes

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

1. analyse the meaning and scope of anthropology;
2. explain basic theories and methods in anthropology;
3. articulate the interface between archaeology and anthropology; and
4. explain the challenges of doing anthropology in Africa.

Course Contents

Nature and scope of Anthropology. Culture and Change in human societies. Four sub fields of anthropology (Archaeology, linguistic anthropology, physical anthropology and socio cultural anthropology) Field methods in anthropology. Ethical issues in anthropology. The challenges of doing anthropology in Africa.

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

Course Contents

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

ENT 211 Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to: explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking

1. state the characteristics of an entrepreneur;
2. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
3. engage in entrepreneurial thinking;



4. identify key elements in innovation;
5. describe stages in enterprise formation, partnership and networking including business planning;
6. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
7. state the basic principles of e-commerce.

Course Content

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; and
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; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.



Course Contents

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

ARC 201: A survey of New World Archaeology

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the different stages of archaeological development in the new world and characterise each;
2. articulate the evidence for food production in the new world and argue in what ways, it differs from similar evidence in the old world;
3. identify and characterise the major civilizations of the new world and argue how and why they collapsed; and
4. understand the extent to which the environment played a major role in the rise and collapse of civilizations in the new world.

Course Contents

A survey of New world geography and paleo ecology. The peopling of the New world. The different stages of cultural development in the New world (the lithic, archaic, formative, classic and post classic). Food production in the New world. Civilizations of the New world. Energy capture in the New world.

ARC 202: Archaeology of Africa

(3 Units C: LH 45)

Learning outcomes

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

1. clearly argue out how africa is the cradle of humankind;
2. analyse how agriculture and metallurgy led to the development of complex societies in africa;
3. identify the significance of the nile valley, east and southern africa in the archaeology of the continent; and
4. explain the bantu problematic and the different lines of inquiry used in bantu studies.

Course Contents

The African paleo environment. Language families in Africa. Africa and human origins. Stone Age cultures of Africa. Food production in Africa. Egypt and the Nile valley. The African Iron Age and Bantu migrations.

ARC 203: Theory of Archaeology I

(3 Units C: LH 45)

Learning Outcomes

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

1. define archaeology, its goals and the nature of its evidence;
2. explain the history of archaeology, when and how it emerged as a scientific discipline;
3. articulate site formation processes and how these affect preservation of archaeological data; and
4. know the different theories and models of explanation in archaeology.



Course Contents

The nature of archaeological evidence. How archaeological sites are formed. The history of archaeology and how it became a modern science. Archaeological theories and models of explanation including the 3 Age system, diffusion, migration and invention. The culture history approach. Culture ecology. Systems theory and ethno archaeology. Ownership and stewardship of archaeological resources. Ethical challenges in archaeology.

ARC 204: Quaternary Studies and Archaeology

(3 Units C: LH 45)

Learning Outcomes: On successful completion of the course, the student should have:

1. learnt and known the significance of the quaternary as a geological epoch;
2. knowledge of how the quaternary sciences have in the understanding and interpretation of archaeological data;
3. knowledge to distinguish the two epochs of the quaternary and argue how the evidence from the pleistocene has enhanced our understanding of human evolution; and
4. arguments on how the quaternary offers an interdisciplinary window in the study of the environment.

Course Contents

The Quaternary as a geological time period. Basics of Quaternary archaeology. Pleistocene and Holocene environments and their impact on our physical environment, eco systems, climate and culture. Quaternary sciences and human origins.

ARC 205: Field Archaeology

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. analyse the theoretical basis of archaeological survey as it relates to the discovery of sites, and surface collections;
2. document and collect surface finds, process, study and analyse them;
3. carry out a traverse survey using the prismatic compass and gps; and
4. produce a site map and write a publishable site report.

Course Contents:

The course is both theoretical and practical covering the following topics: Laws, ethics and safety in field archaeology. Survey and reconnaissance techniques in archaeology. Surface collection techniques. Field photography and illustrations. Elementary use of survey equipment. Map reading and map making. Excavation techniques. Stratigraphic profiles and the Harris Matrix.

ARC 206: Science in Archaeology

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the significance of the physical and life sciences in the study of archaeological resources;
2. argue how micro and macro organisms affect the preservation of archaeological remains;
3. identification and recovery of fauna and flora remains in the archaeological context; and
4. analyse different ways science has helped archaeological survey and the discovery of sites.



Course Contents

Contributions of the physical and life sciences to the development of archaeology Site prospection, scientific handling and analysis of data. Dating methods and interpretation. Stratigraphy. Ecology and the Systems theory. Laboratory analysis (pottery and stone analysis). Basics of geoarchaeology, zooarchaeology, archaeogenetics and archaeometry. Laboratory analysis.

ARC 207: Entrepreneurship: Contract Archaeology

(2 Units C: LH 30)

Learning Outcomes

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

1. design and conduct a cultural impact assessment;
2. design and conduct an environmental impact assessment; and
3. report an archaeological investigation.

Course Contents:

Basics of contract archaeology. Cultural impact assessment. Environmental impact assessment. Rescue archaeology. Stakeholder analyses. Field work safety issues and ethics. Budgets and resource mobilization.

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



ENT 312 – Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Content

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

FAC 301: Research Methods in the Arts

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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



Course Contents

Meaning and characteristics of research. Research methods. Types of research in the Arts disciplines. Approaches to research, problems, proposals. Techniques of data collection, analysis and interpretation. Criteria for determining good data and the use of library resources. Archives. Internet. audio visual aids. field work. Interviews. Questionnaires. observations and focused-group techniques. Research reports. Report writing. Language of academic reports. organisation, originality of research. Euthenticity. ethical issues. Plagiarism. documentation editing.

FAC 302: Theories in the Arts and Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, student should have the:

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

ARC 301 Theory of Archaeology II

(3 Units C: LH 45)

Learning outcomes

At the end of the course, student should be able to analyse:

1. advanced theoretical perspectives in the study of archaeological resources;
2. the theories that are more relevant in the archaeology of the african continent;
3. archaeology as interpretation; and
4. how archaeology interfaces with politics in nation building.

Course Contents

Agency theory. Central place theory. Processual and post processual archaeology. Critical theory. Cognitive archaeology. Symbolic and structural archaeology. Reflexive archaeology. Marxist archaeology. Feminist and Gender archaeology. Settlement patterns. Social archaeology and hermeneutics (archaeology as interpretation) as well as archaeology and politics.

ARC 302 Prehistory of West Africa and the Sahara

(3 Units C: LH 45)

Learning outcomes

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

1. articulate an outline of the stone age sequence in west africa and the sahara;
2. argue how archaeology in the anglophone countries is done differently from the francophone countries;
3. discuss the origin of agriculture and metallurgy in west africa; and
4. explain how the colonial enterprise has affected the west african heritage through cultural spoliation.

Course Contents



This course is designed to teach the following topics: The West African Paleo environments. The development of archaeology in West Africa with reference to Anglophone and Francophone West Africa. Plunder and theft of archaeological resources in West Africa. West African Prehistory from the stone age. Food production in West Africa and the Sahara Metallurgy in West Africa and the Sahara. Complex societies and the rise of early states in West Africa. Trade and exchange in West Africa. Key archaeological sites in West Africa and the Sahara.

ARC 303 Cultural Resource Management (CRM)

(3 Units C: LH 45)

Learning outcomes

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

1. differentiate between CRM and normal archaeological practice;
2. analyse the laws and ethics basic to CRM practice;
3. carry out a cultural impact assessment ahead of projects; and
4. evaluate cultural resources.

Course Contents

The antiquities law in Nigeria. Salvaging archaeological and heritage resources for future generations. Evaluating Archaeological sites, monuments and objects as cultural resources. Preservation of sites, monuments and objects. Cultural impact assessments. Contract archaeology. Report writing. Ethics and CRM.

ARC 304 Research Design and Methods

(2 Units C: LH 30)

Learning outcomes

At the end of the course, students should have the ability to:

1. design their own research and write a proposal for funding;
2. explain ethical challenges in research design and how to circumvent these;
3. search for funding sources to support archaeological work; and
4. write reports of their projects.

Course Contents:

Research methods in archaeology. Key principles of research design. Quantitative methods in archaeology. How to write research proposals. Fund raising techniques. Safety and ethical issues in research design. Report writing and documentation styles

ARC 305: Field School I (14 days)

(4 Units C: PH 180)

Learning Outcomes

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

1. read field maps and use basic survey equipment for the reconnaissance of sites leading to proper mapping;
2. excavate using appropriate techniques, how to recover and document finds;
3. draw site sections and the harris matrix; and
4. write a technical report following the study of a site.



Course Contents

Advanced site survey using the prismatic compass, GPS and levelling equipment including the total station. Excavation and recovery techniques. Stratigraphy and section drawing. Descriptions of natural and archaeological layers (Harris matrix). Recovery of micro finds through floatation. Laboratory treatment and analysis of finds. Advanced report writing and documentation protocols.

400 Level

ARC 401: Museum Archaeology

(2 Units C: LH 30)

Learning outcomes

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

1. explain archaeology interfaces with the museum as a cultural resource;
2. distinguish the different types of museums and their roles in society;
3. characterise universal museums and articulate the extent to which they undermine the cultural patrimony of art producing countries; and
4. explain how illicit museum collections drive subsistence digging and the trade in antiquities.

Course Contents:

The course will cover the following topics: The museum concept and archaeology. Museum development in Africa. Local museums and universal museums. Museums as stewards of archaeological resources. Museum security and other challenges of conservation. Rogue museums, plunder, subsistence digging and trade in illicit antiquities.

ARC 402: Archaeology and Development

(2 Units C: LH 30)

Learning Outcomes

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

1. explain how archaeological knowledge can be deployed in nation building;
2. identify how issues of identity, heritage and local knowledge can be strengthened by archaeology;
3. explain how archaeology can be used positively and negatively in nation building; and
4. analyse the importance of the ownership and stewardship question in the archaeology of art producing countries.

Course Contents

The special role of archaeology in nation building. Archaeology, identity, heritage and local knowledge. The uses (and abuses) of archaeology in nation building. Ownership of the past and stewardship of archaeological resources. Repatriation politics.

ARC 403: Gender Archaeology

(2 Units C: LH 30)

Learning outcomes

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

1. distinguish between gender and sex;
2. identify the difficulties of 'finding' gender in the archaeological record;
3. analyse ways to interpret gender in the archaeological record; and
4. distinguish how societies differ in their knowledge and practice of gender.



Course Contents

This course will cover the following topics: The Gender Concept. Feminism and gender in archaeology. Studying men, women and children in the archaeological record. Gender in Nigerian archaeology.

ARC 404: Archaeology of Nigeria

(3 Units C: LH 45)

Learning Outcomes

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

1. sketch an outline of nigerian archaeology from the stone age;
2. know the challenges of both university archaeology and museum archaeology in nigeria;
3. discuss major sites in the nigerian stone age, iron age and other sites dealing with urban origins and
4. know the major centres of the nigerian iron age.

Course Contents

The Nigerian paleo environment. History of archaeology in the country (including university archaeology and museum) The Nigerian Stone Age. Food production, The Nigerian Iron Age. Complex societies and urban centres. Major Nigerian sites including Rop, Ugwelle Uturu, Rop, Indyer Mbakuv, Daima, Iwo Eleru, Nok, Benin, Igbo Ukwu, Lejja and Opi.

ARC 405: Field School II (14 days)

(4 Units C: PH 180)

Learning Outcomes

On successful completion of the 14 days field work, students should be able to:

1. to know how to read field maps and use basic survey equipment for the reconnaissance of sites leading to proper mapping;
2. know how to excavate using appropriate techniques, how to recover and document finds;
3. know how to draw site sections and the harris matrix; and
4. know how to write a technical report following the study of a site.

Advanced site survey using the prismatic compass, GPS and levelling equipment including the total station. Excavation and recovery techniques. Stratigraphy and section drawing. Descriptions of natural and archaeological layers (Harris matrix). Recovery of micro finds through floatation. Laboratory treatment and analysis of finds. Advanced report writing and documentation protocols

ARC 406: Project

(6 Unit C: PH 270)

Learning Outcomes

1. demonstrable ability and competence for independent library, archival and or fieldwork.
2. production of a dissertation or project.
3. ability to defend the dissertation or project.
4. demonstrable writing skills.

Course Contents

This is an original work by the student that will be submitted as part of the requirements for the degree in archaeology. It can be library or archival work, ethnographic or ethno archaeological research, museum work, reconnaissance, laboratory work/analysis that the student must show sufficient evidence under a supervisor to have done.



Minimum Academic Standards

Equipment

Basic equipment will include:

1. reconnaissance and survey equipment- including ground penetrating radar, resistivity meters, magnetometers (for detecting sub surface features to determine where to excavate)
2. tapes, chains, hand held gps, prismatic compasses, ranging poles and cutlasses,
3. total stations and reflectors, (for distance and bearing).
4. excavation equipment (including hand tools, picks, trowels, head pans, ladders, camping equipment, north arrows, pegs, shovels, soil charts.
5. projectors and screens, topographic and other maps, precision drawing sets, balances and weights, field recording supplies, cameras and photographic supplies, tapes, sieves of various sizes), handling and storage facilities (transparent and paper bags).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms;
2. computers and laptops;
3. electronic projectors;
4. language laboratory;
5. desktop computers, photocopying machines;
6. printers, public address system;
7. cultural artifacts of the language;
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
9. video players, audio recorders, charts, television sets, and
10. translation materials.

Office Equipment Head of Department Office

- 1 good photocopying machine and scanner
- 1 type-setting machine
- 2 filing cabinets
- 1 air conditioner
- 1 set of upholstered chairs
- 2 office chairs
- 2 bookshelves
- 1 refrigerator
- 1 executive table and chair
- 1 typist table and chair
- 1 tiled floors
- 1 official vehicle
- 1 notice board
- 1 smart board
- 1 desktop computer

Lecturer's Office

- 1 executive desk plus swivel chair
- 4 chairs
- 1 air conditioner
- 1 filing cabinet
- 2 bookshelves



1 refrigerator
1 desktop
1 set of upholstered chairs for Professor's Office
tiled floor for Professor's Office

Equipment for Staff Common Room

at least 3 sets of sofa
10 centre tables or side stools with chairs
1 refrigerator
microwave
1 electric kettle
at least 30 teacups, plates, tumblers, etc
at least 4 sets of cutlery
4 trays
1 cupboard
TV set with Receiver

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for B.A Archaeology programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary.

In employing staff, the following criteria are recommended:

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to assist lecturers in the conduct of tutorials, practicals and field work. These include Technicians, draughtsmen, Computer operators, survey staff and Museum curator.

Administrative Support Staff

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

Technical Support Personnel

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



Library

Library facilities: - relevant and current books, journals, texts and other e resources in space that is adequate enough to take at least 40 students at a time.

Classroom, Laboratories, Workshops, and Staff Offices

1. A museum with African collections, storerooms and conservation facilities.
2. A ceramic laboratory with adequate fittings including fumigation chambers, vacuum cleaning system, mini trowels, brushes, spatula wooden and metal, dental drilling tools, knives, ropes, high resolution microscopes, magnifying glasses, safety gadgets, laboratory coats, boots and overalls.
3. A Studio (for map making and photography, drawing and computer aided design equipment).
4. A computer workstation with at least 25 Internet ready computers.
5. Lecture halls/rooms fitted with projectors and screens, offices and a store for equipment.

Note: Archaeology sits in the humanities in every Nigerian University except the University of Ibadan where it sits in both the Sciences and the Humanities. Ibadan awards BA Archaeology and also BSc Archaeology.

The BA (Hons) programme draws on its electives from the Humanities while the B.Sc (Hons) programme draws on its electives from the Sciences.



B.A African Tradition Religion

Overview

African Traditional Religion (ATR) is both a course of study and a practice in Africa and beyond. The programme encapsulates courses from Christianity, Islam and other world religions for intersectional and comparative study. ATR draws from the history, psychology, religion, culture, politics, indigenous knowledge systems, entrepreneurship and so on to present a holistic view for intellectual and practical orientation. It is designed to equip the graduate for self-employment and as an employer of labour apart from the possibility of being employed in government institutions such as the public and civil service. The graduate is also trained to tutor and possibly harness the traditional resources for national development.

Philosophy

The philosophy of African Traditional Religion is to equip the graduate with very high intellectual mind and practical skills for self- and national development.

Objectives

The objectives of the programme are as follows:

1. expose the student to the rich contents of ATR;
2. investigate various sources of religious and cultural traditions;
3. engage ATR as both analytical and practical discipline;
4. appraise African religion and culture through historical, philosophical; ethnographical and political approaches; and
5. equip the student with some practical knowledge of the resources of the programme.

Unique Features of the Programme

The programme prepares the student for self-reliance and national development.

1. It develops practical skills meant to bring to sharp focus the significance of ATR in a globalised world.
2. It develops an entrepreneurial mind geared towards production and channeling of traditional values.
3. It produces students that are equipped for societal transformation through innovative and creative spirit.

Employability Skills

- 1 Graduates are employable in civil and public service.
- 2 Graduates are equipped towards self-employment and also employing labour in the area of alternative medicine practice, creation/collection of art works and so on.

21st Century Skills

The programme is tailored towards acquiring 21st century skills in the following areas:

1. Communication;
2. Collaboration;
3. Pragmatic deployment of indigenous knowledge in critical thinking;
4. Problem solving ;
5. creativity and innovation;
6. environmental consciousness;
7. Leadership;
8. Literacy in traditional African religion, and
9. Technology .



Admission and Graduation Requirements

Requirements

For a four-year course in addition to UTME score, the candidate should possess five credit passes in Senior Secondary Certificate (SSC) to include English Language and anyone of CRS, ISS, Arabic, Government, History, Nigerian Language or Civic Education in not more than two sittings.

For the three-year programme: five SSC credits passes, two of which must be at Advanced Level and to include Christian Religious Knowledge/Islamic Studies;

At least Merit grade in two principal subjects at the NCE Level plus not less than three other SSC subjects including English Language;

A Three-Year Diploma in Theology recognised by the University in addition to five SSC credits including English Language; and Diploma in Islamic Studies or Diploma in in the relevant Arts or social science programmes.

Graduation Requirements

For a four-year student to earn a degree in the programme, he must have in addition to all general requirements passed a minimum of 120 units of all the University, Faculty and Departmental core and required courses and also determined number of units of elective courses.

For a direct entry student, he/she must have in addition to all general requirements passed a minimum of 96 units of all the University, Faculty and Departmental core and required courses and also determined number of units of elective courses.

Global 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	-
ATR 101	Introducing African Traditional Religion	3	C	45	-
ATR 102	Survey of African Traditional Religion	2	C	30	-
ATR 103	Ancestralship in African Traditional Religion	2	C	30	-
ATR 104	African Traditional Religion and Culture	2	C	30	-
CRS 101	Source of Christianity	2	C	30	-
ISS 103	Source of Islam	2	C	30	-
REL 104	Introduction to Social Anthropology	2	C	30	-
REL 105	Religion and Human Values I	2	C	30	-
	Total	21			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	
ATR 201	General Introduction to the Study of Religion	2	C	30	-
ATR 202	Intersection of ATR with Christianity and Islam	2	C	30	-
ATR 203	Contemporary worship in ATR	2	C	30	-
ATR 204	African Concept of the Family	2	C	30	
ATR 205	Entrepreneurship in ATR	2	C	30	
REL 204	Introducing Comparative Religion	3	C	45	-
	Total	21			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 311	Venture Creation	2	C	15	45
ENT 312	Entrepreneurship and Innovation	2	C	30	-
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
ATR 301	The Spirit World of the African	2	C	30	-
ATR 303	ATR and Globalisation	2	C	30	-
ATR 302	African Traditional Religion and the Environment	2	C	30	-
ATR 304	Introducing African Indigenous Knowledge System	2	C	30	-
ATR 305	Introducing African Herbal Medicine	2	C	30	-
REL 307	History of Religions	3	C	45	-
REL 310	Religious Studies Research Methods	3	C	45	-
	Total	21			

400 Level

Course Code	Course Title	Units	Status	LH	PH
ATR 400	Long Essay	6	C	-	270
ATR 401	ATR and the African Diaspora	2	C	30	-
ATR 402	The Supreme Being in African Tradition	2	C	30	-
ATR 403	Traditional Medicine in Nigeria	3	C	45	-
ATR 404	African Traditional Religion and Contemporary Issues	2	C	30	-



ATR 405	ATR and Gender Relations	2	C	30	-
ATR 406	ATR and the Nigerian Nation	2	C	30	-
ATR 407	ATR and the Pluralistic World	2	C	30	-
Total		21			

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

Course Contents

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

GST 112- Nigerian Peoples and Cultures

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents



Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and 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 self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria 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 Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ATR 101: Introducing African Traditional Religion

(3 Units C: LH 45)

Learning Outcomes

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

1. define African Traditional Religion;
2. deal with conceptual ambiguities ; and
3. recognise the contributions of scholars to the development of the discipline.

Course Contents

Introduction to the main features of the African traditional religion. Problems of definition of African Traditional Religion. Status of African Traditional Religion as a world religion. Conceptual clarifications: African Traditional or African Indigenous Religion(s). African Traditional Religions, African Traditional Religion, African Religion (Afrel). Historical development of African Traditional Religion as an academic discipline. Contributions of Geoffrey Parrinder, J.S. Mbiti, E.B. Idowu, J.O. Awolalu, and so on.

ATR 102: Survey of African Traditional Religion

(2 Units C: LH 30)

Learning Outcomes

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

1. debate the bias against the religion;
2. appreciate the resilience of ATR; and
3. learn the structure of belief across the African continent.

Course Contents

Further definitions of African Traditional Religion. Western perceptions of African Traditional Religion. Derogatory terminologies used by Western scholars to describe African Traditional Religion. African scholars' reactions to the derogatory terms. African peoples from the East, West, South and North conception of African Traditional Religion. The pyramid of African belief: Belief in God, divinities, spirits, ancestors, medicine personnel.



ATR 103: Ancestorship in African Traditional Religion**(2 Units C: LH 30)****Learning Outcomes**

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

1. appreciate that there is life after death;
2. explain that not all those who died can become ancestors;
3. learn the conditions for ancestor status;
4. appreciate the roles of ancestors in African community; and
5. determine the influence of Christianity and Islam on belief in ancestorship

Course Contents

Definition of ancestors. Ancestors as the living-dead. Ancestor-hood as salvation in African Traditional Religion. Traditional qualifications for ancestorship in different cultural contexts. Influence of Christianity and Islam on the concept of ancestorship. Reassessment of the criteria of becoming an ancestor in modern Africa. Modernity and claim of abandonment of ancestors. Revival of ancestral cults in Africa.

ATR 104: African Traditional Religion and Culture**(2Units C: LH 30)****Learning Outcomes**

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

1. appreciate the relationship between religion and culture;
2. demonstrate how African culture influenced political system; and
3. realise the dynamics of culture in Africa's development.

Course Contents

Definition and clarification of culture. Correlation between African Traditional Religion and cultures. Culture, African Traditional Religion, and Identity. Culture, African Traditional Religion and rites of passage. African Traditional Religion and culture contact. African Traditional Religion and political system such as monarchy, military regimes, democracy within African religious and cultural context. Belief in ritual practices to influence political processes. African culture and socio-economic development. Power relations within the traditional religious sphere. African Traditional Religion, culture and corruption in Africa.

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



Course Contents

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

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15: PH 45)

Learning Outcomes

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

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

Course Contents

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

FAC 201: Digital Humanities: Application of Computer to the Arts **C: LH 30)**

(2 Units

Learning Outcomes

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

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



6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ATR 201: General Introduction to the Study of Religion (2 Units C: LH 30)

Learning Outcomes

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

1. be familiar with the evolution of the concept of religion;
2. appreciate the problems of defining religion; and
3. learn the different approaches such as: sociological, philosophical, ethical, Phenomenological, psychological, and so on

Course Contents

Etymologies, definitions, and theories of the origins of religion. Approaches to the study of religion. Purposes and difficulties encountered in the study of religion. Theories and methods of studying religion: phenomenological, comparative, ethnographical, grounded theology, Marxian, Weberian, anthropological, sociological, historical, psychological, literary, philosophical, economic, and so on.

ATR 202: Intersection of ATR with Christianity and Islam (2 units C: LH 30)

Learning Outcomes

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

1. determine the level of intersectionality;
2. assess the infusion of religious beliefs;
3. understand how religions enhance human flourishing;
4. appreciate different cosmological resources defining African religioscape.



Course Contents

Definitions of religious intersectionality. Approaches to religious intersectionality. Critique of religious intersectionality. Aspects of ATR appropriated by Christianity and Islam: vigil, invocation and curses as prayers, traditional marriage/Christian/Islamic, traditional burial/Christian/Islamic, engaging cosmological resources for human flourishing, Proto-Ancestor concept.

ATR 203: Contemporary Worship in ATR

(3 units C: LH 45)

Learning Outcomes

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

1. appreciate how ATR has re-defined itself;
2. assess the influence of culture contact; and
3. assess the contextualisation of borrowed format.

Course Contents

Engaging the concept of worship. Object(s) of worship in African Traditional Religion. Pre-colonial structure of worship in African Traditional Religion. Organised worship in ATR such as in Arousa temple in Benin City, Ijo Orunmila among the Yoruba and so on which are structured in form of orthodox churches. Liturgical order of worship. Move of the spirit. Worship and divination, revelation or prophecy. Worship, music and dance of worship. On site visit could be arranged where it is possible, and students should write their report for assessment.

ATR 204: African Concept of the Family

(3 units C: LH 45)

Learning Outcomes

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

1. define the composition and nature of the African family system;
2. appreciate the significance of African family; and
3. appreciate the resilience of African family system .

Course Contents

Definitions of family. African concept of family. Importance of marriage in Africa. Types and nature of family. Functions of family system. Challenges of contemporary African family. The place of first son or daughter in the family. Western influence on African family system. Resilience of African family system. Authority and hierarchy in African family system. Family, inheritance, and succession.

ATR 205: Entrepreneurship in ATR

(2units C: LH 30)

Learning Outcomes

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

1. appreciate the traditional entrepreneurial skills and mode of acquisition;
2. practically create cultural, aesthetic and economic value; and
3. pursue a thriving entrepreneurship outfit.



Course Contents

Definitions of entrepreneurship. Importance of entrepreneurship. African traditional entrepreneurial skills and acquisition. Entrepreneurship and traditional art works, their symbolism and significance, their aesthetic and economic value; different cultural emblems, artifacts; cultural and royal paraphernalia and so forth. Setting up shop for sale of art works and other traditional gift items.

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 peace & 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; PH4 5)

Learning Outcomes

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

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;



6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

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

FAC 301: Research Methods in the Arts

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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



FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. capture complexity by means of a single general statement;
2. systematically think from principles through application to conclusions;
3. analyse complex data to minimal units;
4. make out underlying patterns in art phenomena, and
5. utilize evidence to organize and explain complex phenomena in the humanities.

Course Contents

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.

ATR 301: The Spirit World of the African

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the existence of spirits;
2. distinguish between malignant and ancestor spirits;
3. draw the hierarchy of the different spirits; and
4. appreciate their intervention in human and community affairs.

Course Contents

This spirit world of the African. Spirit forces in African worldview. Cosmic forces such as witches, (the Bwanga, Nyame), the apparitions/phantoms, as well as the witch doctor. Divinities in selected ethnic groups. Good and malignant spirits. Witchcraft from African and western perspectives. The spirits as agents and agencies in human society. Reality of the spirit in contemporary society.

ATR 302: African Traditional Religion and the Environment (2 Units C: LH 30)

Learning Outcomes

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

1. possess knowledge of the relationship between religion and environment;
2. appreciate the need to care for the environment; and
3. apply African environmental ethics to environmental issues.

Course Contents

General conceptions of the environment. African conception of the environment. African cosmos as composite. Myths and sacrality of the environment. African Traditional Religion, natural and built environment. Forces in the African environment. Totems and preservation of the ecosystem. Reverence for the cosmos and consequences of desecration. A comparative analysis of the environment in pre- and post-colonial Africa. The place and role of African environmental ethics in the preservation of the environment.



ATR 303: ATR and Globalisation

(2units C: LH 30)

Learning Outcomes

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

1. demonstrate the concepts of globalisation;
2. appreciate the advantages and disadvantages of globalisation;
3. influence of globalisation on African religion and culture; and
4. debate local-global responses to globalisation.

Course Contents

Definitions and conceptualisation of globalisation. What is globalisation? African Traditional Religion in a Globalised world. Effects of globalisation and its media on African Traditional Religion and culture. How globalisation is affecting African culture and orientation and also being affected by the latter. Contributions of African culture to global culture: communality, human dignity, respect and honour, shame culture and so on. History and influence of Nollywood on African religion and culture. Selected movies can be analysed.

ATR 304: Introducing African Indigenous Knowledge System (2 Units C: LH 30)

Learning Outcomes

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

1. conceptualise AIKS;
2. appreciate the contribution of African to the body of knowledge; and
3. apply to critical discourse on at a global level.

Course Contents

Definitions of indigenous knowledge systems. African indigenous knowledge system. African Traditional Religion and Indigenous Knowledge Systems. Sources of AIKS: proverbs, folklores, myths, cosmologies, rituals, and the epistemologies derived from them. Application of AIKS in modern society. Challenges and production of AIKS in a globalised world.

ATR 305: Introducing African Herbal Medicine

(2 units C: LH 30)

Learning Outcomes

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

1. identify leaves and determine their medicinal values;
2. process some of the leaves; and
3. suggest ways to tackle the challenge of standardisation.

Course Contents

Definition and nature of African medicine. Medicine and magic in African Traditional Religion. African herbal medicine as prophylaxis. African traditional prognosis. Potent word or incantation in herbal medicine. Identifying different leaves for herbal purposes; determining their medicinal values; and processing. Dealing with the problem of measurement and dosage. The growing market for traditional medicine. Measures for standardisation, preservation and economic benefits for personal and national development.



ATR 400: Long Essay**(6 units C: PH 270)****Learning Outcomes**

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

1. deploy the knowledge he has gained during the programme into research; and
2. contribute to knowledge in a little way.

Course Contents

The student undertakes a research of about 5,000 words on an approved topic by the Department, wherein he clearly engages methodological and theoretical approaches. He also follows the approved reference style used by the Department.

ATR 401: ATR and the Africa Diaspora**(2units C: LH 30)****Learning Outcomes**

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

1. appreciate the history of Trans-Atlantic Slave Trade;
2. demonstrate the transposability of African Traditional Religion; and
3. assess the unintended consequences of globalising ATR

Course Contents

A brief history of the Trans-Atlantic Slave Trade. External and internal factors responsible for Slave Trade. Roles of individuals and organisations involved in the Trans-Atlantic Slave Trade. Cost and consequences of Slave Trade on Africa. The transposability and establishment of African Traditional Religion in the New World. The practice and flourishing of ATR in Cuba, Brazil, Portugal, and the US.

ATR 402: The Supreme Being in African Tradition:**(2 Units C: LH 30)****Learning Outcomes**

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

1. learn the names and attributes of God in different African communities;
2. demonstrate the nature of God; and
3. realise the place of God in African worldview

Course Contents

Multiple conceptions of God in African ethnic and regional groups. Examples from West, East, Central and Southern Africa. The concept of God as polytheism, deism, monotheism, animism in African Traditional Religion. Mbiti, Parrinder, Idowu, Awolalu's etc. views of the concept of God in Africa and contemporary decolonial viewpoints. The attributes of the God in Africa. The problem of evil from African Traditional Religion's worldview.

ATR 403: Traditional Medicine in Nigeria/Africa**(3 units C: LH 45)****Learning Outcomes**

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

1. learn about the healer;
2. learn the protocols of healing;
3. differentiate between medicine and magic; and
4. determine the efficacy of traditional medicine.



Course Contents

Practical rudiments of traditional/alternative healing. Mystification and demystification of traditional healing processes. Excursion to such places as Pax-Herbal Laboratories in Ewu, Edo State (or any other identified/recognised herbal home nearest to the university) to understudy trado-medicine and its economic/business value. The students are to submit individual or group report on their excursion. Traditional medicine personnel and response to epidemic or pandemic such as Ebola, COVID-19 and so on.

ATR 404: African Traditional Religion and Contemporary Issues LH 30)

(2units C:

Learning Outcomes

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

1. assess the ambivalence of religion in contemporary Nigeria;
2. relate African Traditional Religion to other contemporary issues; and
3. tease out ways of locally combating contemporary menaces.

Course Contents

African Traditional Religion and food and food security. Poverty and development from the perspective of African Traditional Religion. African Traditional Religion and politics, economy. African Traditional Religion and aesthetics. African Traditional Religion and human dignity, human rights, respect for human life in the face of increasing rate of human rituals and kidnapping. African Traditional Religion and terrorism. African Traditional Religion and leadership. African Traditional Religion and modern science. African Traditional Religion and secularity.

ATR 405: ATR and Gender Relations

(2 Units C: LH 30)

Learning Outcomes

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

1. trace the history of the development of gender in Africa;
2. explore the underlying role of African Traditional Religion in gender construct; and
3. assess the challenges that globalisation poses to gender issues in Africa

Course Contents

Traditional African conception of gender. African Traditional Religion and patriarchy, matriarchy. African Traditional Religion and homosexuality. LGBTI and African Traditional Religion. African Traditional Religion and heterosexuality and so on. Specific relations of gender in different African cultural settings. Roles of gender in the family and community. Contemporary debate in African gender construct.

ATR 406: ATR and the Nigerian Nation

(2 Units C: LH 30)

Learning Outcomes

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

1. assess the contributions of ATR to national development
2. assess the neglect of traditional values in national development
3. proffer viable solutions to the challenges



Course Contents

African notions of nation and nation-building. Roles of African Traditional Religion in national development: ATR, non-violence and peace. ATR and national politics. Utilisation of ATR resources for political development. ATR and sports. ATR and the Nigerian economy. ATR and social value. Debate on oath-taking and corruption in Nigeria. Public holidays, religious ecumenism, Nigerian Inter-religious Council, and the status of ATR in Nigeria's secularity.

ATR 407: ATR and the Pluralistic World

(2 Units C: LH 30)

Learning Outcomes

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

1. engage the concept of pluralism;
2. contribute to the debate; and
3. appraise how the debate affects Nigeria.

Course Contents

Concept and nature of pluralism. Religious pluralism and religious plurality. ATR and Nigerian religious pluralism. Contributions of ATR to religious tolerance; religious dialogue. ATR and African palaver. ATR and alternative dispute resolution.

Minimum Academic Standard

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms;
2. computers and laptops;
3. electronic projectors;
4. language laboratory;
5. desktop computers, photocopying machines;
6. printers, public address system;
7. cultural artifacts of the language;
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
9. video players, audio recorders, charts, television sets, and
10. translation materials.

Office Equipment Head of Department Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board



15.1 desktop computer

Lecturer's Office

- 1 executive desk plus swivel chair
- 4 chairs
- 1 air conditioner
- 1 filing cabinet
- 2 bookshelves
- 1 refrigerator
- 1 desktop
- 1 set of upholstered chairs for Professor's Office
- 1 tiled floor for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers, etc
7. at least 4 sets of cutlery
8. 4 trays
9. 1 cupboard
10. TV set with Receiver

Staffing

Academic Staff:

The ratio of 1 lecturer to 30 students shall apply. Well-trained ATR/Religious Studies Scholars with M.A. and Ph.D. qualifications are required for the programme. The academic staff with Ph.D. should not be less than 70%.

Non-Teaching Staff

Departmental Secretary who should be computer literate, staff assistant, (Messenger) and cleaner.

Academic and Non-Academic Space

	mm ²
Professors' Offices	18.50
HOD's Office	18.50
Tutorial Teaching Staff Office	13.50
Other Teaching Staff Offices	7.00
Secretariat Space	7.00

Adequate Lecturers' offices, classrooms, functional and well-equipped laboratory for herbal practice and traditional art works.

Academic and Administrative Equipment

Herbal laboratory is needed where practical aspects of the course can be carried out.



Library and Information Resources

Adequate stock of Religious Studies and particularly ATR books, journals, reference books in the main and departmental libraries and internet connectivity facilities. The universities should subscribe to databases and provide access to both staff and students. E-library should be made functional. Other items of equipment needed are tape recorders/players, public address system, computer and other IT facilities.



B.A Chinese Studies

Overview

The Chinese Studies programme is dedicated to preparing students for the twenty-first century with a solid foundation in Chinese language, history, literature, economy, politics, philosophies, policies and culture. The programme through in-depth courses lead students not only to China's past and present but also to her future. The programme is geared toward providing students with a comprehensive training in Chinese language and to have a microscopic understanding of China. The Chinese Studies programme is dedicated to helping students learn the language spoken by a quarter of the world's population, and to take an interdisciplinary approach to the study of China.

This programme is balanced to develop Chinese language skills and understanding of how China works both on the local and global scale, with special insights into China's rapidly developing economy, her growing political influence and rich culture. The programme promotes cultural exchange and diplomacy between Nigeria and China and prepares the Nigerian students to ride with the Chinese trend of the 21st century. Graduation from Chinese Studies offers job opportunities in international business including international trade, government and politics, law particularly commercial law, media, education including teaching, tourism and Intelligence.

Philosophy

The philosophy of the Chinese Studies programme is to produce sound and knowledgeable personnel concerning man, his complex nature and relationship with the world around and beyond. In this context, effort is geared toward laying solid academic foundation for scholarly studies and practical development through research in Chinese language and culture, economy, medicine, law, civilisation, history, business and all round bilateral relationship with Nigerian development as a nation.

Objectives

Chinese Studies programme is specifically designed to:

1. develop and enhance the students' awareness of the values, contributions, and potentialities of their own social and cultural environment;
2. train students to demonstrate advanced written communication and information literacy skills;
3. prepare students to analyse relevant topics in spoken or written form in the Chinese language;
4. empower the students to contribute meaningfully toward the attainment and the satisfaction of national goals;
5. help students to develop and utilise the spirit of self-reliance and self-actualisation;
6. equip the students with the necessary tools and values to enable them to contribute meaningfully toward socio-political and economic development of society, building a virile, strong and united country and ensuring national and international peace, cooperation, understanding and progress;
7. promote and preserve African and Chinese life, philosophy, world-view and rich anthropological past through the study, research-oriented development and documentation of languages, literatures and cultures;
8. equip students with the ability to interpret the practices, products, and perspectives of cultures using the Chinese language;



9. expose the students to different aspects of african and chinese languages, literature and cultures so as to help them achieve greater competence and sophistication in understanding and appreciation of the values inherent in these aspects;
10. train them to be able to apply the knowledge so acquired for the advancement of society;
11. prepare them for further studies in the discipline and for relevant careers;
12. help students to analyse relevant topics in written form in the chinese language; and
13. help students to demonstrate cultural competence through investigation of the Chinese culture.

Unique Features of the Programme

1. The curriculum focuses on exploration of a culture with a history of 5000 years and a language spoken by 1.36 billion people.
2. The programme allows varieties of career paths such as import/export broker, marketer, policy analyst, researcher, teacher, translator, or interpreter, diplomatic aide, international travel agent, financial service provider, international employee, and entrepreneur etc.
3. The syllabus expands beyond Chinese language skills in a bid to discover what makes China unique.
4. The programme shapes personal values and beliefs that support cultural exchange and diplomacy.
5. The programme develops essential life skills necessary in modern day globalization.

Employability Skills

Graduates of this programme should possess skill that will enable them to:

1. teach chinese as a second/foreign language.
2. administer in foreign embassies, offices and banks.
3. engage in international research.
4. act as consultants for public or private firms.
5. become media practitioners.
6. work as translators and interpreters.
7. act as cultural, information and ethnographic officer/curators.
8. become editors and creative writers.
9. become international business men and women.

21st Century Skills

The programme will lead to the acquisition of the following 21st century skills:

1. Global awareness
2. Social skills
3. Media literacy
4. digital literacy
5. collaboration (teamwork)
6. communication
7. critical thinking, problem solving, decision making
8. creativity and innovation
9. resilience
10. pro-activity
11. information literacy
12. diplomacy



Admission and Graduation Requirements

Admission Requirements

Candidates for admission need not have any previous knowledge of Chinese language. In addition to appropriate UTME score, a candidate is required to possess a minimum of five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including English Language, at not more than two sittings.

Direct Entry

For Direct Entry, A candidate must possess a minimum of five SSC credit passes including English, two of which are at the advanced level or NCE, OND, and Diploma in any discipline from universities plus a pass in Chinese language proficiency test (HSK 3).

Graduation Requirements

Exchange/Immersion programme plus HSK 4&5

All students are expected to undergo exchange/immersion programme in third year abroad (China or other places/companies where Chinese language is spoken) or in Nigeria (where Chinese language is used). During the one year exchange/immersion programme, students are expected to register and pass HSK level 4&5 or equivalent exams organize by the university. The results of HSK 4 & 5 will be used for first and second semester respectively.

Duration

4-year programme for UTME and 3-year programme for Direct entry leading to BA in Chinese Studies. During this period, candidates are required to register, take and pass required courses.

The BA in Chinese Studies programme will provide the students with extensive abilities in the modern Chinese language, culture and literature. Students will experience an exceptional challenge that will equip them for rewarding careers in international organizations, multinational corporations, media, tourism, NGOs, education, and government. Students can also take advantage of the university's exchange program agreements and study at some of the best Chinese universities even on scholarship.

Graduates Targeted with this New Chinese Studies (Core Curriculum and Minimum Academic Standards, CCMAS) Programme

1. Graduates who are in position to positively improve the state of their communities through cultural exchange.
2. Graduates who are able to pursue a range of graduate school opportunities
3. Graduates who are able to contribute to global public cultural exchange and development.



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST112	Nigeria People and Culture	2	C	30	-
CHS 101	Elementary Chinese I	2	C	30	-
CHS 102	Elementary Chinese II	2	C	30	-
CHS 103	Introduction to Chinese Phonetics and Phonology	2	C	15	45
CHS 104	Listening and Speaking (Conversational Chinese)	2	C	30	-
CHS 105	Introduction to Pinyin and Character Writing	2	C	15	45
CHS 106	Chinese Reading and Comprehension	2	C	15	45
CHS 107	Introduction to Chinese People and Culture	2	C	30	-
CHS 108	Introduction to Chinese History	2	C	30	-
	TOTAL	20			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CHS 201	Intermediate Chinese I	2	C	30	-
CHS 202	Intermediate Chinese II	2	C	30	-
CHS 203	Translation: Theory and Practice	2	C	15	45
CHS 204	Research Methodology	2	C	15	45
CHS 205	Introduction to Chinese Grammar	2	C	30	-
CHS 206	Introduction of Chinese Literature	2	C	30	-
CHS 207	Entrepreneurial skills in Chinese Studies	2	C	30	-
CHS 208	Chinese Civilization	2	C	30	-
	Total	20			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
CHS 301	Advanced Chinese I	2	C	30	-
CHS 302	Advanced Chinese II	2	C	30	-
CHS 303	Advanced Translation	2	C	15	45
CHS 304	Advanced Chinese Characters	2	C	15	45
CHS 305	Chinese Politics and Economy	2	C	30	-
CHS 306	Chinese Religion and Philosophy	2	C	30	-
CHS 307	Introduction to General Linguistics	2	C	30	-
CHS 308	Chinese for Specific Purposes	2	C	15	45
Total		20			

400 Level

Course Code	Course Title	Units	Status	LH	PH
CHS 401	Advanced Grammar	2	C	30	-
CHS 402	Chinese Linguistics	2	C	30	
CHS 403	Sino-African Relations	2	C	30	-
CHS 404	Chinese Calligraphy	2	C	15	45
CHS 405	Chinese Creativity and Invention	2	C	30	-
CHS 407	Comparative Study of African and Chinese Literature	2	C	15	45
CHS 422	Project (Thesis)	2	C	-	90
Total		18			

Course Structure and Learning Outcomes

GST 111- Communication in English

(2 Units C LH 15: PH 45)

Learning Outcomes

At the end of this course, students should be able to: identify possible sound patterns in English Language;

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



6. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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



CHS 101: Elementary Chinese I

(2 Units C: LH 30)

Learning Outcomes

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

1. acquire a basic understanding of chinese language and culture;
2. cultivate the skills of elementary chinese listening and speaking; and
3. acquire a basic understanding of Chinese character recognition and writing.

Course Contents

The first half of a two-semester Mandarin Chinese course that aims to help beginners develop communicative competence in the basic four skills (listening, speaking, reading and writing) and culture of Chinese. Aimed at introducing the basic knowledge of Chinese phonetics, vocabulary, grammar and characters.

CHS 102: Elementary Chinese II

(2 Units C: LH 30)

Learning Outcomes

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

1. accurately ask and respond in chinese to questions dealing with one or more of the following: food preferences and tastes, a doctor's consultation, finding appropriate housing accommodations, or travel;
2. produce correct sentences in chinese using relatively complex phrases including one or more of the following: passive voice, comparisons, attributives, directional complements, or time expressions;
3. accurately identify and translate chinese characters; and
4. identify basic facts and cultural traditions associated with China.

Course Contents

A continuation of CHI 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Chinese culture.

CHS 103: Introduction to Chinese Phonetics and Phonology (2 Units C: LH 30)

Learning Outcomes

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

1. improve their chinese pronunciation to a new level;
2. identify the rules of chinese phonetics and phonology; and
3. pronounce chinese characters and pinyin with much ease.

Course Contents

Teaches mandarin sounds (Initials and finals), consonants and vowels. It is set to handle the Chinese learners in the process of learning all kinds of Chinese pronunciations and speech problems through the systems of sound production in mandarin Chinese, which are subject to correct ways to learn the rules of Chinese phonetics and phonology. Pronunciations are given precise hint, methods are equally provided to correct mistakes. Designed for improving practice at the same time, on the basis of correct writing and pronunciation, and creates room for further improvement.



CHS 104: Listening and Speaking (Conversational Chinese) (2 Units C: LH 30)

Learning Outcomes

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

1. acquire some new words and expressions at the same time;
2. acquire an improved listening and speaking abilities; and
3. to communicate fluently in common situational chinese.

Course Contents

For training the listening and speaking ability of the Chinese language learners. It is practical based, involving many listening and oral practices. The students would be trained to distinguish the phonetic sounds of the language and be able to differentiate one sound from similar ones. It also embraces listening to audio materials drawn from short passages.

CHS 105: Introduction to Pinyin and Character Writing (2 Units C: LH 15 PH 45)

Learning Outcomes

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

1. identify the compositions of chinese characters;
2. make the right directional strokes of chinese characters;
3. write or copy chinese characters with much ease; and
4. write the chinese pinyin with much ease.

Course Contents

Teaches the writing rules in pingyin and characters. This include the rules of top to bottom, left to right, symmetry counts, horizontal first vertical second, enclosures before content, close frames last, character spanning strokes last. It walks

CHS 106: Chinese Reading and Comprehension (2 Units C: LH 30)

Learning Outcomes

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

1. acquire improved reading and comprehension skills;
2. read and understand everyday chinese in newspapers, academic materials and literature; and
3. read and understand Chinese characters with more ease and speed.

Course Contents

Aims at improving the students reading skills and comprehension with the use of short stories drawn from real life situations to facilitate students' ability to read and understand Chinese characters.

CHS 107: Introduction to Chinese People and Culture (2 Units C: LH 15 : PH 45)

Learning Outcomes

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

1. acquire an overall understanding of chinese people and culture;
2. analyse and appreciate chinese literatures and history; and
3. observe the importance of the promotion of cultural exchange between china and nigeria.



4. the students through the compositions, the sequence, patterns and strokes of Chinese characters. It also focuses on the rules and techniques of writing pinyin.

Course Contents

Introduces the Chinese people, their ethnicity, and way of life. It covers the ethnic minorities in China and the Han majority, presents Chinese culture as one of the world's oldest cultures, originating thousands of years ago. It focuses more on the diversity of the ethnic groups with views on their traditional festivals, rites, philosophy, virtue, etiquette, music, dance, martial arts, cuisine, religion and cultural exchange between China and the other countries etc. This course help students to have a comprehensive understanding of Chinese culture and cultural exchange.

CHS 108: Introduction to Chinese History

(2 Units C: LH 30)

Learning Outcomes

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

1. possess a good knowledge of the history of ancient and contemporary china;
2. describe the economic and political structures of the ancient dynasties of china; and
3. point out the key events and key figures of ancient and contemporary china.

Course Contents

Designed to give the students an in-depth knowledge of the early history of China, with emphasis on the middle kingdom from cradle down to early 19th Century. This will encompass different Chinese empires and emperors, as well as the dynasties that make up the middle kingdom, their cultures and traditions and their political systems.

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. identify the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain 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.



Learning Outcomes

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

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

Course contents

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

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

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

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

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts. Methodological and interdisciplinary scope of digital humanities.

Techniques of data analysis, application of Computer in the Arts disciplines, entrepreneurial, research, publishing, networking and application of various digital tools, and the new media.



FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

CHS 201: Intermediate Chinese I

(2 Units C: LH 30)

Learning Outcomes

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

1. improve their communication in Chinese by advancing their listening, speaking, writing and reading abilities;
2. deepen their knowledge and broaden their vocabulary;
3. apply advanced grammatical structures, including descriptive complements, that support communication at the intermediate level of proficiency; and
4. compose longer descriptive, narrative, and expository pieces.

Course Contents

Focuses on intermediate Chinese level which involves the communication of personal or familiar topics in Chinese. It enhances the students' listening, speaking, writing and hearing abilities to better communicate with Chinese natives about most topics on an intermediate level. This includes the understanding of general topics and non-specialist contents to be able to communicate with native speakers about similar topics.

CHS 202: Intermediate Chinese II

(2 Units C: LH 30)

Learning Outcomes

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

1. use speaking and listening skills to converse with ease and confidence about routine tasks and social situations;
2. read and compose colloquial text using Chinese characters;
3. apply wider cultural knowledge and recognize Chinese cultural values in order to interact with native speakers of Mandarin Chinese with elevated appropriateness; and
4. take the step from intermediate to advanced level Chinese.

Course Contents

A continuation of Chinese 201. Building upon language skills acquired in the previous course, Chinese 202 will increase students' knowledge of the fundamental grammatical structures of Chinese and their ability to communicate in both spoken and written Chinese in a wide range of situations in daily, social and academic life. Students will be introduced to reading materials of increasing complexity on a variety of topics reflecting different aspects of traditional and modern Chinese culture.



CHS 203: Translation: Theory and Practice**(2 Units C: LH 15 : PH 45)****Learning Outcomes**

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

1. tell the basic rules of translation and interpretation;
2. translate documents from english to chinese and vice versa; and
3. interpret meanings from English to Chinese and vice versa.

Course Contents

Aims at introducing some foreign language translation theories, especially Chinese-English translation theory, by taking many practices of Chinese-English oral interpretation and written translation, to deepen students' understanding of foreign language translation theory and improve ability of Chinese-English translation, in order to fit the needs of future work.

CHS 204: Research Methodology**(2 Units C: LH 30)****Learning Outcomes**

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

1. devise a complete and rich research methodology;
2. collect, process, and analyse research data; and
3. write a good thesis or an article that could be published.

Course Contents

Introduces key research methodologies such as induction and deduction, analysis and synthesis, quantitative and qualitative research, investigation method, experimental method etc., to improve students' abilities in applying multiple methods in research and to pave a strong foundation for Project (Thesis) writing.

CHS 205: Introduction to Chinese Grammar**(2 Units C: LH 30)****Learning Outcomes**

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

1. tell the basic grammatical rules and sentence elements in chinese;
2. use the basic chinese sentence patterns and structures that are error free; and
3. observe the unique nature of chinese grammar.

Course Contents

Introduces Chinese grammar by focusing on the elementary grammatical points such as parts of speeches, the basic sentence patterns and structures, so as to be able to produce grammatical sentences that are error free in Chinese.

CHS 206: Introduction to Chinese Literature**(2 Units C: LH 30)****Learning Outcomes**

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

1. appreciate the literary works of ancient, contemporary and modern China;
2. identify the norms and culture of ancient, contemporary and modern China through the literary works;
3. denote the prominent literary figures of ancient, contemporary and modern China;
4. observe the literary rules and skills of ancient, contemporary and modern China.



Course Contents

Theoretical elements of Chinese literature- drama, poetry, and prose, glimpses of the ancient, contemporary and modern Chinese literature. The mystery in remote times, the Poetry in Tang Dynasty, the Ci Poetry in Song Dynasty, and the novel in Ming & Qing Dynasty and the fiction of modern times.

CHS 207: Entrepreneurial skills in Chinese Studies

(2 Units C: LH 30)

Learning Outcomes

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

1. command the chinese language skills and knowledge of the chinese culture from their prior studies, and begin to explore and identify the traits of entrepreneurship and to create their entrepreneurial profile not only in the chinese language, but also in the appropriate cultural context and format;
2. identify the business norm and practice of the chinese entrepreneurs, how the chinese society perceives these entrepreneurs;
3. create an entrepreneurial personal profile in a culturally appropriate way that includes a western and chinese resume featuring their personality traits, background, personal experiences and abilities, and other desirable qualities of entrepreneurs; and
4. participate in chinese job search sites as well as entrepreneurship websites in a chinese-speaking country.

Course Contents

Prepares students with the foundational knowledge of entrepreneurship to be career-ready by developing the linguistic and cultural competencies in Chinese, as well as the critical thinking skills necessary to successfully collaborate and compete in today's entrepreneurial global business context. It integrates technology, cultural awareness, real-world business practice, and the fundamental linguistic competencies derived from the interpretive, interpersonal and presentational communication modes framework for World Language learning. These include developing of students' listening, reading, writing, speaking, and critical thinking skills within a culturally appropriate entrepreneurial context. Students will write narrative, and expository essays, including argument analysis and complete research projects within a business framework utilizing an expected level of Chinese language structure, accuracy, and fluency.

CHS 208: Chinese Civilisation

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss the dynasties of ancient china, and the monarchs of these dynasties;
2. explain the contributions of ancient chinese civilizations to global civilization; and
3. discuss the prominent individuals and events throughout Chinese history.

Course Contents

Introduces to the origin and development of ancient civilization of China. Three Emperors and Five Sovereigns of remote antiquity, Xia and Shang Dynasty, Zhou Dynasty, Spring-Autumn and Warring States Period, Qin and Han Dynasty, Wei-Jin-Northern and Southern Dynasty, Sui and Tang Dynasty, Song Dynasty, Yuan Dynasty, Ming and Qing Dynasty.

300 Level



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.

ENT312: Venture Creation**(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

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

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture



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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C:LH 30)

Learning Outcomes

At the end of this course, students should:

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



CHS 301: Advanced Chinese I

(2 Units C: LH 30)

Learning Outcomes

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

1. improve the reading comprehensive ability through the reading tasks;
2. read some comprehensions within some given time frame and also be able to summarise same; and
3. write good compositions in Chinese with new advanced words.

Course Contents

A supplementary course to CHS 201 which requires that students learn advanced new words, and their grammatical usage especially in writing using authentic materials. Also focuses on development of advanced speaking skills in Chinese through presentations, debate, dubbing performance, and interactions in any formal or informal situation.

CHS 302: Advanced Chinese II

(2 Units C: LH 30)

Learning Outcomes

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

1. read and comprehend a passage of advanced Chinese words, and narrate the story properly, and express their opinions, comments as well as feelings decently and accurately;
2. use the new words correctly in advanced essays and formal situations; and
3. acquire a good command of Chinese language in a formal situation.

Course Contents

More advanced new words from all fields of life, and their grammatical usage, and how to apply them in writing articles or spoken language, strategies to improve the reading comprehensive ability read articles in the required time and summarise the core meanings correctly; writing composition with given advanced words or themes.

CHS 303: Advanced Translation

(2 Units C: LH 15: PH 45)

Learning Outcomes

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

1. translate a range of text types in a range of situations, i.e. using different strategies for different audiences;
2. demonstrate an understanding of conceptual issues in theories of interpretation, and how these can be applied to the activity's practice;
3. analyse case studies and arrive at translators' strategies, and comment on these in their context; and
4. carry out research for interpretation and case studies in the field of translation studies.

Course Contents

Introduces modern theories of interpretation and translation, focuses on text types in a variety of situations, building on and going beyond the interpretation of situations encountered in core Chinese language courses; a grounding in translation and interpretation.

CHS 304: Advanced Chinese Characters

(2 Units C: LH 15: PH 45)

Learning Outcomes



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

1. observe the right ways to write simple Chinese strokes;
2. acquire the ability to write more characters within a short period; and
3. write advanced essays and compositions in Chinese characters.

Course Contents

Writing as one of the four parts of language skills in Chinese; the basis of Chinese reading and writing; the special beauty of Chinese character, exclusive practice of Chinese Characters and apply them in practical writing; learn more than 1,500 new characters to construct sentences write article ,short story/request for leave/ expository essay etc.

CHS 305: Chinese Politics and Economy

(2 Units C: LH 30)

Learning Outcomes

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

1. tell the influence of Chinese government policies in relation to Chinese economy;
2. discuss the progress of Chinese economy since independence; and
3. explain the political structure of modern Chinese government.

Course Contents

Chinese governmental hierarchy, political system, diplomatic relations and economic progress. Chinese key role in world political stage, the foundation of People's Republic of China (1949), especially from the Reform and Opening-up (1978).

CHS 306: Chinese Religion and Philosophy

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss the advent of the foreign religions in China and their influence;
2. discuss the nature of the local religions in China; and
3. elaborate the harmonious existence of several religions in China.

Course Contents

Introduce polytheism and three main beliefs in ancient China, the foundation and development of Taoism in China, the spread and development of Buddhism in China, the spread of Islam and Christianity in China. Meanwhile, it also mainly introduces the theory and its influence of traditional Chinese philosophies, including Confucianism, Taoism, Mohism and Legalism.

CHS 307: Introduction to General Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss the general phenomenon of human language;
2. identify the basis in the theories and approaches of general linguistics;
3. identify the phonetic structure of languages; and
4. make effective comparison of the phonetics of different languages.

Course Contents

Introduces modern general Linguistics, basic and general level. The analysis of cross-linguistics answers questions such as: How are linguistic messages influenced by the context? (Pragmatics.) How do words combine into phrases and sentences and in a certain way



(Syntax)? How do sounds act in the language structure (Phonology)? What do the words and phrases mean and why do they mean what they mean (Semantics)? What happens when a language changes (Diachronic Linguistics)? . It also answers questions on phonetics and morphology with examples from English and Nigerian languages.

CHS 308: Chinese for Specific Purposes

(2 Units C: LH 30)

Learning Outcomes

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

1. enhance analytical and practical communication skills in Chinese;
2. apply language skills confidently in any field of study; and
3. dominate in any Chinese language work space.

Course Contents

Improve students' Chinese communication skills for specific purposes. Training in advanced knowledge of Chinese terms, etiquette and ethics in professions, such as medicine, journalism, aviation, law, engineering, business etc. It will focus on a wide range of genres, including case studies in different social and professional contexts.

CHS 401: Advanced Grammar

(2 Units C: LH 30)

Learning Outcomes

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

1. apply the Chinese grammatical rules correctly in writing;
2. make lexically or syntactically correct sentences in oral Chinese; and
3. make good comparison of the Chinese grammar rules with that of mother tongue.

Course Contents

A continuation of CHS 205, it focuses on Mandarin Chinese phrases, clauses, sentences and other higher levels of grammar in Chinese; advanced grammatical functions, usages and the Chinese language expressions with emphasis on grammatical analysis of lexical and syntactic items; detailed and comparative analysis of Chinese grammatical structure and behavior.

CHS 402: Chinese Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. improve abilities to use Chinese for communication and research;
2. demonstrate a deep understanding of the field of Chinese linguistics;
3. apply analytical techniques to describe more complex features of a variety of Chinese language based on natural data; and
4. critically evaluate an aspect of Sinitic languages.

Course Content:

Introduces sub-disciplines of Chinese Linguistics such as Phonetics, Lexicology, Grammar, Character Formation, Semantics, Pragmatics etc., and also briefly introducing the development of ancient Chinese linguistics. It studies a range of Chinese varieties with respect to the sound system, lexicon and sentence structure, cultural meanings and the writing system. Students will have the opportunity to work with natural (spoken and written) data to gain an understanding of the similarities and differences across these varieties.

CHS 403: Sino-African Relations

(2 Units C: LH 30)



Learning Outcomes

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

1. discuss the importance of Chinese diplomatic policies to Africa;
2. elaborate the trends of Sino-African relations in respect to the future; and
3. denote the progressive outcomes of Sino-Africa relation.

Course Contents

Chinese diplomatic policies in Africa and Sino-Africa Comprehensive Strategic Partnership from aspects of politics, economy, military, education, culture, medical care, sport, tourism, and environmental protection. Sino-Africa Cooperation Forum, One Belt and One Road Initiative and Confucius Institutes in Africa as examples of Chinese policies in Africa and improve intercultural communicative ability.

CHS 404: Chinese Calligraphy

(2 Units C: LH 15: PH 45)

Learning Outcomes

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

1. demonstrate an understanding of issues in the history and culture of Chinese calligraphy;
2. integrate theoretical and aesthetic knowledge into practical experience;
3. appreciate and analyse this Chinese art form;
4. put into practice comparative principles of reading traditional and simplified Chinese characters; and
5. tell how to transform everyday Chinese characters into beautiful works of art with style, balance, and beauty.

Course Content

Provides students with a general, yet profound, introduction to Chinese calligraphy. Through practice and knowledge acquisition, such as holding a brush, writing and knowing the knowledge of the "four treasures", students can experience this ancient Chinese art and cultivate an interest for Chinese culture. As Simplified and traditional characters also reflect in different Chinese societies, namely Mainland China and Taiwan, learn how to write and appreciate this "art of lines," accompanied by the knowledge of its history and theory.

CHS 405: Chinese Creativity and Invention

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss the China innovation journey and how best Africa can follow suit;
2. participate actively on platforms for international interactions on innovative inventions; and
3. publish journals that provide information on innovative invention events in Africa and China.

Course Content

The modernization of China in the last 30 years, the current higher educational reform and innovation. The obstacles facing far-reaching reform, offer a view about the likelihood of success and the potential emergence of a 'Chinese model' for innovation; lessons for other countries.



CHS 407: Comparative Study of African and Chinese Literature
C: LH 15: PH 45)

(2 Units

Learning Outcomes

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

1. develop good competency in language skills and intercultural awareness and understanding.;
2. develop familiarity with the selected region through a combination of the study of its literature and exploration of contemporary literary theories;
3. use the intellectual training for involvement in analyzing and solving many of the problems that contemporary societies now face; and
4. obtain linguistic and cultural expertise enabling them to continue in the field of research or to seek professional and management careers in the business, public and charity sectors.

Course Content

Studies the diverse ways that African and Chinese authors have explored relationships in contemporary time. The literature ranges from the polemical to the fantastic, from the realist to the postmodern, and from the formally innovative to the generically conventional. It covers the major literary works and theoretical contributions of African and Chinese scholars. In doing so, it constructs a unique multi-cultural domain for the study of literature and its location in culture and society.

CHS 422: Project

(2 Units C: PH 135)

Learning Outcomes

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

1. select a feasible topic and proposal of an academic project;
2. write and defend a project of academic and societal value; and
3. understand real life issues by making use theories and data through project.

Course Content

Basic methodology and disciplines in writing a project then requires the students to choose the title of the project and a supervisor to instruct project writing. After that, students will start to write their project and their supervisor will be responsible for giving opinions to improve students' project. At last, students will have a thesis defense.



Minimum Academic Standards

Equipment

Language laboratory

1. Desktop computers, photocopying machines;
2. Printers, public address system;
3. Cultural artifacts of the language;
4. Software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
5. Video cassettes, charts, television sets;
6. Translation materials, etc. and
7. Wifi, strong internet facility.

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms;
2. computers and laptops;
3. electronic projectors;
4. language laboratory;
5. desktop computers, photocopying machines;
6. printers, public address system;
7. cultural artifacts of the language;
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.);
9. video players, audio recorders, charts, television sets, and
10. translation materials.

Office Equipment Head of Department Office

- 1 good photocopying machine and scanner
- 1 type-setting machine
- 2 filing cabinets
- 1 air conditioner
- 1 set of upholstered chairs
- 2 office chairs
- 2 bookshelves
- 1 refrigerator
- 1 executive table and chair
- 1 typist table and chair
- tilled floors
- 1 official vehicle
- 1 notice board
- 1 smart board
- 1 desktop computer

Lecturer's Office

- 1 executive desk plus swivel chair
- 4 chairs
- 1 air conditioner
- 1 filing cabinet
- 2 bookshelves
- 1 refrigerator
- 1 desktop
- 1 set of upholstered chairs for Professor's Office
- tilled floor for Professor's Office



Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers, etc
7. at least 4 sets of cutlery
- 3 trays
8. 1 cupboard
9. TV set with Receiver

Academic Staff

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

Administrative Support Staff

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

Technical Support Personnel

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

Office Spaces

The NUC recommends the following physical space requirement:

	m²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Science Staff Research Laboratory	- 16.50
Education Staff Research Laboratory	- 14.50
Seminar Space/per student	- 1.85
Drawing Office Space (A.O. Board) (Per Student)	- 4.60
Drawing Office Space (A.I. Board) (Per Student)	- 3.70
Laboratory Space	- 7.50



Library and Information Resources

These are important resources and life wire of any programme. Therefore current basic text books, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also needful.

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

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

List of Equipment Required for Training the Students

The following items should be readily available for the programme:

1. flashcards
2. language dictionaries
3. character writing resources
4. voice recorder
5. projector
6. laptops
7. chinese educational posters
8. chinese musics
9. audio speakers
10. headphones
11. television and chinese channels
12. textbooks
13. chinese literary works and translations
14. fabric writing pad
15. writting brush
16. hanzi writing books
17. educational mp3s
18. chinese dictionary
19. pencil/pen
20. chinese world map
21. wifi and internet
22. language softwares.



B.A. Christian Religious Studies

Overview

Students of Religious Studies are expected to have the ability for critical thinking and judgment required for leadership in a pluralistic society. They should demonstrate a high moral and ethical behavioural standard. The expressive function of Religious Studies should enable the student to function both internally and publicly in accordance with the tenets of the religious contents. His behavioural attributes should be sharpened, and oriented with qualities of precision, politeness, ethics and good morals. They should not be dogmatic, fanatical or overzealous. They should be trained for global competitiveness.

Students of Religious Studies should be competent in the analysis and demonstration of the effect of the knowledge acquired in their various learning processes to the effect that their life pattern would be affected and so moulded. They should also acquire proficiency in Greek and Hebrew languages for the interpretation of both New and Old Testament texts.

Philosophy

The Christian Religious Studies programmes are designed to cover all the facets of religious phenomena as they affect the history, traditions, economics, ethics, and man's social and political institutions. The effect of this approach is to develop the student's existential sensibilities to engage them as all-round members of society in realizing life objectives.

Objectives

The Objectives of the Programme are:

1. to acquaint students with the main contents of the major religious traditions commonly practised in africa, namely: christianity, islam and traditional religion. the programme does not present any religious system as a *sui generis* exclusivist system; hence it also gives an overview of other world religious phenomena such as buddhism, hinduism, shintoism, zoroastrianism and jainism;
2. to equip the products of this programme for the teaching career, administration, and social work and offer them solid academic background for professional degrees in journalism and law;
3. to orient students towards developing minds of a broad spectrum conducive to a pluralistic society such as nigeria; and
4. to prepare the students to accommodate other adherents of other religions with a view to promoting peaceful co-existence and progress in the society.

Employment Skills

There are several career opportunities for Christian Religious Studies graduates in government, parastatal organisations, and the private sector. Career opportunities also include education (teaching in schools and colleges), university academic posts, and translation and interpretation for public and private organisations.

The students will graduate from the programme with a portfolio of widely transferable skills which employers seek – a range of skills that they can use to market themselves with when they graduate. Among the employability skills to be emphasised in the programme are the following:

1. teaching (pedagogical) skills: these are skill that can prepare students for a career as an african language and literature teacher;
2. analytical and problem-solving skills;
3. ability to research, and amass and order information from a variety of sources.



21ST Century Skills

Among the 21st century skills emphasised in the programme are the following:

1. the '4cs' (critical thinking, communication, collaboration and creativity);
2. teaching/pedagogical skills;
3. team working skills (especially in heterogeneous groups); and
4. social and civic competences skill.

Unique Features of the Programme

The christian religious studies programme is unique in the following ways:

1. it is equitable and inclusive. it considers the abilities and backgrounds of all students. therefore, all students on the programme will be able to learn, and they are capable of being successful;
2. it is learner-centred and learner-friendly. it takes learner's needs into consideration;
3. it is relevant to students' current and future lives, experiences, environments and aspirations;
4. it is dynamic and structured to evolve regularly to meet the needs of learners and society;
5. it is well organised and structured as it gradually build the learning experience. it allows for continuity of experiences as the learner progresses and grows;
6. every aspect of the curriculum has a clear objective or end goal to achieve;
7. it is open and flexible; it can address new challenges and opportunities by integrating new/emerging issues. it is not rigid as it allows room for flexibility, monitoring and evaluation; and
8. it is coherent and consistent across different education stages/grades and learning objectives.
9. It provides sufficient scope for holistic development of the learner and for the cultivation of unique skills, knowledge, values, interest, attitudes, personality and appreciations.

Admission and Graduation Requirements

Admission Requirements

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

In addition to appropriate UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC)-credits passes including English Language, and CRS/ISS/ in not more than two sittings.

Direct Entry

1. Five SSC credit-passes including English Language, two of which must be at the Advanced Level.
2. Five SSC credit passes, two of which must be principal subjects at the NCE Level (one of which must be in Christian Religious Knowledge)
3. A Three-Year Diploma in Theology/Religious Studies recognized by the University plus five SSC credits passes one of which must be English language and Christian Religious Knowledge.

Graduation Requirements

To be eligible for the award of a degree, a student must obtain a total of 120 credits/units in a 4-year degree programme, or 90 credits/units in a 3-year degree programme including those earned in GST 111, 112, 211, 222, FAC 201, 202, GST 311, FAC 301 and 302.



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	15	45
GST 113	Nigerian Peoples and Culture	2	C	30	-
CRS 101	Sources of Christianity	3	C	30	-
CRS 103	Entrepreneurship in CRS	2	C	30	-
CRS 106	Pauline Epistles	3	C	45	-
CRS 107	Hebrew Grammar and Syntax	3	C	45	-
CRS 108	Greek Grammar and Syntax	3	C	45	-
CRS 109	The Synoptic Gospels	3	C	45	-
	Total	21			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Nigerian Peoples and Culture	2	C	30	-
GST 212	Philosophy, Logic, Environment and Sustainable Development	2	C	30	-
FAC 201	Digital Humanities Application of computer in Arts	2	C	30	-
FAC 202	The Arts and other Disciples	2	C	30	-
CRS 201	Hermeneutics and Exegesis	2	C	30	-
CRS 202	The Book of Genesis	2	C	30	-
CRS 203	Early Church History Up to 451AD	2	C	30	-
CRS 206	History of Israel	3	C	45	-
CRS 207	The Pastoral Epistles	2	C	30	-
CRS 208	Introduction to the Gospels	2	C	30	-
	Total	21			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 311	Peace and Conflict	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methodology in Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
CRS 303	History of the Reformation	3	C	45	-
CRS 306	Prophets in Ancient Israel	3	C	45	-
CRS 307	Soteriology	3	C	45	-
CRS 308	The Gospel of St. Matthew	3	C	45	-
CRS 309	The Gospel of St. Mark	3	C	45	-
Total		23			

400 Level

Course Code	Course Title	Units	Status	LH	PH
CRS 401	The Unity of the Old and New Testaments	3	C	45	-
CRS 403	The Synoptic Gospels	3	C	45	-
CRS 405	The Gospel of St. John	3	C	45	-
CRS 406	Nigerian Church History (1864-1960)	3	C	45	-
CRS 409	Hebrew Exegesis	3	C	45	-
CRS 411	Long Essay	6	C	-	270
Total		21			

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (Logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations).



Ethical considerations, copyright rules and infringements. Writing activities: (Pre-writing , writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc. mechanics of writing). Comprehension strategies: (Reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Cultures

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and 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 self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria 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 Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

CRS 101: Sources of Christianity

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, student will be equipped with the knowledge of the origin and spread of Christianity among the:

1. jews;
2. greece; and
3. the Romans as sources of information on Christianity.



Course Contents

The origin and rise of Christianity with focus on the Jewish, Greek and Roman backgrounds. The origin and expansion of the Christian faith from Israel to Greek and Roman Empires.

CRS 103: Introduction to the Pentateuch**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, student will be able to explain the:

1. relevance of the Torah in Jewish scripture - Old Testament;
2. underscore the arguments about the authorship of the first five books of the Old; and
3. J.E.D.P. sources.

Course Contents

The place of the Torah in Jewish Scripture; the authorship of the first five books of the Old Testament scripture. The issues surrounding the J.E. Drama.

CRS 106: Pauline Epistles**(3 Units C: LH 45)****Learning Outcomes**

At the end of this course, student will be acquainted with:

1. Paul's letters to different churches on Christian doctrines; and
2. the reasons for the pre-dating of Pauline letters before the gospels.

Course Contents

Evidence of Paul's writings before the Gospels were written. Paul's conversation and the main contents of his letters. Letters to Romans, Corinthians, Ephesians, Colossians, Galatians etc.

CRS 107: Hebrew Grammar and Syntax**(3 Units C: LH 30)****Learning Outcomes**

This course will acquaint the students of Hebrew with

1. the reading of selected pages; and
2. their translation to English from their knowledge of Hebrew grammar.

Course Contents

This course builds on REL 101. Selected passages for translation may now be attempted from the Biblia Hebraica. Hebrew alphabet, Hebrew Syntax and Semantics. Reading and translation of selected Hebrew passages.

CRS 108: Greek Grammar and Syntax**(2 Units C: LH 30)****Learning Outcomes**

From the knowledge of the foundation course in Greek this course affords the students to be capable of:

1. reading; and
2. translating from New Testament Greek passages to English.



Course Contents

It builds on CLG 103. Advanced Greek grammar and syntactic features with special emphasis on translation of New Testament Greek; reading and translation of selected works from the Greek New Testament to English.

CRS 109: The Synoptic Gospels

(2 Units C: LH 30)

Learning Outcomes

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

1. the peculiarities in the materials/sources of the synoptic gospels; and
2. the documentary hypothesis will also be studied.

Course Contents

The recognition of common materials to the Gospel. The realization of the special/peculiar sources contained in the Gospels. The documentary hypothesis. Reasons for special sources.

200 Level

GST 212- Philosophy, Environment, and Sustainable Development C: LH 30)

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse the concept of humanity, its origin, philosophy and cosmic environment;
2. improve their logical and critical thinking skills;
3. identify the basic roles of science and technology in human society;
4. describe renewable and non-renewable environmental resources available in the Nigerian society;
5. identify resource conservation tools and techniques for sustainable environment;
6. analyse environmental effects of plastics, and other wastes;
7. suggest possible management techniques and solutions to identifiable environmental challenges faced in different areas of Nigerian society; and
8. list and describe unethical behaviour patterns that are capable of hindering human societal growth and development.

Course Contents

Concept of humanity, its origin, philosophy and cosmic environment. Concepts and techniques in logic and critical thinking. Science and technology in human society and services. Renewable and non-renewable environmental resources. Climate change and the principle of sustainable development. Environmental effects of plastics, and other waste products. Elements of environmental studies for productive, safe and healthy living. Environmental challenges - urbanisation, environmental pollution and degradation, soil erosion, desert encroachment, soil degradation and flooding. National development plans towards sustainable environment. Trends in global action towards environmental sustainability.

ENT 211 – Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity



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

Course Contents

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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.



FAC 202: The Arts and other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contentss

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

CRS 201: Hermeneutics and Exegesis

(3 Units C: LH 45)

Learning Outcomes

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

1. explain the scientific method of teaching the Bible which guides exegesis; and
2. analyse the pericopaea or scopes selected and studied in consideration of both Old and New Testaments.

Course Contents

The scientific method of deriving a teaching from the scriptures, (Exegesis). Pericopaea/scopes selected and treated as examples from the Old and New Testaments in consideration.

CRS 202: The Book of Genesis

(3 Units C: LH 45)

Learning Outcomes

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

1. explain the chapters 1-11 of Genesis; and
2. compare the story of creation with modern developments in the scientific approaches to creation and existence e.g. the big bang theory, and evolutionary themes etc.

Course Contents

Conventional exegetical work based on the original translation of Genesis. The creation stories as contained in Chapters 1 to 11. Modern developments in sciences -The Creation story - Ex-nihilo. The evolutionary theory of creation and the big bang theory of creation etc.

CRS 203: Early Church History Up to 451 AD

(3 Units C: LH 45)

Learning Outcomes

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

1. explain the life of the early church after Jesus Christ had ascended;
2. analyse the theological controversies; and
3. explain the formation of the canon law and other church regulations.



Course Contents

The life of the Church shortly after Jesus Christ. The government of the early church and early persecutions of the church in Jerusalem. The theological controversies and the formation of the canon and church regulations. History of the early church by Walker and a short History of the Early Church by Harry Boer.

CRS 206: History of Israel

(3 Units C: LH 45)

Learning Outcomes

At the end of this course students will be able to explain the themes and personalities of any one out of the four historical backgrounds of Jewish History:

1. from Abraham to the period of Judges;
2. from the rise of monarchy to the fall of Judah;
3. the Maccabean revolt; and
4. the emergence of modern Jewish state.

Course Contents

At the end of this course, students should be able to analyse one of the following themes and personalities against the historical world's background of Jewish history:

1. from Abraham to the Period of Judges;
2. from the Rise of Monarchy to the fall of Judah;
3. the Maccabeus Revolt; and
4. the Emergence of Modern Jewish State.

CRS 207: The Pastoral Epistles

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the content of the epistles in recognition of their universal coverage; and
2. enumerate the authorship of the epistles.

Course Contents

The contents of the Epistles - their universality and general outlook. Authorship in each case e.g. Romans, Galatians, Corinthians Colossians, Timothy.

CRS 208: Introduction to the Gospels

(3 Units C: LH 45)

Learning Outcomes

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

1. summarise the aims and objectives of the first four gospels of the New Testament; and
2. illustrate the experiences and activities of our Lord Jesus Christ.

Course Contents

The aims and objectives of the Four books of the New Testament – Matthew, Mark, Luke, and John as centred on the activities on the Lord Jesus Christ. Sources of the Gospels.



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

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



Course Contents

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

FAC 301: Research Methods in the Arts

(2 Units C : LH 30)

Learning Outcomes

At the end of this course, the student 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 others;
5. formulate good research proposal;
6. conduct original research/long essay at the final year; and
7. write a report/the long essay/research project devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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



Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the Arts and Humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of Humanities scholarship. Evaluation of the merits of scholarly works.

CRS 303: History of the Reformation

(3 Units C: LH 45)

Learning Outcomes

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

1. explain the reformation in the church;
2. recognise the positions of the Catholic church on the issue of reformation through the diet; and
3. summarise the contributions of Martin Luther and his companions to the reformation.

Course Contents

The renaissance and the reformation periods. The condition of the Catholic (Christian) Church is treated and this is followed by a detailed study of Martin Luther and his companions and their contributions to the Reformation.

CRS 306: Prophets in Ancient Israel

(3 Units C: LH 45)

Learning Outcomes

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

1. demonstrate a good understanding of the concept of prophecy as developed in the Old Testament (bible).
2. analyse the roles and contributions of such prophets like Jeremiah, Ezekiel, and Isaiah.

Course Contents

Modern concept of prophecy and prophets. The concept of prophecy as developed biblically. Two prophets such as Jeremiah or Ezekiel and Isaiah. The modern concept of prophecy and prophets, current in Israel today.

CRS 307: Soteriology

(3 Units C: LH 45)

Learning Outcomes

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

1. define the concept of salvation as contained in the bible from genesis to revelation;
2. teach the daily concerns of a christian; and
3. articulate the external, material and spiritual interpretations of salvation should also be noted.

Course Contents

The concept of salvation from Genesis to Revelation. The ephemeral and the external material and spiritual aspects of salvation. The place of Christian Salvation in everyday life.

CRS 308: The Gospel of St. Matthew

(3 Units C: LH 45)

Learning Outcomes

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

1. define the purpose, date, authorship and content of St. Matthew's gospel; and
2. interpret Jesus' teaching on the sermon on the mount by the Mathewan gospel.



Course Contents

The purpose, date, authorship and contents of the Gospel of St. Matthew. Jesus's teaching on the Sermon on the Mount (Sermon on the Plain for Luke).

CRS 309: The Gospel of St. Mark**(3 Units C: LH 45)****Learning Outcomes**

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

1. define the purpose, the date, authorship and main contents of the gospel of St. Mark; and
2. summarise the Markan priority and the synoptic problem.

Course Contents

The purpose, date, authorship and the main contents of St. Mark's Gospel. The Markan priority over the other synoptic Gospels. The synoptic problem.

CRS 401: The Unity of the Old and New Testaments**(3 Units C: LH 45)****Learning Outcomes**

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

1. the distinct link and unity of the Old and New Testaments of the Holy Bible; and
2. the meaning of the salvation of the human soul.

Course Contents

The unity of the Holy Bible through salvation history. Jesus' sacrifice on the cross and his saving grace there from to humanity.

CRS 403: The Synoptic Gospels**(3 Units C: LH 45)****Learning Outcomes**

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

1. the synoptic problem;
2. the Markan priority; and
3. the person and the teachings of Jesus Christ in the three gospels.

Course Contents

An indepth discourse on the synoptic problem. The priority of Mark. The construction of the life of Jesus Christ and His main teachings.

CRS 405: The Gospel of St. John**(3 Units C: LH 45)****Learning Outcomes**

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

1. define the purpose, date authorship, the authenticity and contents of the Book of John; and
2. recognise how the content of John's gospel has complemented the synoptic gospels.

Course Content

The purpose, date, authenticity and contents of the Book of John. The complementarity of John's Gospel to the Synoptic Gospels.



CRS 406: Nigerian Church History: 1864-1960**(3 Units C: LH 45)****Learning Outcomes**

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

1. describe the activities of the Christian missionaries during the above mentioned period;
2. explain the extent of the evangelical coverage of the Southern and Northern parts of Nigeria will be studied; and
3. explain the extent to which indigenous church organizations have been influenced by foreign missionary agents.

Course Contents

Activities of Christian Missionaries in Nigeria during this period 1864-1960. Missionary activities in the southern and northern parts of Nigeria. The emergence of indigenous church organizations based on the influences of foreign missionaries.

CRS 409: Hebrew Exegesis**(3 Units C: LH 45)****Learning Outcomes**

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

1. exhibit good knowledge and understanding of Hebrew exegesis;
2. carry out exegesis of texts such as Genesis, Psalms and Jeremiah should be adopted in rotation; and
3. bring exegetical works to bear on the existential reality of Nigerian Nation.

Course Contents

Exegetical study of the books of Genesis, the Psalms, and Jeremiah in rotation. 1. (Every three years). The current Jewish scholarship vis-à-vis the Christian understanding.

CRS 411: Long Essay**(6 Units C: PH 270)****Learning Outcomes**

1. Students should choose relevant contemporary and virgin topics in the Nigerian or any other scope of choice;
2. The writing will involve close supervision by an academic staff who should guide the students through the abstract and other four chapters which should adopt uniform format (by the department); and
3. This long essay will involve a good methodological approach and a consistent referencing style.



Course Contents

Students' service is helped with the flow of thought in the themes. Distinction between abstract and introduction. Scholarly method of documentation.

Minimum Academic Standards

Equipment

Language laboratory is needed for the teaching of Hebrew, Greek and other languages. Please note the requirements stipulated in the Faculty requirements.

Equipment for Hebrew and Greek Language Laboratory/studio

1. A fully air-conditioned building.
2. Power point
3. Laptops with Hebrew/Greek keyboards
4. Audio visual equipment
5. CDs with resources within the building.

Staffing

Academic Staff

This should be according to the ratio of 1 lecturer to 30 students (maximum in a class). Well-trained Religious Studies Scholars with M.A. and Ph.D. qualifications are required in the department.

Library

Library and Information Resources

Well stocked Religious Studies main and departmental libraries, with up to date books, journals, reference books, and internet connectivity facilities. Others are tape recorders/players, public address system, computer units/and other IT facilities.

Spaces

The NUC recommends the following physical space requirement:

		m ²
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85
Laboratory Space	-	7.50



B.A Christian Theology

Overview

The Bachelor of Arts in Christian Theology covers a variety of competencies that prepare students to make thoughtful and skilful contributions to the cause of Christ within and beyond the local Church. The theology programme provides perspectives that will help the student to be a critical thinker and provide the ability to encounter new situations with knowledge, maturity, and Christian character. Courses in Biblical studies, theology, ethics, counselling, and ecumenism prepare students to take up leadership responsibilities not only in churches and religious organizations, but also in education, business, and in the public sector in which religious values offer a strong foundation for success.

Entrepreneurial skills are developed in the programme that will help students to be innovative and build capacities to initiate and to execute mission projects such as health and educational institutions. The theology programme offers the student the requisite skills and competencies to serve God more effectively, the knowledge to understand the Bible deeply and the ability to communicate the Gospel of Jesus redemptively to individuals and communities both locally and across the world.

Philosophy

The philosophy of Christian Theology Programme is to provide students with requisite theological education that enhances spirituality, personal growth and ministerial skills designed to equip them to assume positions of leadership, influence, and responsibility in the Church, community, schools and other organizations, both locally and globally.

Objectives

The Christian Theology Programme objectives are to:

1. state the main content of Christian Religion as it relates to other religions, such as African Traditional Religion, Islam, and Judaism;
2. prepare the products of this programme for ministerial formation, teaching career, administration, social work and offer them solid academic background for professional degrees;
3. orient students towards developing minds of a broad spectrum conducive to a pluralistic and multicultural society such as Nigeria;
4. identify and harness the sacred and secular worldviews towards an integrated and peaceful community;
5. expose students to biblical revelation and develop the ability to communicate it;
6. equip graduates to develop critical understanding, assimilation and application of biblical and theological principles of ministry in contemporary society;
7. enable students to acquire knowledge and practical skills in the performance of Christian ministry under the guidance and supervision of competent ministers, teachers and experts; and
8. provide students with the requisite skills to engage in research.

Unique Features of the Programme

Students of BA Christian Theology programme will be exposed to the under-listed unique features of the programme:

1. Christo-centric and biblically-based critical thinking that will help the theology graduates to evaluate ideas and opinions that impinge on religious values;
2. Computer literacy and competencies in ICT usage necessary for virtual classroom interactions, church board meetings, and religious convocations;



3. Spiritual formation for graduates that will serve as catalysts for positive change when they occupy positions of influence;
4. Emphasis on the moral and ethical contents of the Bible that promote integrity and social justice, necessary for peaceful co-existence, particularly in Africa; and
5. Project management skills that make mission initiatives viable. Project management offers a new skill set necessary for church planting and other mission projects such as schools and health institutions.

Employability Skills

The Christian Theology programme is designed to equip graduates with the following employability skills:

1. leadership competencies that emphasize initiative, dependability, collaboration and team spirit;
2. Ability to plan, fund and review mission projects such as church planting and health institutions;
3. Risk management skills to minimize or eliminate the incidence of failed mission projects; and
4. Problem-solving competencies to resolve conflicts.

21st Century Skills

Graduates of the BA Christian Theology programme will be equipped with the following specific 21st century skills:

1. **Learning Skills:** These skills enable students to adapt to the modern working environment, namely
 1. Critical thinking
 2. Creativity
 3. Collaboration
 4. Communication
2. **Literacy Skills:** These skills equip students to differentiate facts from fiction. They focus on determining the trustworthiness of information sources, namely
 1. Information literacy
 2. Media literacy
 3. Technology literacy
3. **Life Skills:** The focus is on personal and professional qualities:
 1. Flexibility
 2. Leadership
 3. Initiative
 4. Productivity
 5. Social Skills

Admission and Graduation Requirements

Admission Requirements

4 Year Degree Programme

In addition to appropriate UTME-Score, a candidate must possess five Senior Secondary Certificate (SSC)-credits passes including English Language, and CRS/ISS/ in not more than two sittings.



3-Year Degree Programme:

Direct Entry

1. Five SSC credit-passes including English Language, two of which must be at the Advanced Level.
2. Five SSC credit passes, two of which must be principal subjects at the NCE Level (one of which must be in Christian Religious Knowledge)
3. A Three-Year Diploma in Theology/Religious Studies recognized by the University plus five SSC credits passes one of which must be English language and Christian Religious Knowledge.

Graduation Requirements

A student shall qualify for the award of a degree in Theology when he/she has:

Completed and passed the prescribed number of courses including all compulsory courses.

Obtained a minimum CGPA specified by the University but not less than 1.00

Earned the minimum credit units of not less than 120 for UTME and 90 for Direct entry.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Peace and Conflict Resolution	2	C	30	-
CTH 101	Introduction to Greek I	2	C	30	-
CTH 102	Introduction to Greek II	2	C	30	-
CTH 103	Personal Faith Formation and Spirituality	2	C	30	-
CTH 104	Study of Synoptic Gospels	2	C	30	-
CTH 105	Introduction to New Testament	2	C	30	-
CTH 106	Introduction to Old Testament	2	C	30	-
CTH 107	Early Church History	2	C	30	-
CTH 108	Introduction to Christian Theology	2	C	30	-
CTH 109	Introduction to Sociology of Religion	2	C	30	-
Total		22			

200 level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
CTH 203	Hebrew Grammar and Syntax	2	C	30	-
CTH 204	Christian Music	2	C	15	45
CTH 205	Ecumenism	2	C	30	-



CTH 206	Introduction to African Traditional Religion	2	C	30	-
CTH 208	Theology of Islam	2	C	30	-
Total		20			

300 level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
CTH 303	Hermeneutics and Exegesis	2	C	30	-
CTH 304	Early Church History	2	C	30	-
CTH 305	Principles of Evangelism	2	C	30	-
CTH 306	Principles of Christian Ethics	2	C	30	-
CTH 307	Homiletics	2	C	15	45
CTH 308	Old Testament Poetry	2	C	30	-
CTH 309	Theology of Ministry	2	C	30	-
CTH 310	Project Management in Religion	2	C	30	-
CTH 311	Theology of Missions	2	C	30	-
Total		26			

400 level

Course Code	Course Title	Units	Status	LH	PH
CTH 401	Acts and Pauline Epistles	2	C	30	-
CTH 404	Contemporary issues in Africa Theology	2	C	30	-
CTH 405	Pastoral Counseling	2	C	30	-
CTH 406	Church Planting and Growth	2	C	30	-
CTH 408	General Epistles	2	C	30	-
CTH 409	Christian Ministerial Practicum	2	C	15	45
CTH 412	Project	6	C	90	-
Total		18			

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



Course Contents

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

GST 112- Nigerian Peoples and Cultures

(2 Unites C: LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and 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 self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria 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 Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



CTH 101: Introduction to Greek I**(2 Units C: LH:30)****Learning Outcomes**

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

1. demonstrate introductory knowledge of New Testament Greek morphology, grammar, and syntax working in a fully online environment;
2. translate simple original Greek texts into English;
3. translate simple English constructions into Greek;
4. identify methods relevant to biblical studies and engage in more detailed study; and interpretation of Biblical scriptures and traditions from a linguistic perspective.

Course Contents

Greek language of the Hellenistic (Koine) period. Recognition of the characters of the Greek alphabet. Translation of nouns, adjectives, pronouns, and prepositional phrases according to their basic functions. Parse the inflected form of verbs, nouns, adjectives, and pronouns. Conjugation, vocabulary, tense, mood. Morphological patterns, paradigms, and grammatical structures. Translate Greek vocabulary words. Knowledge of basic syntax through translation – basic phrases, clauses, and sentences.

CTH 102: Introduction to Greek II**(2 Units C: LH 30)****Learning Outcomes**

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

1. acquire and demonstrate detailed knowledge of Greek grammar, syntax, vocabulary, and modes of expression to be able to read literary and sub-literary texts composed in the Greek text;
2. situate knowledge of the language within the cultural contexts in which it was used to understand the crucial role of language in social dynamics and cross-cultural communication;
3. acquire facility with contemporary methods of literary and historical analysis sufficient to carry out original, self-directed research into cultures that made use of the ancient Greek language.

Course Contents

Inductive study of selected passages of the Greek New Testament and its exegesis. Elements of the grammar of the Koine “common” Greek of the New Testament. Greek vocabulary, and translation. Selected readings from the Gospels and the epistles of Apostle Paul. Vocabulary acquisition, parsing of verbal constructs, and identification. Analysis of syntactical constructions necessary for the translation of selected passages in preparation for appropriate interpretation of the Greek NT.

CTH 103 : Personal Faith Formation and Spirituality**(2 Units C: LH 30)****Learning Outcomes**

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

1. have a growing, personal relationship with Jesus Christ as Lord and Savior;
2. know, understand and apply God’s Word effectively;
3. engage in spiritual disciplines of prayer, Bible study, Scripture memory, worship, and service;



4. personally carry out the Great Commission locally and around the world in a culturally sensitive manner; are empowered by the Holy Spirit and pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love.

Course Contents

Devotional classics and methods of spiritual development to build personal faith. Utilization of Scripture, people, contexts, literature, spiritual disciplines, and events to transform believers into the image of Christ. Diary keeping (spiritual journaling), personal meditation with Bible reading and prayer. Conscious routine evaluation of personal spiritual growth. Constant fellowship with other Christians in small and large groups.

CTH 104 : Study of Synoptic Gospels

(2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, students should be able to do the following:

1. demonstrate an understanding of the theological emphases, genre, socio-historical context and structure of the Synoptic Gospels;
2. undertake a critical analysis of the passages of the Synoptic Gospels;
3. interpret the critical theories underlying the processes that led to the writing of the Synoptic Gospels;
learn about the social and cultural circumstances in the Mediterranean world during the times of the New Testament.

Course Contents

Synoptic Gospels; nature of their history. The Synoptic Problem and the currently proposed solutions. Exploration of the major theological themes of the Synoptic Gospels such as salvation, forgiveness, judgment, faith, etc., as revealed in the teachings of Jesus Christ, the central figure and focus of the Gospels. The Synoptic Gospels: Matthew, Mark, and Luke viewed, both separately and together. Harmony of the life and teachings of the Lord in the Synoptic Gospels.

CTH 105 – Introduction to the New Testament

(2 UnitsC: LH 30)

Learning Outcomes

Upon completion of this course, the student will be able to:

1. demonstrate general knowledge of the content of the New Testament, including the arrangement of material, formation of synoptic gospels, and format of Pauline letters;
2. demonstrate knowledge of the historical and cultural settings of the New Testament, including the geography of Israel, groups of Jews, and the concerns of early Jewish groups;
3. demonstrate knowledge of the literary and theological characteristics of each gospel, especially the emphases of each evangelist (including identification and analysis);
4. demonstrate knowledge of and rudimentary ability to use historical, redaction,
5. and form criticisms (these methods include analysis of specific passages).

Course Contents

Literary development of the New Testament. Transmission of the New Testament with particular reference to transmission, text and canon. Historical and cultural context of each book. Basic revelation of the New Testament text to humanity. Introduction to critical approaches to studying the New Testament. Integration of scholarly perspectives. The New Testament and the integrity of the word of God.



CTH 106 : Intro to the Old Testament

(2 Units C: LH 30)

Learning Outcomes

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

1. interpret the chronology, structures, and themes of the Old Testament. This includes seeing how Old Testament narratives reveal God's hand in Israel's history;
2. recognize various literary genres of the Old Testament. This includes an awareness of the vast differences between ancient cultural forms and the modern world;
3. appreciate the relationship of the Old Testament with the New Testament;
4. grasp the missional value of the Old Testament and be able to preach effectively from it.

Course Contents

General introduction to the historical, sociological, and religious world in which the Old Testament was produced. Basic shape and content of the Old Testament. Concept of "Canon" and its relevance for the understanding of the Old Testament. Literary development of the Old Testament. Transmission, text, and canon. Assessment of the *Torah*, *Naviim* and *Kethumbim*. Canonicity and textual criticism. Apparent contradictions in the Pentateuch. Hypothesis of God's contact with humans. Problems leading to textual criticisms and solutions to the problems.

CTH 107 : Early Church History

(2 UnitsC: LH:30)

Learning Outcomes

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

1. provide general knowledge of the growth and changes in the early Christian Church. (Knowledge);
2. cite examples of early Church beliefs, practices, and controversies in comparison to various modern-day issues. (Application);
3. explain the similarities and differences of notable people and movements. (Comprehension and Evaluation);
4. contrast factual history with revisionist fables. (Analysis and Synthesis)

Course Contents

Exploration of the life of the Church shortly after its Lord (Jesus Christ) had left the scene. Theological controversies and the formation of the canon and church regulations. Contributions of the early Church Fathers in the development of the administration and doctrines of the church. Early church and its establishment as a predominantly Gentile religion in the Roman Empire. God's overarching leadership and interventions in the history of the Christian church.

CTH 108 : Introduction to Christian Theology

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, students should be able to:

1. engage at an introductory level with the major doctrines of the Christian faith;
2. demonstrate a basic understanding of the tasks, methods and sources of Christian theology;
3. identify key theologians and demonstrate an understanding of their place in the development of Christian theology; engage critically with both historical and contemporary approaches to doing theology.



Course Contents

Introductory engagement with the major doctrines of the Christian faith. God as Trinity, the person and work of Christ. The divinity and humanity of Christ. The tasks, methods and sources of Christian theology. Development of initial skills of theological reasoning. Capacity to use theological vocabulary. Historical and contemporary approaches to doing theology. Relation between Christian doctrine and Christian practice.

CTH 109: Introduction to Sociology of Religion

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course, students should be able to:

1. demonstrate an understanding and appreciation of key debates and the range of sociological approaches to religion and belief systems;
2. critically apply key concepts to contemporary debates about the role of religion in the contemporary society;
3. effectively communicate understandings of key concepts and propositions by employing analytical skills.

Course Contents

Definition of "religion" from a sociological perspective. Varieties of religions and other faith systems. Religion and post-modernity. Religion and social structure. Religion and social change. Marx and the oppression of the proletariat. Weber and the Protestant Ethic. Religion, gender and sexuality. New religious movements. Religion and popular culture. Religion in a global world.

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

Course Contents

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



philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

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

(2 Units)

Learning Outcomes

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

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

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.



FAC 202: The Arts and other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines;
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.. Investigation of the connection between the Arts disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

CTH 203: Hebrew Grammar and Syntax

(2 Units C: LH:30)

Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. demonstrate a familiarity with the basics of Hebrew grammar and syntax;
2. use the Hebrew grammar and lexicon as indispensable tools for translation;
3. define the meaning (exegesis) of the Hebrew text within its grammatical context;
4. interpret the theological facts supplied by translation and exegesis.

Course Contents

Basics of grammar and syntax. Exegesis of the Old Testament text. The vocabulary; sentence constructions and intensive exercises in various conjugations. The verb system. Parse and translate Hebrew verbal forms. Use Hebrew dictionaries and grammar. Exegesis and translation of Hebrew text. Translations to and from English of selected passages. Introduction to textual criticism of the Old Testament. Practical tools as expositors and exegetes of the Word.

CTH 204: Christian Music

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate competencies in essential musicianship skills and understandings, including history, literature, and cultural contexts;
2. demonstrate suitability for their chosen degree track and/or concentration;
3. demonstrate leadership and musical competencies required in multiple areas of the practice of church music.

Course Contents

Principles and theories of Christian and sacred music. Historical development of church music. The Biblical origin to the contemporary period. Musical forms, styles, composers, performers and the general characteristics of Christian music. Basis of the theology of music and elementary sight-singing. Notation, rhythm, scales, and key signatures. Basic intervals and triads. Practical skills of music. Reading of musical notes and the initial ability to play a chosen musical instrument. Practical demonstration.



CTH 205: Ecumenism**(2 Units C: LH 30)****Learning Outcomes**

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

1. explain the biblical and theological basis of ecumenism, the Catholic Church's principles of ecumenism, and the contemporary significance of ecumenism;
2. analyse the historical impact of the modern ecumenical movement on Christian churches, with reference to key ecumenical statements and documents, especially those in which the Catholic Church has been an ecumenical partner;
3. evaluate the relevance and challenge of ecumenism now and into the future, including contemporary ecumenical issues and methods.

Course Contents

Ecumenism and the search for appropriate expression of church unity. Foundation, structure, properties, and function of the church. Concepts of ecumenism. Major models of unity, ecumenical movements. Ecclesial communities and traditions. Effects of ecumenism on evangelistic and missionary outreach. Ecumenical movement in Nigeria. Challenges and Prospects. Ecumenism and the future church unity in Nigeria.

CTH 206: Introducing African Traditional Religion**(2 Units C: LH 30)****Learning Outcomes**

Upon completion of this course, students should be able to do the following:

1. demonstrate a familiarity with the basic worldview of African Traditional Religion;
2. identify the areas of convergence and divergence of African Traditional Religion and Christianity;
3. demonstrate functional knowledge and skills on how to engage the African Traditional Religion with the Christian worldview.

Course Contents

Main features of the African traditional religious life. Importance of self-identity and realization. Belief in God. Belief in divinities, spirits, ancestors, magic and medicines. Themes of African cosmogonies Rites of passage. Concept of salvation in African Traditional Religion. Examination of how Christianity interacts with and engages African Traditional Religion. African worldviews in relation to God, man, sin, salvation, spirit world, etc.

CTH 208: Theology of Islam**(2 Units C: LH 30)****Learning Outcomes**

Upon successful completion of this subject, students should be able to:

1. paraphrase the essential teachings of Islam, and Islam's sacred sources;
2. illustrate Muslim worship practice and Muslim ways of life;
3. describe the historical development of Islam from the time of the prophet Muhammad to the present;
4. explain the different ways in which Islam is practiced and understood.

Course Contents

Life and teaching of Mohammed, founder of the religion of Islam. Assumptions and methods. Theological concerns. Spread of Islam to Africa and its fundamental teachings. Theology of salvation, predestination, God's attributes, prophecy, revelation. Nature and sources of theological knowledge. Essentials for effective interaction with the followers of Mohammed.



Examination of the sacred book as a guide to Islam. How Islam was revealed to Prophet Mohammed (SAW).

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;
2. enumerate security and peacebuilding strategies; and
3. 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 settler phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; the Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & Security Council (international, national and local levels) Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative dispute resolution (ADR). Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of international organizations in conflict resolution. (a). The United Nations and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. managing post-conflict situations/crisis: refugees. Internally displaced persons (IDPs). NGOs in post-conflict situations/crisis.

ENT 312 : Venture Creation

(2 Unites C: LH 15; PH 45)

Learning Outcomes

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

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



9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, First mover advantage, E-commerce business models and successful e-commerce companies). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - *Artificial intelligence (AI)*, *Virtual/mixed reality (VR)*, *Internet of things (IoT)*s, *blockchain*, *cloud computing*, *renewable energy* etc. digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. Ability to capture complexity by means of a single general statement;
2. Systematic thinking from principles through application to conclusions;
3. Capacity to analyse complex data to minimal units;
4. Ability to make out underlying patterns in art phenomena; and
5. Ability to utilize evidence to organize and explain complex phenomena in the humanities.



Course Contents

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.

CTH 303: Hermeneutics and Exegesis

(2 Units C: LH 30)

Learning Outcomes

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

1. put the entire Bible together into a cohesive framework;
2. interpret individual passages, within their different genres; and
3. interpretive skills into skills for teaching the bible today.

Course Contents

The interpretative task. The interpreter, original meaning and the Bible text. Relevance of the Bible text to the contemporary time. Interpretative tools for sound exegesis of the Biblical passages. Articulating the difference between exegesis and eisegesis. Historical survey of methods of Biblical interpretation within the Christian Church. Major trends and schools of thought. Illustration of hermeneutic principles through examination of selected Old and New Testament passages.

CTH 305: Principles of Evangelism

(2 Units C: LH 30)

Learning Outcomes

On successful completion of this unit, students will be able to:

1. demonstrate functional knowledge and understanding of evangelism;
2. critically Analyse the principles and practice of evangelism;
3. under supervision, observe evangelistic practice;
4. demonstrate skills in evangelism; and
5. present Critical evidence-based perspectives on evangelism.

Course Contents

Biblical basis of evangelism and the church's evangelical mission. Introduction to the principles, practices and procedures of evangelistic outreach. Personal witnessing, church revival, and perennial evangelism. Caring for new converts. Evangelism of children and youth, and lay witness in a secular world. Importance and usage of media and communication technology in communicating religious values to contemporary human society. Communication of the gospel to Muslims and followers of African Traditional Religion.

CTH 306: Principles of Christian Ethics

(2 Units C: LH:30)

Learning Outcomes

Upon completion of this course, students should be able to do the following:

1. interpret the biblical and philosophical basis for Christian ethics;
2. explain the rudiments of Christian ethics and how it differs from other ethical systems;
3. apply Christian ethical approach to contemporary issues; and
4. internalize and transmit Christian ethical and moral truths competently and convincingly.



Course Contents

Human conduct and the concept of right or wrong, from both philosophical and Judeo-Christian perspectives. Application to current social issues such as truth-telling, corruption, pre-marital sex, abortion, sex trafficking, homosexuality, divorce, tribalism, violence, rape, suicide, reproductive technologies. Challenges posed by pluralistic society. Subjective individualism and morality. Biblical morality. Normative value system of Christian ethics. Its uniqueness. Examination of how it differs from other value systems.

CTH 307: Homiletics

(2 Units C: LH 30)

Learning Outcomes

As a result of this course, students will be able to:

1. articulate and apply within a sermon the Robinsonian theory of expository preaching;
2. demonstrate through accurate exegesis foundational principles in the area of hermeneutics and how these principles lay the foundation for good exegetical work within the biblical text;
3. show sensitivity to the needs of the audience to whom the message is being delivered; and
4. create a homiletical outline that is built upon the exegetical idea of the text.

Course Contents

The basics of sermon preparation. Planning and sermonizing. Appropriate pulpit etiquette and mannerisms for effective sermon delivery. The importance and relevance of powerful, skilfully handled Christ-centred sermons. The preacher and the gospel ministry. Spiritual growth of hearers. Basic theories and principles of public speaking and their use in preaching. Good sermon delivery. Crucial and critical role of the Holy Spirit in life-changing sermons. Practical demonstration.

CTH 308: Old Testament Poetry

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. interpret the content and themes of the Poetic & Wisdom books of the Old Testament;
2. recognize characteristics of Hebrew poetry;
3. appreciate the use of the Psalms in personal and corporate worship; and
4. understand the historical, social, and literary contexts of the Poetic & Wisdom books of the Old Testament.

Course Contents

Survey of the wisdom books of the Old Testament. Poetry of Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon. Development of Hebrew poetry. Characteristics of Hebrew poetry. Structure of Hebrew poetry. Poetic parallelism. Exegesis of selected passages. Broad overview of major theological themes in Old Testament wisdom literature.

CTH 309: Theology of Ministry

(2 Units LH:30)

Learning Outcomes

On successful completion of this unit, students should be able to:

1. describe the basic demography of a specific ministry context and how Christian leaders and members of the various churches may work together with others in that context as part of the model for mission;



2. articulate a theology of the mission of the church in the world, which expresses an integrated appreciation of Course Contents, and applicability to a specific ministry context;
3. design a model for mission for the identified context based on demographic analysis, and with appropriately articulated goals, strategies and plans for ongoing evaluation and accountability.

Course Contents

Theology and practice of ordained ministry within different Church traditions. Biblical and theological foundations of ministry. Nature of ministry as a vocation Call, challenges and functions of ministers. Organization and management of a church. Purposes, processes and problems in church administration. Board committee organizations, financial records, and methods. Pastor's role in effective church management. Parliamentary law. Frontier ministry. Leadership and spiritual practices for effective ministry.

CTH 310: Project Management in Religion

(2 Units C: LH 30)

Learning Outcomes

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

1. define the key items and elements of the Project management;
2. apply specific tools and techniques for initiating and executing church projects;
3. provide leadership and develop ability to work with teams;
4. review and evaluate project plans.

Course Contents

Overview of project management. Initiating, planning, executing, performance monitoring and closing of the project. Implementation of relevant skills, knowledge and tools to achieve the goal set for a project. Entrepreneurial skills necessary for church planting and growth. Project management skills that can be applied to running mission projects like schools and health institutions. Development of project plans in groups. Components of projects: project description, specification of target group, possible financiers, time plan, and budget. Leadership of teams, and risk management. Factors that may contribute to the failure of a project.

CTH 311: Theology of Missions

(2 UnitsC: LH 30)

Learning Outcomes

On successful completion of this unit, students should be able to:

1. describe the basic demography of a specific ministry context and how Christian leaders and members of the various churches may work together with others in that context as part of the model for mission;
2. articulate a theology of the mission of the church in the world, which expresses an integrated appreciation of course contents, and applicability to a specific ministry context; and
3. design a model for mission for the identified context based on demographic analysis, and with appropriately articulated goals, strategies and plans for ongoing evaluation and accountability.

Course Contents

Basic concept of mission. Meaning, biblical, theological, experiential foundations of mission. Various specializations of mission. Aims and trends of mission. Major dimensions to mission studies: the Word (message), the world and its people (anthropology), church: past and present (ecclesiology), methods and strategies for mission (methodology). Christian mission



as part of God's ministry of reconciliation. Creating mission awareness, mission thinking and consciousness.

400 Level

CTH 401: Acts and Pauline Epistles

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. recall the contents of the books studied well enough to discuss them intelligently with other people;
2. discern the relative importance of what these books teach well enough to emphasize more what is more important and to emphasize less what is less important in your expository ministry;
3. articulate the passages studied well enough to experience personal spiritual growth.

Course Contents

Introductory matters (of authorship, unity, integrity, and historical background), cultural context, purpose, theology, structure, and the distinctive themes of Acts and the Pauline Letters. Analysis of the moral, social and theological problems of the early church leaders. How the book of Acts and Pauline Epistles addressed such problems. Extrapolating the lessons gained. The content of Acts as an informing context in the reading of the Pauline writings. Evaluation of the basic content and context of each book. Contextualization of this content for a contemporary African setting.

CTH 404: Contemporary Issues in African Theology

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. understand the basic concepts in African theology;
2. identify some of the key leaders and thinkers and their contributions to African Theology; and
3. appraise the role of African theological movements such as liberation theology and Pentecostal theology in addressing the social, political and moral challenges facing the church and African society in the 21st century.

Course Contents

Historical development of some new theological movements in Africa. Inculturation (contextual/Indigenization) Theology, Liberation Theology, African Women's Theology, Pentecostal Theology, Mother Tongue Theology among others. The inter-working between culture and politics. Importance of this in understanding the African theological realities.

CTH 405: Pastoral Counselling

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. articulate a biblical framework for pastoral counselling and soul care;
2. engage their own story and begun to understand how it impacts their ability to relate to and care for others;
3. learn critical skills to facilitate effective counselling;
4. develop a biblical, practical, compassionate approach to the most common pastoral counselling situations.



Course Contents

Biblical basis for counseling. Conselling in the context of those in need (for) of physical, mental, psychological and spiritual help. Principles, methods and tools for counselling. The pastor and conselling in a complex society. Counselling theories and techniques for the pastor in the church, missionaries and Christian educators. The pastor's own need for care in relation to the varied demands of caregiving.

CTH 406: Church Planting and Growth

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. articulate the personal motivations behind church planting;
2. relate the Biblical perspective of the character needed for a church planter;
3. analyse how spiritual gifts are essential in church planting;
4. develop a missional vision for a missional church.

Course Contents

Concept of church planting. Meaning of church planting and growth. Missional church planters. Vision, methods/strategies for planting healthy churches. Characteristics of growing (healthy) and stagnant (Not healthy) Churches. Hindrances to church planting and growth. Different forms of Church growth. Importance of missiological and contextual church growth strategies.

CTH 408: General Epistles

(2 Units C: LH 30)

Learning Outcomes

Upon completion of this course, the student will be able to:

1. discuss the background of each book, including authorship, date of writing, argument, and original audience;
2. think through the structure of each book; and
3. analyse the basic cultural, social, political, historical, and geographical backgrounds of this period of New Testament history.

Course Contents

Non-Pauline perspective on the first generations of the Church. Study of James 1 & 2 Peter and Jude that uncover not only their particular merits but also their striking similarities. Presentation of the Theology of God, Christology, hamartiology, pistology and eschatology in the general epistles. Theological and moral issues addressed by these epistles. Implications for the church in contemporary times.

CTH 409: Christian Ministerial Practicum

(2 Units C: LH 30)

Learning Outcomes

Upon successful completion of this course students will be able to:

1. engage in and demonstrate competence in a specific range of pastoral ministry functions;
2. perform a selected ministry function with identified responsibilities;
3. apply the biblical and theological foundations to pastoral ministry practice;
4. describe and evaluate the student's own ministry experience.

Course Contents

Various methods of Gospel outreach. Soul winning and nurturing. Levels of practical ministry engagement including church, prison and hospital ministries. The church dimension.



Inculcating practical skills necessary for public prayer, platform decorum, and planning. Conducting church meetings and services such as weddings and funerals. Classroom activities necessary for practical ministries that may be carried out in prison and hospital settings. *Field experience is compulsory.*

CTH 412: Project

(6 Units C: LH 270)

Learning Outcomes

Upon completion of the research project, the student will be able to:

1. acquire basic skills necessary to research the Arts;
2. understand methodological approaches to conduct and report research findings;
3. demonstrate a level of competence in doing independent research work;
4. demonstrate that the research has contributed to the body of knowledge.

Course Contents

Ability to conduct research is put to test. Skills acquired under research methodology required for producing a five-chapter Long Essay under one or more supervisors. Research topic to be chosen in an area of interest with the assistance of the supervisor. The first three sections are presented as Research Proposal while the entire five chapters are publicly presented as research defense.

Minimum Academic Standards

Staffing

Academic Staff:

Well-trained academics with M.A/M.Th/M.Phil; and Ph.D. qualifications are required in the department. The percentage of academic staff with PhDs should not be less than 70%. Staff requirements imply that they are adequate to teach all compulsory courses. The following Staff-Rank Mix should apply: 20:35:45, for Professorial Cadre, Senior Lecturer and Lecturer I and below, respectively. The Staff/Student ratio for the program should be 1 lecturer to 30 students.

Non-Teaching Staff

The Department should have a minimum of the following supporting staff: an Administrative Secretary who is a proficient computer operator, Staff Assistant, and Cleaner.

Space

The minimum standards for classroom, workshop and office spaces require an office for the H.O.D, one office per lecturer and a Departmental conference room.

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC guidelines are as follows:

H. O. D and each Professor	18.5m ²
Other Academic Staff	13.5m ²
Other Senior Staff	13.5m ²
Research space allowance	16.5m ²
Classroom space	0.7 m ²
Other department, office and storage space	0.7 m ²
Seminar room	0.2m ² /student
Workshop	7.5m ² /student



Furniture, Fittings and Equipment

These are needed for teaching purposes, for office use and for administrative work

Equipment for Teaching Purposes

The equipment needed for teaching purposes include:

1. smart boards in all classrooms
2. computers and laptops,
3. projectors.
4. Chairs and tables

Office Equipment

H.O.D's Office

1. 1 good photocopying machine and scanner
2. 1 laptop or desktop computer
3. 2 filing cabinets
4. Air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. 1 notice board
12. 1 TV set with receiver
13. 1 Water dispenser

Each Lecturer's Office

1. 1 table
2. 3 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 1 bookshelf
6. 1 desktop/laptop
7. 1 refrigerator for Professor's office
8. 1 set of upholstered chairs for Professor's Office
9. 1 water dispenser for Professor's Office
10. One tape recorder

Administrative Equipment

In particular, the following items should be provided:

1. 2 PowerPoint projectors
2. 2 Tape recorders;
3. 1 Microfilm reader
4. 2 Laptops or Desktops
5. 1 Digital Camera
6. 1 Fast photocopiers
7. Films, video cassettes and tapes, audio cassettes tapes and slides

Studio Equipment

Facilities/Equipment for Music Practicals

1. 1 PowerPoint projectors;



2. 1 Tape recorders;
3. 1 Laptop or Desktop
4. 1 Digital Camera
5. 1 CCD/DVD duplicator
6. 2 Pianos
7. 3 Trumpets
8. 4 Drums
9. 2 Guitars
10. 4 Microphones
11. Films, video cassettes and tapes, audio cassettes tapes and slides;

Equipment for Homiletics Practicals

1. 1 PowerPoint projector
2. 1 Tape recorders
3. 1 Laptop or Desktop
4. 1 Digital Camera
5. 1 CCD/DVD duplicator
6. 1 Piano
7. 1 Pulpit Lectern
8. 4 Microphones
9. Films, video cassettes and tapes, audio cassettes tapes and slides
10. The practical for homiletics should preferably be done in a church setting

Library and Information Resources

There should be well-stocked current and relevant books, journals, reference books in the main and departmental libraries and functional internet connectivity facilities. The library is also to be equipped with tape recorders/players, public address systems, computer units/ and other IT facilities.

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

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

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



B.A Classics

Overview

Classics is the study of the languages, culture, history and thought of the civilisations of ancient Greece and Rome. It is one of the most varied and interdisciplinary of all subjects; based upon a wide range of options, the course offers the opportunity to study literature (epic, drama, lyric), Philosophy, linguistics, gender, political and historical writings and much else, as well as art history, law, architecture, education, the history and archaeology of the Greek and Roman Mediterranean. The civilizations of ancient Greece and Rome constitute the fountainhead of Western Civilization, which, for good or ill, has today encircled the globe. A degree in Classics should therefore be seen as a study of the fundamentals of Western Civilisation.

Philosophy

The programme in Classics is established to explore Classical Antiquity as well as the interface between the ancient period and contemporary times, with the aim of producing humane graduates of the humanities who are able to perceive, interpret and link fundamental phenomena of the Greco-Roman world, the root of the modern civilization, with current global developments.

Objectives

1. To cover as fully as possible the literary productions of the ancient Greeks and Romans;
2. Project the highlights of their advances in knowledge and socio-political organisation;
3. Project other landmark achievements of the Greek and Roman worlds;
4. To expose students to the values and major aspects of the civilisation of ancient Greece and Rome. This course, comprising the Greek half of the Sophomore Tutorial, will comprehensively cover the history of ancient Greece from the Bronze Age Minoan and Mycenaean palace civilizations to the Roman conquest of the East Mediterranean. Attention will be paid to the major political, social, economic, and cultural transformations. Students will be exposed to the wide variety of textual sources (in translation) and archaeological evidence out of which historians seek to understand ancient Greece;
5. This programme has three components: a chronological survey of Roman history from the beginnings to Constantine; exploration of key features of Roman culture (e.g., economy, education, housing, slavery); and an introduction to the tools and methods available for research on ancient Rome. Students are taught how to work with the Roman collections (brick-stamps, coins, manuscripts, maps, papyri, pottery, sculpture, etc.). Each student receives guidance in the planning and execution of a research paper. To enhance, through that exposure, their awareness and appreciation of the values of their own cultural environment; and
6. To prepare the students for further studies in the discipline and for relevant careers in administration and other sectors of society.

Unique Features of the Programme

1. The core of the programme is focused on the Greek and Latin Languages;
2. Teaching with innovative and interdisciplinary methods to the study of ancient texts;
3. Teaching nuances in the use of words and language, subtlety of thought and close attention to form;
4. The history, society and institutions of the ancient civilizations through the critical study of extant literature and artwork;
5. Teaches Cultural literacy and cultural insights; and
6. The foundations of philosophy and history are learned.



7. The study of the Classics gives room for breadth and depth, since history, philosophy, visual arts, drama and theatre can be studied in these three areas (Latin, Greek and Ancient Greek and Roman history and civilization) of the programme.
8. Students are inspired to display clarity of thought, attention to detail and the ability to argue intelligently

Employability Skills

1. Intellectual and analytical thinking skills;
2. Academic Research;
3. Archival knowhow;
4. Museum/gallery curatorship;
5. Administrative competence in the civil service
6. Editorship;
7. Marketing skills;
8. Secondary school Teaching; and
9. Journalism.

21st Century Skills

1. Written and oral communication skills;
2. Critical and analytical thinking;
3. Effective Team membership;
4. Understanding strategies for business; and
5. Problem-solving initiatives.

Learning Outcomes

The learning outcomes of the Classics programmes:

1. knowledge of the greek and latin roots of thousands of present-day english words
2. knowledge of the enduring influence of Greek and Roman philosophy in modern philosophy;
3. a sound grasp of the evolutionary processes in literary forms and critical concepts;
4. a clearer sense of the evolutionary patterns of world history;
5. gaining of understanding of leadership and joint effort in building of civilisations and sophisticated societies; and
6. learning from others who had laboured with basic resources to build up civilisations how to make the best of their own situation.

Admission and Graduation Requirements

Admission Requirements

To be eligible for admission into the 4 years B.A. Degree programme in Classics, candidates must have obtain 5 Senior Secondary Certificate (SSC)- credit passes at one sitting or 6 credits at two sittings, to include English Language, Literature in English or History UTME subjects include: English Language, Literature in English and any other subjects.

Direct Entry (3 Year Programme): 5 SSC-credit passes, two of which must be at the advanced level and to include Literature in English or History, or minimum of a merit pass in two NCE teaching subjects, one of which must be English Language, Literature in English or History.

Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.



Candidates must have registered and passed all the compulsory courses specified for the programme.

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

Course Contents

There are three major areas in which students studying classics may wish to specialise viz: Latin, Greek, or Greek and Roman Civilisation. Students wishing to specialise in any of these areas are required to take a minimum of 8 credit units as compulsory courses per semester. They should in addition, take required courses and electives within and outside the department to meet minimum credit units prescribed. In addition, a student is required to take the prescribed General Studies Courses. Below are the courses for the various areas of specialisation:

Areas of Specialisation in Classics

Code	Area of Specialization
CLC	Greek and Roman Civilization
CLG	Greek
CLL	Latin

Global 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	-
CLC 101	Introduction to Ancient Greek Civilisation	2	C	45	-
CLC 102	Introduction to Roman Civilisation	2	C	30	-
CLC 103	Introduction to Early Greek Thought	2	C	30	-
CLG 101	Introduction to Greek I	3	C	45	-
CLG 102	Introduction to Greek II	3	C	45	-
CLL 101	Introduction to Latin I	3	C	45	-
CLL 102	Introduction to Latin II	3	C	45	-
	Total	20			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
CLC 201	Greek and Roman Epic Poetry, Homer, Virgil and Appolonius	2	C	30	-
CLC 203	Greek History, Society and Institutions	2	C	30	-
CLC 204	Roman History, Society and Institutions	2	C	30	-
CLC 206	Entrepreneurial Skills and Strategies in the Classics	2	C	30	-
CLG 201	Greek Language I	3	C	45	-
CLG 202	Greek Language II	3	C	45	-
CLL 201	Latin Language I	3	C	45	-
CLL 202	Latin Language II	3	C	45	-
Total		28			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolutions	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
CLG 301	Intermediate Greek Language	3	C	45	-
CLG 302	Greek Language and Literature	3	C	45	-
CLL 301	Intermediate Latin Language	3	C	45	-
CLL 302	Latin Language and Literature	3	C	45	-
Total		20			

400 Level

Course Code	Course Title	Units	Status	LH	PH
CLC 401	Long Essay	6	C	-	270
CLG 402	Greek Language	3	C	45	-
CLG 403	Greek Language and Literature	3	C	45	-
CLL 404	Latin Language	3	C	45	-
CLL 405	Latin Language and Literature	3	C	45	-
Total		18			

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 and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 Units C; LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justice and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

CLC 101: Introduction to Ancient Greek Civilisation (2 Units C: LH 30)

Learning Outcomes

At the end of this course, Students will be able to explain:

1. the world of early greek civilisation
2. the organisation of greek city states
3. greek culture, values, and their influence on contemporary society
4. to interpret Athenian Red-figure vases

Course Contents

Minoan and Mycenaean civilisations, the Homeric epics, and the emergence of Greek states as political, social and economic organisation; aspects of classical Greek literature; education, values and beliefs; city-planning and visual arts.

CLC 102: Introduction to Roman Civilisation (2 Units C: LH 30)

Learning Outcomes

At the end of this course, Students will be able to explain:

1. the beginnings of roman civilisation;
2. the organisation of the roman city;
3. roman cultural values and the role of the arts and education in modern societies, and
4. knowledge of Roman coins.

Course Contents

The political, social and economic organisation of Roman society. Aspects of Classical Roman literature. Education, values and beliefs. City-planning and visual arts.

CLC 103: Introduction to Early Greek Thought (2 Units C: LH 30)

Learning Outcomes

At the end of this course, Students will be able to:

1. understand early greek thought, and
2. learn the art of critical thinking.



Course Contents

Survey of Greek philosophy from Thales to Miletus. The Atomists, Democritus and Leucippus with emphasis on cosmology, epistemology and metaphysics.

CLG 101: Introduction to Greek I

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, Students will be able to:

1. explain formation of greek alphabet;
2. master adequate amount of greek vocabulary; and
3. gain a stronger understanding of language structure.

Course Contents

The alphabet and sounds, basic grammar and syntax, vocabulary and modes of expression. Reading and translation of selected Greek texts composed or written in ancient times between 750 and 450 BC. Canonical and non-canonical texts.

CLG 102: Introduction to Greek II

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, Students will be able to:

1. identify the declension of nouns and conjugation of verbs;
2. master the number and gender of adjectives; and
3. identify enhanced Greek vocabulary.

Course Contents

Grammar and syntax, vocabulary and modes of expression. Reading and translation of selected Greek texts composed or written in ancient times between 750 and 450 BC. Canonical and non-canonical texts.

CLL 101: Introduction to Latin I

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, Students will be able to:

1. analyse the structural requirements for a transpositional language; and
2. explain the Latin roots of many English words.

Course Contents

The sounds of Latin; basic grammar and syntax. Reading and translation of increasingly complex Latin passages illustrating important aspects of life and society in the ancient Roman world.

CLL 102: Introduction to Latin II

(3 Units C: LH 45)

Learning Outcomes

Students on completion of this course will have

1. added more latin vocabulary;
2. learned the key role of the verb in a latin sentence; and
3. learned some Latin constructions.



Course Contents

The sounds of Latin. Basic grammar and syntax. Reading and translation of increasingly complex Latin passages illustrating important aspects of life and society in the ancient Roman world.

200 Level

GST 212 Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

Ent 211 – Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

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

Learning Outcomes

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

1. appreciate the relationship between the arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines;
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. Investigation of the connection between the Arts disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and trans-disciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.



CLC 201: Greek and Roman Epic Poetry, Homer, Vergil and Apollonius (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will understand:

1. the nature of epic poetry;
2. the uses that have been made of epic poetry from classical times; and
3. the distinctive features of Homeric, Virgilian epics and the epics of Apollonius of Rhodes.

Course Contents

The classical epic genre. oral and written epic, study of the *Iliad* and *Odyssey* of and the Argonautica in English translation. The Classical epic tradition and the beginnings of Roman epic. Virgil and his successors. The Aeneid in English translation.

CLC 203: Greek History, Society and Institutions (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will identify the:

1. social and political institutions of ancient Greece;
2. patterns of change and development; and
3. ways in which inter-city trade helped to develop Greek Industry

Course Contents

Survey of the political, social and economic history of classical Greece. Development of political institutions. Major aspects of classical Greek society with study of selected source materials in English translation.

CLC 204: Roman History, Society and Institutions (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will identify the:

1. social and political institutions of ancient Rome;
2. social stratification of Roman society; and
3. economic activities that sustained Imperial Rome.

Course Contents

Survey of the political, social and economic history of classical Rome. Development of political institutions. Major aspects of Roman society with study of selected source materials in English translation.

CLC 206: Entrepreneurial Skills and Strategies in the Classics (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will:

1. understand the concept of creativity as demonstrated in the classical world;
2. draw parallels between classical and modern concepts of creativity;
3. understand and recognize creative abilities of ancient businessmen;
4. demonstrate the capacity to be creative; and
5. understand that his capacity to be creative can be of positive influence to him and his environment as evidenced in the classical world.



Course Contents

In-depth study of enterprises in the classical world. Examination of classical texts on entrepreneurial and small organizations. The process of setting up a business. The strategies employed to grow a business. Entrepreneurship pedagogy and the apprenticeship system; human resources; marketing strategies; ethics in business; religious and social responsibilities, and technological implements employed in the establishment and growth of an enterprise.

CLG 201: Greek Language I

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students will have a firm grasp of:

1. greek grammar and syntax;
2. greek prose and verse; and
3. greek vocabulary.

Course Contents

Grammar and syntax. Reading practice and translation exercises; reading and translation of selected passages, unseen translation; reading of texts in prose and verse; and literary texts. English derivatives from Greek.

CLG 202: Greek Language II

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students will have

1. enhanced word power;
2. firm knowledge of how greek texts work; and
3. can translate complex Greek texts.

Course Contents

Grammar and syntax. Reading practice and translation exercises. Reading and translation of selected passages, unseen translation; reading of texts in prose and verse; and literary texts. English derivatives from Greek.

CLL 201: Latin Language I:

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, students will be familiar with:

1. a wide range of latin grammatical rules;
2. a wide range of latin vocabulary; and
3. how Latin texts work in translation.

Course Contents

Grammar, syntax, unseen translation. Reading of texts in prose and verse, and reading and translation practice literary texts. English derivatives from Latin

CLL 202: Latin Language II:

(3 Units C: LH 45)

Learning Outcomes

Students will master:

1. a variety of latin grammatical constructions;
2. latin texts in prose and verse;
3. the links of the english vocabulary to latin roots; and



4. the syncretism in English and Latin grammar.

Course Contents

Grammar, syntax, (continued). Further exercises in reading and translation; and literary texts. English derivatives from Latin.

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. The United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

ENT 312 : Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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



8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should:

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



5. ability to utilize evidence to organize and explain complex phenomena in the humanities.

Course Contents

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.

CLG 301: Intermediate Greek Language

(3 Units C: LH 45)

Learning Outcomes

The student will:

1. identify and translate grammatical structures in Greek texts;
2. demonstrate knowledge of latin grammar and vocabulary;
3. knowl of the roots of a large portion of the english vocabulary; and
4. understand that the logic of the functioning of another language has a major and positive impact on our own minds.

Course Content

Syntax, prosody, stylistics, unseen translation; detailed study of prescribed texts.

CLG 302: Greek Language and Literature

(3 Units C: LH 45)

Learning Outcomes

The course enables the student to:

1. translate unseen passages/texts;
2. have knowledge of a wider range of grammar, vocabulary and complex sentences in Greek;
3. know of the roots of a large portion of the english vocabulary; and
4. understand that the logic of the functioning of another language has a major and positive impact on our own minds.

Course Contents

Unseen translation, syntax, prosody, stylistics. Texts in prose and verse. Detailed study of prescribed texts.

CLL 301: Intermediate Latin Language

(3 Units C: LH 45)

Learning Outcomes

The course enables the student to:

1. identify and translate grammatical structures in Latin texts;
2. demonstrate knowledge of Latin grammar and vocabulary;
3. know of the roots of a large portion of the english vocabulary; and
4. understand that the logic of the functioning of another language has a major and positive impact on our own minds.



Course Contents

Syntax, prosody, stylistics, unseen translation. Reading of texts in prose and verse.

CLL 302: Latin Language and Literature

(3 Units C: LH 45)

Learning Outcomes

The course enables the student to:

1. translate unseen passages/texts;
2. have a knowledge of a wider range of grammar, vocabulary and complex sentences;
3. analyse the roots of a large portion of the english vocabulary; and
4. analyse the logic of the functioning of another language has a major and positive impact on the mind.

Course Contents

Unseen translation, syntax, prosody, stylistics; texts in prose and verse; detailed study of prescribed texts.

CLC 401: Long Essay

(6 Units C: PH 270)

Supervised projects on a topic within or related to Classical Studies.

CLG 402: Greek Language

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, student will possess the ability to:

1. demonstrate knowledge of greek vocabulary, sound structure, and syntax;
2. read and translate Greek texts;
3. discuss the history, art, and archaeology of the greco-roman world and demonstrate an understanding of ancient cultural differences;
4. write critical/analytical papers using primary texts to substantiate their arguments
5. explain the roots of a large portion of the english vocabulary; and
6. analyse the logic of the functioning of another language has a major and positive impact on our own minds.

Course Contents

Syntax, prosody, stylistics, unseen translation. Reading of selected Greek (prose and verse) texts. Understand grammar, syntax, vocabulary, morphology and the challenges associated with reading and understanding Greek. Regular translation assignments.

CLG 403: Greek Language and Literature:

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, student will possess the ability to:

1. demonstrate knowledge of greek vocabulary, sound structure, and syntax;
2. read and translate Greek texts;
3. discuss the history, art, and archaeology of the greco-Roman world and demonstrate an understanding of ancient cultural differences;
4. write critical/analytical papers using primary texts to substantiate their arguments
5. explain the roots of a large portion of the english vocabulary; and
6. analyse the logic of the functioning of another language has a major and positive impact on our own minds.



Course Contents

Syntax, prosody, stylistics, unseen translation. Detailed study of prescribed texts. Understand grammar, syntax, vocabulary, morphology and the challenges associated with reading and understanding Greek. Regular translation assignments.

CLL 404: Latin Language**(3 Units C: LH 45)****Learning Outcomes**

At the end of this course, student will possess the ability to:

1. demonstrate knowledge of Latin vocabulary, sound structure, and syntax;
2. read and translate latin texts’;
3. discuss the history, art, and archaeology of the greco-roman world and demonstrate an understanding of ancient cultural differences;
4. write critical/analytical papers using primary texts to substantiate their arguments;
5. explain the roots of a large portion of the english vocabulary; and
6. analyse that the logic of the functioning of another language has a major and positive impact on our own minds.

Course Contents

Syntax, prosody, stylistics, unseen translation. Detailed study of prescribed texts. Understand grammar, syntax, vocabulary, morphology and the challenges associated with reading and understanding Latin. Regular translation assignments.

CLL 405: Latin Language and Literature**(3 Units C: LH 45)****Learning Outcomes**

At the end of this course, student will possess the ability to:

1. demonstrate knowledge of latin vocabulary, sound structure, and syntax;
2. read and translate latin texts;
3. discuss the history, art, and archaeology of the greco-roman world and demonstrate an understanding of ancient cultural differences;
4. write critical/analytical papers using primary texts to substantiate their arguments;
5. know of the roots of a large portion of the english vocabulary; and
6. understand that the logic of the functioning of another language has a major and positive impact on our own minds.

Course Contents

Syntax, prosody, stylistics, unseen translation; detailed study of prescribed texts. Understand grammar, syntax, vocabulary, morphology and the challenges associated with reading and understanding Latin. Regular translation assignments.



Minimum Academic Standards

List of Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc.).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms
2. computers and laptops,
3. projectors.

Office Equipment

HoD's Office

- 1 good photocopying machine and scanner
- 1 type-setting machine
- 2 filing cabinets
- Air conditioner
- 1 set of upholstered chairs
- 2 office chairs
- 2 bookshelves
- 1 refrigerator
- 1 executive table and chair
- 1 typewriters
- 1 typist table and chair
- A wall to wall carpeting
- 1 car
- 1 notice board
- 1 blackboard
- 1 desktop computer

Lecturer's Office

- 1 Table
- 4 Chairs
- 1 Air Conditioner
- 1 Filing Cabinet
- 2 Bookshelves
- 1 Refrigerator
- 1 Desktop
- 1 Set Of Upholstered Chairs For Professor's Office
- 1 Wall To Wall Carpeting For Professor's Office

Equipment For Staff Common Room

- A 3 Sets Of Sofa
- 10 Tables With Chairs
- 1 Refrigerator
- 1 Electric Kettle
- At Least 30 Teacups, Plates, Tumblers, Etc
- At Least 4 Sets Of Cutlery
- 4 Trays
- 1 Cupboard
- Tv Set With Receiver



Equipment for Administrative Work

For administrative work, staff research and student's field work, the following equipment are required:

1. one 25 – sitter bus
2. a station wagon
3. one video camera
4. one tape recorder

Resource Requirements for Teaching and Learning

1. Academic and Non-Academic Staff
2. Academic and Non-Academic Space
3. Academic and Administrative
4. Library and Information Resources

Staffing

Academic Staff

The minimum staff required must be such that it can handle all the compulsory courses, the required and the electives. The Department must have at least one professor among its staff irrespective of the size and age of the department. Staff-Rank Mixes and Ratio should be based on the 20:35:45 guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively. Staff/Student Ratio for Islamic Studies should also be 1:30.

Non-Academic Staff

The Department should have at least the following supporting staff; an administrative secretary, a computer operator, a driver for the Departmental car, messengers/cleaners.

Classroom, Workshops and Offices

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities. There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC guidelines are as follows:

H. O. D and each Professor	18.5m ²
Other Academic Staff	13.5m ²
Senior Staff	13.5m ²
Research space allowance	16.5m ² /member of staff
Classroom space	0.7 m ² /student
Other department, office and storage space	0.7 m ² /student
Seminar room	0.2m ² /student
Workshop	7.5m ² /student



B.A Efik

Overview

The B.A Programme in Efik is designed to provide a multidisciplinary training for students who are interested in the study and research into the language, literature and cultural practices of the Efik people. It is an all-inclusive programme targeting the traditional aspects of the Efik language, current language uses and functions. It also involves a futuristic look at the possible roles of the Efik language in the digital age, where extant and new skills are instilled in the students to prepare them for their roles as citizens in a changing world. Various courses, spanning a 3 - 4 years programme, have been designed to achieve these goals. The courses include aspects that are concerned with understanding the structures and roles of the Efik language in relation to human thought and development, the composition of language, including the sound system, and the morphological and syntactic structures. The other component of the course is literature in the Efik language, including oral and written texts touching on the genres of poetry, prose, drama as well as contemporary studies in the areas of language use, comprehension and interpretation, especially in the digital age.

Since language is at the centre of every human endeavour, there is provision for collaborative studies with other disciplines, among them music, computer science, geography, environmental studies, engineering, history, religion, law, theatre arts, health sciences, the STEM courses and education. At the end of their studies, the graduates will understand the place of language in national development, integration and cohesion. Graduates should also be well rounded individuals who can fit into various areas of private, national and international engagements.

Philosophy

The philosophy of the programme is to encourage the promotion and sustenance of interest in the study, understanding and development of Nigerian indigenous languages and cultures in general, more specifically, the understanding and development of the Efik language and its varieties spoken in the immediate community, collectively known as the Lower Cross languages, using language and research tools available in the current age of Information and Communication Technology. This philosophy is in line with the National Philosophy of Education in Nigeria.

Objectives

The B. A. Efik programme is designed to:

1. expose students to the various aspects of the communicative art in Efik, including language as a medium, linguistics, literature and culture of the people;
2. train students to be able to apply their knowledge of linguistics to solve practical problems through processes such as translation, designing orthographies, language teaching, language testing, language planning, interpretation, forensic linguistics, etc.;
3. prepare students for further studies in the discipline and/or for relevant careers like teaching, research, administration, etc.;
4. train students to assist in the development of Efik by way of describing the language and ultimately writing in the language;
5. prepare students for life in the 21st century and beyond, through the adoption of digital tools for language description and acquisition of entrepreneurial skills;
6. acquire the basic teaching and learning strategies for effective implementation of the Efik language curriculum, at the basic and other levels of education;
7. acquire in-depth knowledge of the structure and form of the Efik language;
8. appreciate the value of the Efik language in national development;
9. position the Efik language to meet online presence and requirements;



10. acquire relevant entrepreneurial and creative skills for self-development in the language;
11. demonstrate adequate commitment to the development of the language, and
12. explore language use by sub-Saharan Africans to understand, organise, and transmit indigenous knowledge to future generations.

Unique Features

Among the unique features of the programme are:

1. the programme emphasises theoretical and practical issues relating to the teaching of the Efik language at the basic and post-basic levels of education;
2. the course is taught in both the Efik and English languages to enhance the students' mastery of spoken and written skills in the use of the language;
3. the programme will prepare students to be effective teachers, good translators as well as broadcasters;
4. the programme will train students on how to exploit digital and online tools to create employment and visibility, and
5. the programme will prepare students to be forward-looking national and global citizens.

Employability Skills

Graduates of this programme are expected to have many career opportunities in the private, public and corporate sectors, nationally and globally. Among others, the graduates would have acquired the following skills:

1. capacity as qualified teachers of the Efik language, culture and literature, in public and private schools;
2. the ability to conduct online lessons for the public, especially people in the diaspora;
3. broadcast skills that enable graduates of the programme work in radio, television and the social media;
4. oratory skills that can be used in chant and other poetic forms;
5. competence in editing and proof-reading;
6. advertising skills that qualify the graduates to work as advertisers in Efik language;
7. competence as Lexicographers, and compilers of dictionaries;
8. translation and Interpretation skills;
9. publishers of Efik reading material, and
10. skills to work in museum management (tour guides, executive chefs), as entrepreneurs, administrators, marketing managers, and public relations officers (in banks, government agencies, companies, etc.).

21st Century Skills

Among the 21st Century skills imparted by the Programme are:

1. critical thinking;
2. problem solving;
3. creativity;
4. communication skills;
5. digital and media literacy;
6. collaboration and networking skills;
7. team work;
8. logical thinking;
9. emotional and social intelligence, and
10. moral rectitude.



Admission and Graduation Requirements

Admission Requirements

Admission into the programme shall be through Preliminary or Indirect and Direct Entry mode: Four-year Degree Programme

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level.

A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and a Nigerian language or Literature in English.

Graduation Requirements

The B.A Efik degree programme has a 4-year (8 Semesters) duration for UTME applicants and a 3-year (6 Semesters) for Direct Entry applicants. Graduates are expected to have offered, completed, passed and earned minimum credit units of 120 for UTME and 90 for Direct Entry, including the compulsory and required courses as may be offered by the Department. Graduates are also expected to obtain a minimum CGPA of 1.00.

Global 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	-
EFK 101	Introduction to the History of the Efik people, language, and culture	2	C	30	-
EFK 102	Efik Advanced Comprehension and Composition	2	C	15	45
EFK 103	Introduction to Linguistics I	2	C	30	-
EFK 104	Introduction to Linguistics II	2	C	30	-
EFK 105	Introduction to General Phonetics I	2	C	15	45
EFK 106	Introduction to General Phonetics II	2	C	15	45
	Total	18			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
EFK 201	Phonology of Efik Language 1	2	C	15	45
EFK 202	Morphology of Efik Language 1	2	C	15	45
EFK 203	Syntax of Efik Language 1	2	C	15	45
EFK 204	Introduction to Efik Oral Literature	2	C	15	45



EFK 205	Writing Systems and Orthography Design	2	C	15	45
EFK 206	Phonemic Analysis	2	C	15	45
EFK 207	Varieties of Prose in Efik	2	C	30	-
	Total	22			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Method in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
EFK 301	Phonology of Efik Language 11	2	C	15	45
EFK 302	Syntax of Efik 11	2	C	15	45
EFK 303	Varieties of Poetry in the Efik Language.	2	C	15	45
EFK 304	Dialects and Dialectology in Efik Language	2	C	30	-
EFK 305	Introduction to Drama, Cinema and Films in Efik Language.	2	C	15	45
EFK 306	Literary History, Theory and Criticism	2	C	30	-
EFK 307	Efik Stylistics	2	C	30	-
EFK 308	Introduction to Efik Traditional Music	2	C	15	45
EFK 309	Introduction to African Linguistics	2	C	30	-
	Total	24			

400 Level

Course Code	Course Title	Units	Status	LH	PH
EFK 401	Issues in the Phonology of Efik Language	2	C	30	-
EFK 402	Efik Social Institutions and Material Culture	2	C	15	45
EFK 403	Contemporary Literature in Efik Language	2	C	30	-
EFK 404	Contrastive Studies in Efik and English	2	C	15	45
EFK 405	Lexicology and Lexicography	2	C	15	45
EFK 406	Translation	2	C	15	45
EFK 407	Issues in the Syntax of Efik Language	2	C	30	-
EFK 408	Entrepreneurial Studies in Efik	2	C	15	45
EFK 409	Project/ Long Essay	4	C	-	180
	Total	20			



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 and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (pre-writing, writing, post-writing, editing and proof-reading; brain-storming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making, mechanics of writing, etc). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology (ICT) 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, etc.

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

Course contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political entity (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist



movement and struggle for independence). Nigeria and challenges of nation-building (military interventions in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development. Law: definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conduct. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3Rs – Reconstruction, Rehabilitation and Re-orientation); Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EFK 101 : Introduction to the History of the Efik People, Language, and Culture (2 Units C: LH 30)

Learning outcomes

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

1. explain who the Efik are;
2. explain the origin and migration history of the Efik people;
3. state the relationship between the Efik language and the people's culture;
4. classify the sub-divisions or groups among the Efik;
5. relate the colonial history and how it affected the people;
6. recognise how the geography of the Efik people defines their occupations;
7. recognise the history of the development of Efik orthography.
8. discuss the classification: genetic, typological of the Efik language;
9. differentiate between traditional and modern Efik society, and
10. appraise the outcome of Western impact on the Efik people.

Course Contents

The Efik people. Oral and written history of the people. Critical examination and discussion of the various historical sources. Migration history. Sub-divisions or groups of the Efik. The Efik and their neighbours. Internecine wars with their neighbours – Anaangs, Aros, etc. Colonial history, Slave trade, Palm oil trade. Maritime activities. Introduction to the Efik people, their language, their origin, migration, oral history, and their relationship with other ethnic groups in Nigeria and Africa. Introduction to the history of Efik orthography. History of the development of the Efik language. Language classification: genetic, typological and aerial. Scholarship over the years. Descriptions of the Efik language. The role of language in Efik culture. Efik culture and the society. Efik traditional society. Efik indigenous names. Efik religion, components of Efik religion – divinity, spirit and ancestral worship. Efik political system. Traditional marriage and the family. Efik people and the economy. Efik people and health, Efik festivals, Western impact on Efik people – positive and negative. The material and non-material cultures of the Efik people.



**EFK 102: Advanced Efik Composition and Comprehension
15; PH 45)****(2 Units C: LH****Learning outcomes**

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

1. identify as well as classify components of Efik orthography;
2. focus on topic for proper understanding;
3. discuss different types of comprehension passages;
4. develop good public speaking skills;
5. build logical reasoning and competence skills in writing;
6. compose a well-defined incident or series of related incidents;
7. state or relate elements such as plot, character and settings, appropriately;
8. use precise language and specific details, appropriately;
9. justify the correct use of figurative language to promote writing;
10. describe with different documentation styles, and
11. demonstrate high-quality of creative writing skills.

Course Contents

Current Efik orthography and the components of the orthography. Composition with emphasis on spelling, punctuation, organisation, elaboration, and language use. Figurative devices. Comprehension exercises. Types of composition – narrative, explanatory/descriptive, argumentative, expository, dialogue. Formal and informal letter writing. Comprehension exercise. Oral delivery in the Efik language – formal and informal styles. Pre-writing – finding a topic, focusing on a topic, finding and organising information – building sentences, organizing paragraphs. Drafting – using peer response, revising, editing, proof-reading, and proof-reading marks. Modern usage of the Efik language. Survey of common errors of usage. Discussion of the principles of effective written and oral communication in the Efik language. Writing techniques employed by creative writers. Implications of word usage in creative writing. Proverbs and idioms in creative writing. Language use and diction. Documentation styles.

EFK 103 : Introduction to Linguistics I**(2 Units C: LH 30)****Learning outcomes**

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

1. differentiate between the different branches of linguistics;
2. demonstrate the demarcation between natural language and forms of languages;
3. relate the evolution of human language to real life situation;
4. analyse language families effectively, and
5. appreciate the importance of linguistics to people in EFK spheres of life.

Course Contents

Meaning of Linguistics. Scope and the applications of linguistics. Branches of linguistics - descriptive, historical, comparative, socio-linguistics, applied linguistics (book publishing, machine translation, language teaching, language documentation, speech science and pathology, etc). Meaning of language. Characteristics of human language. Functions of language. Fallacies and misconceptions about human language. Language families. Theories of the origin of language. The nature and relation of human language to animal language. Relationship of human language to culture and structure.



Learning outcomes

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

1. identify phonemes and allophones in a language;
2. distinguish the different distinctive features;
3. describe phonology, morphology, syntax and semantic interface;
explain the difference between segmental and non-segmental features of the language;
4. differentiate between core linguistics concepts such as langue and parole, competence and performance, paradigmatic and syntagmatic relationship;
5. conduct a synchronic or diachronic study on any natural language, and
6. discuss the relationship between language, culture and thought.

Course Contents

Introduction to linguistic concepts such as the phones, phonemes, distinctive features, morpheme/morphology, syntax, semantics and pragmatics, etc. Non-segmental aspects of language – syllable, tone, intonation, stress, length linguistic methodology and a formal description of language. Major linguistic concepts – langue and parole, competence and performance, paradigmatic and syntagmatic relationships. Pidgin and creole, lingua franca, bilingualism and multilingualism. Approaches to language/linguistic studies – synchronic and diachronic studies, prescriptive and descriptive studies. Language documentation and description. Relation between language, culture and thought. Practical exercises.

Learning outcomes

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

1. explain what phonetics is and the relationship between its branches;
2. describe different types of sound;
3. discuss different airstream mechanisms and the sounds they produce;
4. recognise different organs of speech and the type of sounds that they produce;
5. identify components of the ipa chart;
6. draw and label consonant and vowel charts, and
7. transcribe speech sounds.

Course Contents

Meaning of Phonetics. Branches of Phonetics – articulatory phonetics, auditory phonetics and acoustic phonetics. Relationship of the branches. The relationship between Phonetics and Linguistics. The nature of the speech producing mechanism – pulmonic airstream mechanism, glottalic airstream mechanism, and velaric airstream mechanism. Organs of speech – movable and immovable organs of speech. Functions of the organs of speech. The IPA. Vowels and consonant charts. Criteria for the description of vowels. Vowels in natural language. Cardinal Vowels. English vowels. Pure vowels, diphthongs, triphthongs. Criteria for the description of consonant sounds. Consonant in natural language. Description and analysis of English consonants. Word position in English. Transcription and types. Transcription systems. Practice in the recognition, reproduction and transcription of speech sounds as well as classification of speech sounds.



EFK 106 : Introduction to General Phonetics II (2 Units C: LH 15; PH 45)

Learning outcomes

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

1. distinguish meaningful speech sounds from noises;
2. appraise the importance of acoustic phonetics and other branches of phonetics;
3. identify the manifestation of tone, stress and intonation in a language;
4. recognise the role of tone, stress and intonation in communication, and
5. analyse pitch, duration, amplitude in a spectrogram.

Course Contents

Meaning of sound. Types of sound – speech, music and noise. Relationship between acoustic phonetics and other branches of phonetics. Introduction to acoustic phonetics – amplitude, loudness, duration, continuous sound, impulse-like sound, intensity, frequency, cycle, period, timbre, transducer, attenuation, etc. Non-segmental/prosodic features of speech, such as tone, stress and intonation. Factors that affect pitch. Practical work in the study, analysis and transcription of the speech sounds and prosody of languages (Efik and other African languages).

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. define 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 moulding, etc.



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

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

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

Course Contents

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

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

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

1. 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, and
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, ICT and the humanities.



FAC 202: The Arts and Other Disciplines

(2 Units C: LH:30)

Learning Outcome

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

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

Course Contents

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

EFK 201 : Phonology of Efik I

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. discuss the relationship between phonetics and phonology;
2. differentiate between sounds and letters;
3. relate the different phonemic theories;
4. appraise the different views of the phoneme;
5. identify distinctive features in the Efik language using distinctive feature theory;
6. demonstrate generative rules using different exercises;
7. describe Efik sounds system and classification;
8. discuss articulatory and distinctive features of Efik sounds;
9. identify Efik sound patterns of occurrence and distributions;
10. analyse Efik syllable structure, phonotactics and syllable weight, and
11. describe phonological processes – segmental and syllable processes in the Efik language.

Course Contents

Introduction to Phonology. Relationship between phonetics and phonology in a structural framework. Principles of phonology. Relationship between sounds and letters. Phonemes, Efikophones. The phonemic theory – the phoneme as a phonetic reality, physical, phonological reality and psychological reality of the phoneme. The distinctive feature theory and generative phonology. Phonetic description and classification of Efik sounds. Articulatory and distinctive features of Efik sounds. Efik vowel and consonants. Distribution of sound and distribution. The syllable. Efik syllable structure, phonotactics, syllable weight. Phonological processes – segmental and syllable processes. Deletion, insertion/epenthesis, assimilation. Transcription. Prosodic features in the Efik language - tone and intonation

EFK 202 : Morphology of Efik Language

(2 Units C: LH: 15; PH 45)

Learning outcomes

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

1. explain what morphology is;
2. state the relationship of morphology to phonology and syntax within their structural demarcation;
3. identify morphemes, their classification and functions;
4. analyse word formation processes;



5. differentiate between morphological typology of languages;
6. analyse word within the context of Efik morphology;
7. discuss morphological processes in the Efik language;
8. analyse types of affixation with data from the Efik language;
9. analyse types of compounding with data from the Efik language, and
10. analyse types of reduplication with specific data from the Efik language.

Course Contents

Meaning of morphology. Relationship of morphology to phonology and syntax within structural and other frameworks. Identification of morphemes, their classification, (e.g. root, affix, stem, inflectional, derivational). Lexical and grammatical categories. Morphological processes – affixation, compounding, reduplication, suppletion. Morphological typology of languages (e.g. isolating, agglutinative, fusional languages). Morphological description and analysis of morphemes. Word structure in Efik. Word formation processes in the Efik language. Morphological processes in the Efik language (affixation types, types of compounding, types of reduplication).

EFK 203 : Syntax of Efik

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. identify different parts of speech;
2. analyse the sentence and its constituent parts;
3. demonstrate the grammatical functions of the sentence parts;
4. identify types of sentence in the Efik language, and
5. recognise clause structure in the Efik language.

Course Contents

Introduction to the Efik word classes or parts of speech. The sentence and its constituent parts. The grammatical functions of the sentence parts. Clause types – dependent, independent. Structural sentence types – simple, compound, complex, compound-complex sentences. Functional sentence types – declarative, imperative, exclamatory, interrogative sentences. Transitive and intransitive verbs, complementation, relativisation, nominalisation, etc.

EFK 204 : Introduction to Efik Oral Literature

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. differentiate between oral and written literature;
2. discuss the characteristics of Efik oral literature;
3. identify the different forms of oral literature;
4. contributions of oral literature to the development of Efik language and culture of the people, and
5. identify the problems involved in the collection and classification of oral literature.

Course Contents

Scope of Efik oral literature. Oral and written literature. Forms of Efik oral literature, folktales and traditional poetic forms. Importance of oral literature. Characteristic features of Efik oral literature. Relationship between Efik oral and written literature. Types of oral literature/performance in Efik. Drama - African/Efik puppet drama/game, dance drama. Distinction between Efik oral and written literature. Efik oral literature and style. Beliefs and



superstitions. The literary artist as a story teller, poet, and dramatist. Problems involved in the collection and classification of oral performance and the way-out.

EFK 205 : Writing System and Orthography Design 15; PH 45)

(2 Units C: LH

Learning Outcomes

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

1. state the different types of writing systems;
2. identify alphabet types;
3. recognize the syllabary;
4. distinguish between different scripts;
5. describe the medefaidrin script;
6. recognize the nsibidi script;
7. critique the notion of "constructed languages";
8. explain the concept of orthography;
9. recognize the importance of an orthography in language development;
10. discuss the role of the linguist in developing orthography for unwritten languages;
11. analyse the principles of a good orthography;
12. appreciate sign language;
13. examine components of different orthographies in Nigeria;
14. justify the steps towards the standardization of indigenous language orthography;
15. acquire writing and literacy skills, and
16. design an orthography for an unwritten language.

Course Contents

Meaning of writing system. Importance of writing. Different writing systems – alphabet, pictographic/ideograph, syllabry, logographic, IPA. Constructed languages. Sign languages, and others. Different scripts – Latin, Chinese, Arabic. Writing different types of languages. Writing system unique to the Efik people - Nsibidi, Medefaidrin, etc. Role of linguists in designing orthography for an unwritten language. Practical steps for designing an orthography. Principles of a good orthography – Accuracy, Consistency, Familiarity, Harmonisation and Acceptability (Williamson 1984). Role of orthography in language development. Literacy and writing.

EFK 206 - Phonemic Analysis

(2 Units C: LH 15; PH 45)

Learning outcome

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

1. recall the various views of the phoneme;
2. explain the phonemic principle;
3. distinguish between the phoneme and the allophone;
4. describe how to represent the phoneme from the allophone;
5. identify the discovery procedures in identifying phonemes and allophones, and
6. apply the procedures in finding the phonemes of the Efik language.

Course Contents

Examine different views of the phoneme; the phonemic principle, discovery procedures and their application to natural language data, especially to the Efik language; distinction and representation of phonemes and allophones. Application of the discovery procedures to phonemic analysis of any Lower Cross language.



EFK 207 - Varieties of Prose Writings

(2 Units C: LH 30)

Learning outcomes

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

1. analyse the elements of prose writing;
2. identify the major types of prose and their sub-categories;
3. discuss characteristics of the novel, parts of a novel;
4. explain various techniques involve in writing novel;
5. identify different voices used in writing prose;
6. explain the universality of folktales;
7. identify types of folktales;
8. define the role of narrative techniques of folktales;
9. analyse the creativity and originality of rendering folktales, and
10. analyse the role audience folktales telling session.

Course Contents

Introduction to the various prose forms in the Efik language: novels, romance, short stories, essays, translations, etc. Origins of prose writing in Africa. Elements of prose writing. Scope of prose literature, fictional and non-fictional prose. Differences between novel, short story and novelette/novella. Epic form of prose fiction. Prose romance and characteristics. Biography and autobiography. Characteristics of the novel. Parts of a novel. Techniques in writing the novel. Techniques of literary analysis with special reference to prose. The female voice in prose literature. The folktale – the universality of folktales. Types of folktale. Motifs in folktales. The world of folktales, characteristics, setting, techniques, performance, the narrator and the audience. Songs in folktales. Creativity and originality in rendering folktales and myths, folktales and legends. Narrative techniques of folktales.

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

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

Course Contents

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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

At the end of this course, the student 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. engage in field works to collect data;



5. formulate good research proposal;
6. conduct original research / long essay at the final year, and
7. write a report of the long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. capture complexity by means of a single general statement;
2. develop the capacity for systematic thinking, from principles through application to conclusions;
3. analyse complex data;
4. make out underlying patterns in art phenomena, and
5. utilise evidence to organize and explain complex phenomena in the humanities.

Course Contents

An in-depth analysis 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.

EFK 301 : Phonology of Efik II

(2 Units C: LH: 15; PH 45)

Learning outcomes

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

1. relate underlying structure to surface structure;
2. analyse the different phonological processes in the Efik language;
3. analyse phonetic specificity;
4. explain generative phonology features-syllabic/non-syllabic, consonantal/non-consonantal, and
5. write and translate formal phonological rules for any form of phonological argument.

Course Contents

Analytical examination of the phonological processes in the Efik language. Assimilation. Nasalisation. Epenthesis. Vowel harmony, Deletion. Lengthening. Neutralisation. Tonal processes. Syllable structure. Generative Phonology - phonological rules, phonological theories, theoretical primes and formal devices. Argumentation and analysis.



EFK 302 : Syntax of Efik Language II**(2 Units C: LH 15; PH 45)****Learning outcomes**

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

1. appraise traditional grammar;
2. explain the tgg theory;
3. analyse the Efik syntax, using tgg;
4. categorise the features of Efik sentences;
5. identify the different clause structures in Efik;
6. distinguish the different sentence structures;
7. explain transformational generative grammar (tgg) theory;
8. apply tgg rule to Efik sentence constructions;
9. identify serial verb construction in the Efik language;
10. analyse syntactic phenomenon in Efik, and
11. analyse syntactic constructions in the Efik language.

Course Contents

Traditional Generative Grammar (TGG) – word and phrasal categories. The Transformational Generative Grammar theory – FSG, PSG, TGG, GB, Minimalist Theory. Application of TGG to the analysis of the Efik clause structure – dependent and independent clauses, sentences. Statements, interrogatives, declaratives, imperatives, focus constructions, etc. The Transformational Generative Grammar theory. Application of TGG to the analysis of the Efik sentences – statements, interrogatives, declaratives, imperatives, focus constructions, independent clause, and subordinate/dependent clause. Verb and concord markers in Efik. Syntactic phenomenon viz., focusing, topicalisation, clefting, passivation, ergativity, causatives. Types of causatives, and construction – serial verb construction, etc.

EFK 303 : Varieties of Poetry in Efik Language**(2 Units C: LH 15; PH 45)****Learning outcomes**

At the end of this course students should develop the capacity to:

1. analyse different poetic forms in the Efik language;
2. examine characteristics of Efik poetry;
3. analyse elements of Efik poetry;
4. identify the socio-cultural functions of Efik poetry in the society;
5. analyse different styles of writing poetry, and
6. adopt appropriate tools for documentation and analysis of Efik poet

Course Contents

Poetic forms in the Efik language, their structure and their functions. A critical appreciation of poetic forms. Characteristics of Efik poetry. Elements of Efik poetry. Literary devices in Efik poetry – language and diction, style, prosodic elements, figures of speech, musical accompaniment, etc. Poetry and the society – the socio-cultural functions of Efik poetry in the society. Challenges in documenting Efik poetry. Tools for the documentation of Poetry in Efik.

EFK 304: Dialects of Efik Language**(2 Units C: LH 15; PH 45)****Learning outcomes**

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

1. distinguish between dialect and language;



2. appreciate the concept of mutual intelligibility;
3. appreciate mechanisms of language variations;
4. analyse language change;
5. relate language continuum;
6. appreciate dialect and social strata, and
7. apply dialect concept to real situation.

Course Contents

Dialect and language. Mutual intelligibility. Tones/accent. Geographical dialect continua. Social dialect continua. Urban dialects, social differentiation and language. Language and ethnic groups. Youth variety. Variability and mechanisms of variation. Dialect contact and new dialect formation. Dialect change. Dialect maps. A detailed study of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of the Efik language.

EFK 305 : Introduction to Drama, Cinema and Film in Efik 15; PH 45)

(2 Units C: LH

Learning outcomes

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

1. analyse elements of Efik drama;
2. analyse movies critically;
3. discuss concepts of drama in the local language of the Efik people;
4. appraise a drama script, and
5. develop drama and film scripts.

Course Contents

Elements of Efik drama. Characteristics of Efik drama. Types of Efik drama. Dramatic techniques in the Efik language, concept of drama in the local language of the people. A survey of early attempts at play writing and play acting. The influence of traditional and folk drama and an appraisal of the written plays. The emergence of cinema and films; types of films, film criticism. Different media of film criticism (newspapers, magazines, academic journals, the internet and television). The current state of Efik films and criticism of selected plays. Excursion to a cinema house and movie theatre.

EFK 306 : Literary History, Theory and Criticism

(2 Units C: LH 30)

Learning Outcomes:

At the end of this course, students should have learnt to:

1. appreciate literary works constructively;
2. demonstrate valid judgments with the use of theories;
3. explain meaning of theory in literary criticism;
4. examine the advantages and disadvantages of adopting foreign theories in analysing african literature;
5. appraise types of literary criticism theories, and
6. apply theory in the analysis of Efik text.

Course Contents

Literary history among the Africans before the advent of colonization, in relation to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism etc. Modern criticism and the use of theories. Meaning of theory in literary criticism. Classification of theories. The



advantages and disadvantages of adopting foreign theories in analysing African literature. A study of the Classics: Western and Marxist theories of literature as they relate to the prose, poetry and drama. An application of the Classics to Efik literature.

EFK 307 : Efik Stylistics

(2 Units C: LH 30)

Learning Outcomes

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

1. evaluate the graphemes in a literary text;
2. compare different styles for writing;
3. distinguish between the features of prose and poetry in the Efik language;
4. construct informal and formal conversation in Efik and english;
5. recognise literary style as individualistic as the fingerprint;
6. apply different levels of linguistics in analysing literary texts;
7. recognise principles of stylistics;
8. explain purpose of stylistics, and
9. critique and review literary texts.

Course Contents

Theoretical study of stylistics in the Efik language. Theories and ideas of the relationship between stylistics, literature, and linguistics. Literary features and devices of literature in the Efik language. Stylistic features of prose and poetry – oral and written in the Efik language. Application of the principles of stylistics. Functions and purpose of stylistics study. Levels of linguistics. Linguistic stylistics and literary stylistics. Style as choice, man-made – deviation, situation, and as period of time.

EFK 308 : Introduction to Efik Traditional Music

(2 Units C: LH 15 PH 45)

Learning Outcomes:

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

1. identify forms and functions of Efik traditional music;
2. examine forms and styles of Efik traditional music;
3. analyse types and functions of Efik traditional musical instruments;
4. identify music for different occasions;
5. discuss Efik traditional aesthetic designs (costumes, body decorations, etc.);
6. appreciate the role of traditional musicians among the Efik people, and
7. discuss the role of traditional musicians in the society.

Course Contents

Forms, functions and the qualities of the Efik traditional music. Features of Efik traditional music in the society. Types of Efik Traditional Music – vocal, instruments, dance/theatrical music, etc. Forms and styles of Efik traditional music. Efik traditional musicians. Efik traditional musical Instruments - types and functions of Efik traditional musical instruments. Efik traditional aesthetic designs (costumes, body decorations, etc).

EFK 309 : Introduction to African Linguistics

(2 Units C: LH 30)

Learning Outcomes:

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

1. examine african language phyla and major language families;
2. identify structural characteristics of african languages;
3. discuss african lingua franca – english, pidgin, creoles and others;



4. analyse colonial influence on african languages;
5. analyse suprasegmental features in african languages, and
6. identify the unique features of african languages – clicks, tone, doubly articulated sounds, noun class system, serial verbs, ideophones, gender markers, nasality, etc.

Course Contents

Classification of African languages – Niger Congo, Nilo Saharan, Afroasiatic, Khoisan. African phyla and major languages. Structural characteristics (phonological, morphological, and grammatical) of selected African language(s) (e.g. tone and Bantu-type noun classification, click sounds, ideophones, serial verb constructions). The main African language-based lingua francas. Pidgin and Creoles. Dominant non-African languages.

400 Level

EFK 401 : Issues in the Phonology of Efik

(2 Units C: LH 30)

Learning Outcomes

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

1. identify and mark tones;
2. justify vowel harmony;
3. make clear distinctions on tone, intonation and length;
4. formulate phonological rules;
5. analyse phonological processes in Efik;
6. discuss areas that need to be reviewed in the current Efik orthography;
7. justify the phonology/morphology interface of nominals, involving verbs, and
8. appraise the current Efik orthography.

Course Contents

Current topical and relevant issues in the phonology of the Efik language, e.g. tones, vowel harmony, syllable structure; phonological processes. Tonal processes. Weight considerations. Length, intonation, etc. Issues in the current orthography of the Efik language. Issues of orthography.

EFK 402 : Efik Social Institutions and Material Culture 15; PH 45)

(2 Units C: LH

Learning Outcomes

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

1. justify the existence of customary, traditional and ritualistic institutions of the Efik people;
2. narrate some mythical and legendary stories in your community;
3. interpret these stories and relate them to the social environment;
4. compare these stories and describe their life lessons;
5. appreciate the unique feature of the Efik material culture, and
6. defend major cultural practices.

Course Contents

Identification and discussion of the various customary, traditional and ritualistic institutions of the Efik people. Legends, myths, beliefs and superstitions surrounding Efik cultural institutions that are relevant in the sociological and ethical life of the people. Material culture of the people – cuisine, artifacts, architecture, attires, motifs, decorations, etc.



EFK 403 : Contemporary Literature in Efik Language**(2 Units C: LH 30)****Learning Outcomes**

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

1. compose stories with cultural relevance;
2. evaluate different stories and justify inherent themes;
3. support the stories with their moral lessons;
4. identify the features of Efik contemporary poetry;
5. compose poems that address events, people, culture and government;
6. rate other poems in terms of their content, style and lessons;
7. evaluate their relevance;
8. appreciate the poems, and
9. describe the occasion of different songs and other poems.

Course Contents

A detailed and analytical study of prose fiction in the Efik language – written texts, myths, legends, storytelling, etc. A detailed and analytical study of poetry in the Efik language – bEFKads, epic, ode, etc. Different types of Efik riddles, proverbs, songs, etc.

EFK 404 : Contrastive Studies in Efik Language**(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

1. compare the structure of English and Efik languages;
2. assess the differences between the two languages;
3. compare the similarities between two systems;
4. recognize different styles in formal and informal usage;
5. recognize differences in spoken and written form of the Efik languages, and
6. choose suitable different teaching methods for some lessons.

Course Contents

A systematic examination of the structure of the two languages, English and Efik. Segmental similarities and differences – consonants, vowels. Non segmental similarities and differences – stress, tone, intonation. Different styles in language use – use of contractions, question tags, etc. Formal and informal usage. Spoken and written forms. Emphasis on areas requiring special attention in teaching the Efik language to speakers of English.

EFK 405 :Lexicography and Lexicology**(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

1. explain lexicography and lexicology;
2. explain the principles of lexicography;
3. report on the processes of dictionary making;
4. provide the phonetic/phonological, morphological, syntactic, semantic as well as pragmatic information for each lexical item;
5. explain entries, semantic fields, rank, cross referencing in dictionary making;
6. demonstrate the ability to use a software tool for dictionary making _flex, lexique pro, we say;
7. compile a dictionary manually, and
8. choose a suitable software to aid the compilation of a specific domain dictionary in Efik.



Course Contents

Introduction to words and dictionary making. Writing of unwritten languages. Phonemic transcription. Entries, definition, frequency and rank. Cross references. Lexical and semantic fields. Types of classification and presentation (mono-/bi- and multilingual glossaries and dictionaries, encyclopedia, specialised glossaries, frequency dictionaries). Software tools for dictionary making – Flex, Lexique Pro, etc.

EFK 406 : Translation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. distinguish between translation and interpretation;
2. justify the adoption of a particular translation theory.
3. adopt paratext tool in translating a specific text;
4. review a translated text;
5. compare a translated text with the text of the source language, and
6. evaluate and compare the original message in the source language with the translated text.

Course Contents

Define and explain Translation. Interpretation. Different translation theories. Justification of the the adoption of a particular translation theory over another. Translation tools, e.g. Paratext – benefits and disadvantages. Review a translated text. Comparison of a translated text with the text of the source language. Practical translation of documents from English to Efik and vice versa. Evaluate and compare the original message in the source language with the translated text.

EFK 407 – Issues in the Syntax of Efik language

(2 Units C: LH 30)

Learning Outcomes

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

1. justify the grammatical indicators in tense, aspect, mood as well as vowel relationships;
2. argue for the existence of ideophones;
3. support the argument for pronominalisation;
4. account for the existence of relativisation;
5. discuss relexification in relation to binding principles of gb;
6. argue for Efik focus constructions, and
7. discuss serial verb constructions in Efik language.

Course Contents

Current topical and relevant issues in the syntax of the Efik language – tense, aspect, vowels and their relationships. Ideophones. Pronominalisation, relativisation, reflexivisation, nominalisation. adjectives. Adverbs. Verbs, focus constructions, serial verb constructions, etc.

EFK 408 : Entrepreneurship Studies in Efik

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify entrepreneurship in Efik programme;
2. state the significance of entrepreneurship in Efik programme;
3. explore entrepreneurship opportunities in Efik programme;
4. discuss the qualities of successful entrepreneurs;



5. analyse the characteristics of successful entrepreneurs;
6. explain the type of entrepreneurship Efik study, and
7. identify the factors affecting entrepreneurship in the study.

Course Contents

Theories of entrepreneurship. Practical implementation focusing on different stages of entrepreneurship processes, including business model innovation, monetization. Theoretical exploration. Study opportunities and risks of entrepreneurship. Skills in business communication and oral presentations that allow students to integrate entrepreneurship concepts and interacts with business experts. Opportunities provided by individual and small or mass business entrepreneurship initiatives in language. Organising events. Translation of scripts. Writing skills. Training on culture. Teaching opportunities. Skills in editorial work. Staff recruitment. Home tutors. Virtual classrooms. Remedial classes. Literacy centres. Speech therapists. Reading consultants. Efik training centre, etc.

EFK 409 : Project

(4 Units C: PH 180)

Learning Outcomes

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

1. choose a researchable topic for approval;
2. review past ideas (literature review) to refute or support a proposition;
3. choose a suitable theoretical framework(s);
4. apply relevant sampling, statistical, quantitative or qualitative approaches to the work;
5. investigate the identified problems and proffer solutions, accordingly;
6. report on the findings and relate them to the research theoretical framework(s).
7. adopt suitable documentation to your work in this case, apa latest or accepted edition, in reporting the work;
8. ensure proper acknowledgements to avoid self or other forms of plagiarism and other ethical concerns, and
9. defend the research work.

Course Contents

Identification of a language. literary and/or cultural problems in Efik. Develop the concept. Plan and execute a well-conceptualized research with a presentation of a written report on the study conducted. Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solution to the problem so identified. Writing the project under a competent supervisor.

Minimum Academic Standards

Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc.)

1. language laboratory
2. desktop computers, photocopying machines.
3. printers, public address system.
4. cultural artifacts of the Efik language
5. software tools for language analysis (praat, flex, lexiquepro, we say, paratext.)
6. video cassettes, charts, television sets.
7. translation materials, etc.
8. wifi, strong internet facility.



Equipment for Teaching

The equipment needed for teaching purposes include:

1. smart boards in EFK classrooms
2. computers and laptops,
3. electronic projectors.
4. language laboratory
5. desktop computers, photocopying machines printers, etc
6. public address system.
7. cultural artifacts of the Efik language
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.)
9. video players, audio recorders, charts, television sets.
10. translation materials.

Office Equipment (HoD's Office)

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board
15. 1 desktop computer

Each Lecturer's Office

1. 1 executive desk plus swivel chair
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. tiled floor for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers, etc
7. at least 4 sets of cutlery
8. 4 trays
9. 1 cupboard



10. tv set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following Equipment required:

1. one bus for field trips
2. a station wagon
3. one video camera
4. one tape recorder
5. still camera

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

In employing staff, the following criteria are suggested:

In addition to the academic qualifications, part of the interview process for an academic staff should include micro teaching to get the candidate to demonstrate mastery of content, elocution, composure and class management.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work.

Administrative Support Staff

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

Technical Support Personnel

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

Classrooms, Laboratories, Workshops and Offices

The NUC recommends the following physical space requirement:

	m2
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00



Seminar Space/per student	-	1.85
Laboratory Space	-	7.50

The programme should have one dedicated classroom and may share classrooms with other courses.

There should be a resource room where the cultural artifacts of the Efik language are housed. There should also be a language laboratory with EFK the accompanying equipment for teaching and learning of the Efik language.

Every lecturer in the programme should have a comfortable office space. Where office space is a chEFKenge, then staff below the rank of senior lecturer can share office but not more than two per office space. Every lecturer should have a writing table, a comfortable chair, two visitors' chairs, and a bookshelf as expected minimum equipment.

Library

There must be adequate library facilities to cater for the needs of staff and students in all the Efik programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications etc. in sufficient numbers. There should be shelves in the University main library and the Faculty libraries dedicated to the programme with relevant reading books in the area of Language and Literature of the Efik, and current Journals in the Efik language published both within and outside the university. Most importantly, provisions should also be made to access online publications in the subject matter.



B.A English Language and Literature

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.

Objectives

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 providing 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.

Global Course Structure

English Studies

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 (Practical)	2	C	-	90
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
	Total	18			

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	-
	Total	22			

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	-
	Total	24			

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	-
	Total	16			

Literature in English: 100 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 101	A Survey of English Language	2	C	30	-
ENG 102	Introduction to English Grammar & Composition	2	C	30	-
ENG 103	Spoken English (Practical)	2	C	-	90
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	-
	Total	12			

Literature in English 200 Level

Course Code	Course Title	Units	Status	LH	PH
LIT 201	A Survey of the English Literature from Anglo Saxon to the Elizabethan Period.	2	C	30	-
LIT 202	Introduction to English Poetry.	2	C	30	-
LIT 203	The English Novel from the 19th Century.	2	C	30	-
LIT 204	Literature, Popular Culture and the Mass Media.	2	C	30	-
LIT 205	Modern English Drama.	2	C	30	-



LIT 206	Introduction to Contemporary African Drama.	2	C	30	-
LIT 307	Entrepreneurial Literature	2	C	30	-
LIT 208	Prose Fiction	2	R	30	-
LIT 210	Creative Writing II	2	C	30	-
	Total	18			

Literature in English 300 Level

Course Code	Course Title	Units	Status	LH	PH
ENG 305	The English Language in Nigeria	2	C	30	-
LIT 301	Folklore in African Literature I.	2	C	30	-
LIT 302	Modern African Prose Fiction.	2	C	30	-
LIT 303	Modern African Poetry.	2	C	30	-
LIT 304	Modern African Drama.	2	C	30	-
LIT 306i	Nigerian Oral Literatures in English Translation (to include Field Work Project & Presentation)	2	C	15	45
LIT306/ENG 306	Discourse Analysis.	2	C	30	-
LIT 308	Creative Writing III	2	C	30	-
LIT 310	Introduction to Literary Criticism/Theories	2	C	30	-
	Total	18			

Literature in English 400 Level

Course Code	Course Title	Units	Status	LH	PH
LIT 401	Advance Literary Theory and Criticism.	2	C	30	-
LIT 402	Commonwealth Literature.	2	C	30	-
LIT 403	African-American and Caribbean Literature.	2	C	30	-
LIT 421	Stylistics	2	C	30	-
LIT 423	Research Methods	2	C	30	-
LIT 424	Project	6	C		270
	Total	16			

NOTE:

Literature students should offer the same GST as English students.

Electives:

An elective from any of the following: Philosophy, History, Music, Religious studies, Theatre Arts, Fine/Applied Arts, Foreign Languages.



Course Contents and Learning Outcomes

English Language

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

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



Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa, and Igbo peoples and cultures; peoples and cultures of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (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; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

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.

200 Level**GST 212: Philosophy, Logic And Human Existence****(2 Units C: LH 30)****Learning Outcomes**

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

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

Course Contents

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

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

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

1. explain the concepts and theories of entrepreneurship, 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.

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 peace & 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 e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).



FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

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.

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 perloucuton 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

100 Level

Literature in English

LIT 104: Introduction to Poetry

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Poetry as a literary genre. Poetic forms and traditions (narrative, dramatic and lyrical and ode).

The epic traditions, romance and panegyric poetry. Odes, dirges and epics.



LIT 105: Introduction to Prose Literature

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 106: Introduction to Drama

(2 Units C: LH 30)

Learning Outcome

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

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

Course Contents

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

LIT 201: A Survey of English Literature from the Anglo-Saxon to the Elizabethan period

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 202: Introduction to English Poetry

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the works of major poets of English poetry;
2. depict the sources and origins of the works of Keats, Arnold, and Shelley to those of Eliot and Pound;



3. draw textual examples of the works of the Victorian and metaphysical poets.

Course Contents

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

LIT 203: The English Novel from the 19th Century

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 204: Literature, Popular Culture and the Mass Media

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 205: Modern English Drama

(2 Units C: LH 30)

Learning Outcome

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

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

Course Contents

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

LIT 207: Entrepreneurial Literature

(2 Units C: LH 30)

Learning Outcomes

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

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



4. engage in advertising and marketing.

Course Contents

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

LIT 208: Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 210: Creative Writing II

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 301: Folklore in African Literature I

(2 Units C: LH 30)

Learning Outcomes

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

1. identify basic folk narrative forms;
2. narrate folk tales, myths, and riddles from their local environments;
3. interpret oral mythologies, legends and chants; and
4. deploy oral performance forms in contemporary texts.

Course Contents

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

LIT 302: Modern African Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

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

1. analyse the major themes and ideologies in modern prose fiction;



2. deploy narrative techniques to explicate of at least two authors from the sub-continent of Africa;
3. distinguish the basic African canons from western forms; and
4. identify the essential African aesthetics.

Course Contents

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

LIT 303: Modern African Poetry

(2 Units C: LH 30)

Learning g Outcomes

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

Course Contents

The origins and development of written poetry of Africa. Generational studies of African poetry and poets. The classics of African poetry; [poetry, aesthetics and ideology. Area poetry in Africa.

LIT 304: Modern African Drama

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT306: Nigerian Oral Literatures in English Translation (to include Field Work Project and Presentation)

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify the basic tools deployed for collecting oral literary forms;
2. embark on the translations to English of oral chants, tales, legends and myths in Africa;
3. translate the oral histories of the heroes of Africa in pre-colonial times;



4. translate indigenous tales of Africa in their regions; and
5. carry out field work to collect their own tales and oral performances.

Course Contents

Translations of oral literature into English;

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

ENG 306: Discourse Analysis; Same as ENG 306

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 308: Creative Writing III

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 310: Introduction to Literary Criticism/Theories

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

LIT 401: Advanced Literary Theory and Criticism

(2 Units C: LH 30)



Learning Outcomes

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

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

Course Contents

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

LIT 402: Commonwealth Literature

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should be able:

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

Course Contents

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

LIT 403: African-American and Caribbean Literature

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

A comprehensive survey of literature of black diaspora in north America, English speaking countries of politics and form in the literature; basic similarities and differences in the works from each sub-region; literary responses to the history, socioeconomic and political movements in the last three centuries; recent trends in Afro American and Caribbean literature.



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

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

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

Course Contents

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

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

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

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

Course Contents

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

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

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

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

Course Contents

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

Minimum Academic Standards**Equipment**

1. computers
2. Projectors
3. internet facilities,
4. television sets
5. radio/tape recorders/audio recording applications
6. video cameras
7. English language learning software



Staffing

Staff-Rank Mix and Ratios should be 20:35:45 guidelines, for Professor, Senior Lecturer and Lecturer I and below.

Staff/Student Ratio for Arts should also be 1:30. In addition to the above General Staff requirements, the following should be applicable to the individual departments.

English Language

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

Hence:

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

English Syntax/Semantics

English Phonetics/Phonology

English for specific purposes/linguistics/Stylistics

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

a) At least two or three Junior Academics with appropriate qualifications/specialization.

b) Provision should also be made to recruit at least three Graduate Assistants yearly to help with tutorials, and for staff development purposes, within National Universities Commission guidelines on staff: student ratio.

Library

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

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

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

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

Classrooms, Laboratoires, Workshops and Office

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

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

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

All offices should be provided with functional air-conditioners.

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

Furniture should be adequate in number and quality.

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



B.A Film Production

Overview

The University system has often been criticized for its disconnect with industry: for producing, precisely, those kinds of products that industry has never required or, at best, no longer requires—University graduates that have to be chiseled and hammered to fit into the industry value-chain.

In intent and content and design, the BA Film Production is a reaction to this. It is, in every particular and in its entirety, a programme in consonance with the dynamics of industry standards and expedience.

The programme is as academic as it is professional; and it is in total conformity with international best practices.

Philosophy

The overall philosophy of the BA Film Production programme has been factored from the consciousness that:

1. film creates value, distributes value and earns value; and
2. film is a means of communication, a cultural encyclopedia and an industry.

In consequence, the philosophy of the programme is that the drivers of teaching and learning in the programme are:

1. the critical/functional knowledge of the intersection of theory and practice in the skills and competences of motion picture content creation
2. the critical/functional knowledge of the industry production value chain; and
3. the critical/functional knowledge of the relations of the industry to society

Objectives

The programme aims to animate the intersection of theory and practice in:

1. the philosophical/ethical
2. the aesthetic/creative
3. the entrepreneurial/managerial; and
4. the technological dimensions of film and multimedia

Towards achieving its overall aim, the objectives of the programme are to:

- i. equip students with the skills and competences to exploit the resources at the intersection of the theory and practice of film;
- ii. produce industry-ready graduates with requisite skills and competences in film content creation;
- iii. produce graduates targeted at the rarefied manpower needs of the film and industry;
- iv. produce graduates who can deploy and exploit their skills and competences in film to source viable employment opportunities for self and others;
- v. produce graduates who are imbued with the spirit of entrepreneurship, innovation and creativity in film content creation;
- vi. impart the education in film that competently equips the student to deploy and exploit current technologies and or the convergence of media technologies in the design, production and distribution of information, education and entertainment contents;
- vii. raise and sustain professional integrity in the film industry;
- viii. foster and sustain a strong relationship with the film industry;
- ix. impart the education in film that is in tune both with international best practices and the needs of the nation; and
- x. prepare the products for post-graduate studies in film or other cognate disciplines.



Employability Skills Emphasised

The film industry is growing exponentially. This growth is a direct response to the impact of technology and globalization on communication, entertainment and education. And the more the growth, the more the need for the rarefied manpower to sustain it.

The programme, therefore, opens up vast career opportunities in all areas of the film value chain, both nationally and internationally.

Employability skills emphasized are of two kinds:

1. those which cover all aspects of the syntax, grammar and aesthetics of content creation for film; and
2. those which cover the ethical, creative, entrepreneurial and technological vectors of the arts.

The inevitable consequence of this is that those entrepreneurial/employability skills encoded in the programme, ensure that any product of the programme can source gainful employment for self and others.

21st Century Skills

The programme will lead to the acquisition of the following 21st century skills by the students:

1. creativity;
2. innovation;
3. critical thinking;
4. advocacy for ethical values;
5. digital literacy;
6. team work;
7. networking ;
8. social engagement; and
9. advocacy for ethical values.

Unique Features of the Programme

1. Each semester of the programme culminates in a capstone project
2. The programme is as academic as it is industry-oriented and draws its resources from the intersection of theory and practice; and
3. Ethical and entrepreneurial values as well as creativity and technology have all been structured into the programme as its beating heart—much in the same way as they constitute the beating heart of the industry.

Admission and Graduation Requirements

Admission Requirements

Indirect or Preliminary Candidates are admitted into the degree programme in any of the following three ways:

Indirect or Preliminary Entry Mode

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary Certificate (SSC) credit passes which must include English Language, and Literature in English, at not more than two sittings.

Direct entry mode

Five SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level.



Graduation Requirements

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

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

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

Global Course Structure

100level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Cultures	2	C	30	-
FIP 101	Introduction to film history, theory & criticism	2	C	30	-
FIP 102	Introduction to film, culture & ideology	2	C	30	-
Total		8			

200 level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital humanities: application of computer to the arts	2	C	30	-
FAC 202	The arts & other disciplines	2	C	30	-
FIP 201	Film history, theory & criticism	2	C	30	-
FIP 202	Film, culture & ideology	2	C	30	-
FIP 203	Film entrepreneurship	2	C	30	-
FIP 205	Principles & practice of screenwriting, direction & production design I	2	C	15	45
FIP 206	Principles & practice of screenwriting, direction & production design II	2	C	15	45
FIP 207	Principles & practice of cinematography, sound design for film & film editing I	2	C	15	45
FIP 208	Principles & practice of cinematography, sound design for film & film editing II	2	C	15	45
FIP 209	The Nigerian/African novel	2	C	30	-
FIB 210	The Nigerian/African drama	2	C	30	-
FIP 211	Film capstone project I	2	C	-	90



FIP 212	Film capstone project II	2	C	-	90
	Total	30			

300 level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Venture Creation	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research methodology in the arts	2	C	30	-
FAC 302	Theory in the humanities	2	C	15	-
FIP 301	Principles & practice of screenwriting, direction & production design III	2	C	15	45
FIP 302	Principles & practice of screenwriting, direction & production design IV	2	C	15	45
FIP 303	Principles & practice of cinematography, sound design for film & film editing III	2	C	15	45
FIP 304	Principles & practice of cinematography, sound design for film & film editing IV	2	C	15	45
FIP 305	Film capstone project III	2	C	-	90
FIP 306	Film capstone project IV	2	C	-	90
FIP 307	Film audience research	2	C	30	-
FIP 308	Internship	4	C	-	180
	Total	26			

400 level

Course Code	Course Title	Units	Status	LH	PH
FIP 401	Principles & practice of screenwriting, direction & production design V	2	C	15	45
FIP 402	Principles & practice of screenwriting, direction & production design VI	2	C	15	45
FIP 403	Principles & practice of cinematography, sound design for film & film editing V	2	C	15	45
FIP 404	Principles & practice of cinematography, sound design for film & film editing VI	2	C	15	45
FIP 405	Film capstone project V	3	C	15	90
FIP 406	Film capstone project VI	3	C	15	90



FIP 407	Final project	4	C	-	180
	Total	18			

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: Pre-writing, writing, post-writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary writing, essays, letter writing, 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
5. towards national development;
6. enumerate the challenges of the Nigerian State towards Nation building;
7. analyse the role of the Judiciary in upholding people's fundamental rights;
8. identify acceptable norms and values of the major ethnic groups in Nigeria, and
9. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.



Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914). Formation of political parties in Nigeria. Nationalist movement and struggle for independence. Nigeria and the challenges of nation-building (military intervention in Nigerian politics. Nigerian Civil War. Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification). Judiciary and fundamental rights. The 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; Re-orientation Strategies – Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

FIP 101: Introduction to Film History, Theory & Criticism (2 Units C: LH: 30)

Learning Outcomes

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

1. list the landmarks in the evolution of the narrativity of film, the business of film and the technology of film
2. explain and illustrate the basic theories of film
3. critically read a film.

Course Content

There are three components to this course:

Film history

A critical survey of the evolution of film from then till now. Crucial landmarks in the growth of film in the following areas: film as a narrative medium; film as business; the technology of film. Hollywood. Bollywood. Nollywood.

Film theory

Early Silent Film Theory. Soviet Montage theorists. Russian Formalism. The Bakhtin School. The Historical Avant-garde. The Debate after Sound. The Frankfurt School.

Film criticism

Intent, content and context of film analysis/criticism. How to read a film as text. Making meaning of the social and technical factors in the film text under study. Screenings.

FIP 102: Introduction to Film, Culture & Ideology (2 Units C: LH 30)

Learning Outcomes

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

1. explain what culture and ideology mean
2. evaluate film as a cultural product
3. interpret film as a purveyor of culture.



Course Content

Explorations of the meanings of culture and ideology. Film as a cultural encyclopedia. Film as a purveyor of ideology. How films work to create textual space that both masks and unmasks cultural, historical, industrial, political, ideological and aesthetic issues. The intersections between cinema and the broader socio-economic, scientific and political/ideological concerns of the nation/s. Screenings.

200 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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



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 student 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 & Other Disciplines (2 Units C: LH: 30)

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

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

Course Contents

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



FIP 201: Film History, Theory & Criticism

(2 Units C: LH: 30)

Learning Outcomes

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

1. explain the trajectory of the nigerian cinema;
2. analyse film theories;
3. carry out systematic interpretation and analysis of film.

There are three components to this course:

Film history

Exploration of the journey of the cinema in Nigeria, beginning from the celluloid-era through the transformation into video and into cinema exhibition and internet streaming. The emergent characteristics of the Nollywood film. Notable creative pioneers and their contributions, as well as the relationship of film to other media.

Film theory

Film as a complex cultural medium. Realist theory. Genre theory. Auteur theory. Structuralism. Feminist theory. How artistic modes and theories situate the filmmaker; the film; the audience.

Film criticism

Exploration of critical approaches to narrative, non-narrative films, as well as critical lenses such as genre, authorship, and ideology with which motion pictures can be analyzed. Analyses of mise-en-scène, cinematography, editing, and sound in motion pictures. Examination of the social, cultural, and political contexts of motion pictures as a medium. Systematic interpretation and analysis of film/motion pictures. Main topic areas: motion picture formal systems: [narrative/narration; rhetorical and categorical; associational abstract] motion picture stylistic systems: [aspects of mise-en-scène; properties of cinematography; dimensions of editing; properties of sound]; analysis of style; basic approaches to motion picture analysis [cultural analysis; race; gender]; genre analysis and authorship analysis. Screenings.

FIP 202: Film, Culture & Ideology

(2 Units C: LH: 30)

Learning Outcomes

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

1. analyse the relationship between film and culture;
2. analyse the relationship between film and ideology; and
3. evaluate the cultural and ideological practice of the cinema.

Course Content

The relationship between film and culture; between culture and ideology. Political modernist filmmaking and other forms of militant cinema. Political filmmaking that centers on ethnic, sexual and gendered. Film as the exploration of moments of political crises and upheavals. Evaluation of the positions on the longstanding and seminal debates that pivot around the question of whether or not the formal characteristics of film are where its politics/ideology must lie. Screenings.

FIP 203: Film Entrepreneurship

(2 Units C: LH: 30)

Learning Outcomes

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

1. illustrate the distinction between film as art and film as business;
2. explain the process, technique and elements of production management;
3. explain how to set up and manage the film enterprise; and



4. explain the process, technique and elements of film-tv marketing, distribution and exhibition.

Course Content

Film as a commodity; and film as an enterprise—and how both relate to market forces. The Hollywood model of the theory and practice of film production management. Budgeting. Script breakdown. Scheduling. Location scouting. Crew and front of the camera personnel procurement. Above-and-below-the-line production costs. Copyright. Contracts. Censorship. Releases. Proposals and processes of sourcing funds. Co-production deals. Setting up and running the film production business.

Critical evaluation of marketing, distribution and exhibition structures for film and TV. Promotion mix strategies.

Case studies.

FIP 205: Principles & Practice Of Screenwriting, Direction & Production Design I (2 Units C: LH 15; PH: 45)

Learning Outcomes

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

1. illustrate how the screenwriter, the director and the production designer fit into the film value chain;
2. illustrate how the scripter, the director and the production designer work with the elements of film and the techniques of film; and
3. execute basic scripting, directing and the production design of a simple film project.

Course Content

The film value chain against the background of the film production process—pre-production; production and post-production; and against the types of film—feature, documentary, etc. Screenwriting, directing and production design as crucial aspects of pre-production. Breakdown of the tasks of the screenwriter, the director and the production designer. Basic processes and techniques of how the screenwriter, the director and the production designer relate to: [1] the elements of film: plot; theme; structure; characterization; scenes/setting; visuals; dialogue; conflict and resolution [2] techniques of film: camera distance, angle and movement; lighting; editing; sound and music. The director's concept of the script vs the production designer's concept.

Basic exercises in: scripting; directing; and the production design of a simple story.

Screenings of appropriate films for illustration.

Films selected for screening/illustration should not be restricted to films that got it right. Films that serve as examples of how-not-to-do-it should equally be used.

FIP 206: Principles & Practice Of Screenwriting, Direction & Production Design II (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. illustrate the elements and apply the basics of screenwriting;
2. illustrate the elements and apply the basics of screen directing; and
3. illustrate the elements and apply the basics of production design.



Course Content

There are three components to this course:

Screenwriting

Exploration of the concept of:

1. a story
2. an interesting story; and
3. an interesting visual story.

The concept of the story, the interesting story and the interesting visual story as the basis for the anatomy of some selected films/film script. The various stages of the screenplay: the logline; the synopsis; the treatment; and the master scene script. Characteristics of each. Elements and basics of scripting. Basic exercises in scripting.

Directing

Exploration of directing as the task of breathing life into the script to create a visually compelling story with believable characters. Against this background, some selected films and scripts are anatomized. The elements of directing. Types of director/directing: The Dictator; The Negotiator; The Creative Artist; and The Confrontationist. Basic processes and techniques of film directing. Basic exercises in directing.

Production design

Exploration of production design as the creation of the world in which the film exists. Against this background, some selected films are anatomized. The production design value chain: Art Director—AD; Production Illustrator/Supervisor; Set Decorator; Set Dresser; Set Dresser; Costume Designer; and Make-up Artist. Elements of production design. Process of production design: Concept; Planning; and Fabrication. Basic principles of production design. Techniques of translating the script into visual elements: storyboarding; lighting; camera. Basic exercises in production design.

FIP 207: Principles & Practice Of Cinematography, Sound Design For Film & Film Editing I

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. illustrate and handle any type of the motion picture camera;
2. illustrate and handle any type of film sound design equipment; and
3. illustrate and handle any type of film editing equipment.

Course Content

There are three components to this course:

Cinematography

Examination of the evolution of the motion picture camera: types; accessories; parts. Imaging capabilities characteristic of each stage of the evolution. Assessment of representative films of the periods. Exercises in camera identification. Basic exercises in camera handling.

Sound design for film

Examination of the evolution of film sound design equipment: types and accessories. Film sound design capabilities of the equipment identifiable with each stage of the evolution. The nature of sound acoustics and psycho-acoustics. Assessment of representative films of the periods. Exercises in film sound design equipment identification. Basic exercises in working with various film sound design equipment.



Film editing

Examination of the evolution of film editing equipment, types and accessories; and image capturing capabilities at each stage of the evolution. Evolution of different editing styles from different film cultures. Assessment of representative films of the periods. Exercises in film equipment identification. Basic exercises in handling film editing equipment.

FIP 208: Principles & Practice of Cinematography, Sound Design For Film & Film Editing II (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. illustrate camera handling and image composition for various situations
2. demonstrate familiarity with film sound design equipment and illustrate film sound design for various situations.
3. execute exercises in the principles and practice of editing and visual storytelling.

Course Content

There are three components to this course:

Cinematography

Further exposure to motion picture production equipment and accessories. Camera gauges/formats; lenses; filters; gels; etc. Exploration of the production equipment for studio and location engagements. Camera compositions and lighting for various situations. Exercises in camera handling and image composition.

Screenings.

Sound design for film

Principles and practice of sound design for film and TV. Sound recording and sound recording challenges/trouble shooting for various locations and studio situations. Exercises in various aspects of film-TV sound design.

Screenings.

Film editing

Principles and practice of editing digital video and audio using Adobe Premiere Pro [PC] and Final Cut Pro [Mac OS] software. Importing digital video. Combining video clips by means of cuts and transitions. Adding titles to video sequences and outputting the finished product to disk. Digital post-production with emphasis non-linear editing. Exercises in the principles of editing; visual storytelling; continuity; pacing and dramatic structure.

Screenings.

FIP 209: The Nigerian/African Novel

(2 Units C: LH 30)

Learning Outcomes

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

1. evaluate the literary elements of drama
2. evaluate the technical elements of drama
3. evaluate the performance elements of drama.

Course Content

Through selected/representative texts, the critical exploration of the literary, technical and performance elements of drama. Literary elements: storyline/plot; character; story organization [beginning, middle & end]; plot structure [rising action, turning point, falling



action, etc.]; conflict; suspense; theme; language; style; dialogue; monologue. Technical elements: scenery/set; costumes; props; lights; sound; music; make-up. Performance elements: acting; character motivation; character analysis; empathy.

FIP 210: The Nigerian/African Drama

(2 Units C: PH 30)

Learning Outcomes

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

1. evaluate the elements of fiction;
2. evaluate any given novel by illustrating how the elements fuse into the narrative; and
3. evaluate how the historical/political context of the novel defines it.

Course Content

Through selected/representative texts, the critical exploration of the elements of fiction: character; plot; point of view; setting; style and theme. Critical evaluation of the historical/political context of the texts.

FIP 211: Film Capstone Project I

(2 Units C: PH 90)

Learning Outcomes

Student should be able to:

1. analyze the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole; and
3. execute a film project from script to screen.

Course Content

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 min. duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.

FIP: 212: Film Capstone Project II

(2 Units C: PH 90)

Learning Outcomes

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

1. analyze the film value chain
2. illustrate how all the discrete units of film combine into one seamless whole
3. execute a film project from script to screen.

Course Content

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 min. duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.



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

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
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 e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methodology In The Arts

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student 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. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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

FIP 301: Principles & Practice of Screenwriting, Direction & Production Design III (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. provide and analyze any definition of the documentary
2. script the documentary in any given format
3. execute production design tasks for the documentary film; and
4. direct a documentary.

Course Content

There are three components to this course:

Screenwriting

The functional definition of the documentary. The camera as a narrator in the hands of the documentary screenwriter. Types of the documentary. Structure of the documentary. The use of the narrator/narration in the documentary. The use of the interviewee/interview in the documentary. Techniques of ending the documentary. Styles of the documentary script. Exercises in scripting the documentary. Exercises in scripting the documentary. Screenings.

Directing

The camera as the narrator in the hands of the documentary film director. Types of the documentary and the peculiar challenges of directing each kind. The processes and techniques of directing the documentary. Exercises in directing different formats of the documentary. Exercises in directing the documentary.

Screenings.

Production design

Designing to suit the format of the documentary and the director's concept. Techniques of translating the director's concept/the script into visual elements: storyboarding; etc. Exploration of the processes and techniques of production design for the different kinds of the documentary film. Exercises in production design for the documentary. Screenings.

FIP 302: Principles & Practice Of Screenwriting, Direction & Production Design IV (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. script the short film/feature film;
2. carryout exercises in directing the short film/feature film; and
3. execute production design exercises for short film/feature film exercises.



Course Content

There are three components to this course:

Screenwriting

The screenplay as the composite of: the drama component; and the film/filmic component. The drama component: story; plot; character/characterization; dialogue; setting; and narrative. The film/filmic component: camera distance; camera angle; camera movement; camera time; and transitions. Techniques of structuring the drama and film/filmic components into the screenplay. The screenplay format. Exploiting the resources of the scriptwriting software. Exercises in writing the feature film script. Screenings.

Directing

Script interpretation. The directorial concept. Script analysis. Script breakdown. Shot analysis. Shooting script/shot list. Storyboard. Creating the mise-en-scene. Blockings. Working with the cast and crew. Exercises in directing the short film/feature film. Screenings.

Production design

Working all the elements of production design into translating the script into a comprehensive and coherent visual narrative. Harmonizing production design with the director's concept of the script. Techniques of the storyboard. Exploiting the resources of software. Exercises in production design for the short film/feature film. Screenings.

FIP 303: Principles & Practice of Cinematography, Sound Design for Film & Film Editing III (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. illustrate digital video cinematography techniques for studio and location.
2. design motion picture sound.
3. illustrate techniques of non-linear picture and sound editing.

Course Content

There are three components to this course:

Cinematography

Digital video cinematography techniques for studio. Digital video cinematography for location. Lights. Lighting challenges and trouble shooting. Continuity. Lenses. Colour. Filters. Camera control. Exercises in creating documentary narratives with the camera. Screenings.

Sound design for film

Technical processes of creating motion picture sound: dialogue; background sound/ambient sound; sound effects; Foley; music. Historical and aesthetic survey of style, trends and important figures in the development of narrative film music from then till now. Review of popular music in film. Exercises in sound design for documentary film. Screenings.



Film editing

Tools of non-linear picture and sound editing. Processes of non-linear picture and sound editing. Techniques of non-linear picture and sound editing. Exercises in non-linear picture and sound editing for documentary film.

Screenings.

FIP 304: Principles & Practice of Cinematography, Sound Design for Film & Film Editing IV
(2 Units C: LH 15; PH 45)**Learning Outcomes**

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

1. create narratives with the motion picture camera;
2. illustrate the processes and techniques of sound design for studio and location; and
3. illustrate the processes and techniques of film editing.

Course Content

There are three components to this course:

Cinematography

Tools of cinematography. Processes of cinematography. Techniques of cinematography. Lighting. Framing. Composition. Camera motion. Camera angles. Lenses and filters. Depth of field. Zoom. Focus. Colour. Exposure. Filtration. Exercises in the processes and techniques of cinematography for the short film/feature film.

Screenings.

Sound design for film

Tools of sound design for film. Processes of sound design for film. Techniques of sound design for film. Location sound design. Studio sound design. Exercises in the processes and techniques of film sound design for location and studio. Exercises in sound design for the short film/feature film.

Screenings.

Film editing

Film editing tools. Processes of film editing. Techniques of film editing. Master. Continuity edit. Jump cut. Montage. Shot reverse shot. Video and graphics editing packages. Exercises in the processes and techniques of editing the short film/feature film .

Screenings.

FIP 305: Film Capstone Project III**(2 Units C: PH 90)****Learning Outcomes**

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

1. analyse the film value chain
2. illustrate how all the discrete units of film combine into one seamless whole
3. execute a documentary film project from script to screen.

Course Content

As a capstone project, this course brings together all the various specializations (screenwriting; &direction; production design; cinematography; sound design; and editing) in the production of the documentary film.



The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Students are assigned specific production tasks which expose them to the inter-dependent nature of the roles in film production.

Detailed analysis of completed projects.

By its seminal nature, this capstone project is wholly oriented towards industry practice, and for optimal effect, should be facilitated by a top-listed film director.

FIP 306: Film Capstone Project IV

(2 Units C: PH 90)

Learning Outcomes

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

1. analyze the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole; and
3. execute a short film project from script to screen.

Course Content

As a capstone project, this course brings together all the various specializations (screenwriting; &direction; production design; cinematography; sound design; and editing) in the production of the short film.

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Students are assigned specific production tasks which expose them to the inter-dependent nature of the roles in film production.

Detailed analysis of completed projects.

By its seminal nature, this capstone project is wholly oriented towards industry practice, and for optimal effect, should be facilitated by a top-listed film director.

FIP 307: Film Audience Research

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the concepts, methods and tools of film audience research;
2. design and execute a film audience research project; and
3. interpret and evaluate research data.

Course Content

Aim of film audience research. Objectives of film audience research. Film audience research: the demographics, geographics and psychographics of the audience—the concepts, methods and tools by which film audience research is designed, conducted, interpreted and critically evaluated.

Case studies.



FIP 308: Internship

(4 Units C: PH 180)

Learning Outcomes

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

1. demonstrate how industry exposure has enhanced his/her skills and competences in using film to create value, distribute value and earn value
2. demonstrate how industry exposure has enriched his/her orientation to film content creation; and
3. demonstrate how industry exposure has enriched his/her orientation to film content utilization.

Course Content

The student is attached to any organization that guarantees adequate industry exposure in film.

FIP 401: Principles & Practice of Screenwriting, Direction & Production Design V (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. professionally source and script story idea/s from diverse sources
2. professionally direct a screenplay on location/in the studio
3. execute advanced film production design projects.

Course Content

There are three components to this course:

Screenwriting

Exercises in sourcing and structuring story ideas—from: current affairs; history; myth; etc. Exercises in sourcing and structuring story ideas from conventional dramatic situations: triangle pattern; love pattern; success pattern; Cinderella pattern; return pattern; vengeance pattern; conversion pattern; sacrifice pattern; and family pattern. Exercises in sourcing and structuring story ideas from film genres. Exercises in sourcing and scripting story ideas from the novel and the stage play. Exercises in professionally formatting the feature film script. Exploiting the resources of scripting software. Screenings.

Directing

Advanced exercises in lifting the story from the script to the screen: script interpretation; visualization; working with talents and crew; etc. Directing on location vs directing in the studio. Exercises in directing the full feature.

Production design

Advanced exercises in employing: set design; costume design; make-up design; special effects design and other aspects of production design to create the visual world of the film. Exercises in production-designing a full feature.

FIP 402: Principles & Practice Of Screenwriting, Direction & Production Design VI (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. professionally script the tv commercial;



2. professionally direct the tv commercial; and
3. professionally execute the production design for the tv commercial.

Course Content

There are three components to this course:

Scripting

Advanced/professional scripting of the: logline; synopsis; treatment; and master scene script. Advanced exercises in structuring all the components of the screenplay. Applying the resources of scripting to the TV commercial. Exploiting the resources of scripting software.

Directing

Advanced exercises in script interpretation. Advanced exercises in the processes of visual interpretation. Working with the shooting script and the storyboard. Processes and techniques of synergizing the creative contributions of talents and crew. Directing the TV commercial.

Production design

Simulation of natural environmental effects; and other special effects as vital complements of the visuality of the story. Traditional, mechanical and computer modes of animation and graphics. Storyboarding for 3D animation. Techniques of production design for the TV commercial. Exercises in production-designing the TV commercial.

FIP 403: Principles & Practice Of Cinematography, Sound Design For Film & Film Editing V **(2 Units C: LH 15; PH 45)**

Learning Outcomes

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

1. exhibit professional-level skills and competences in cinematography for the feature film.
2. exhibit professional-level skills and competences in sound design for the feature film
3. exhibit professional-level skills and competences in editing the feature film.

Course Content

There are three components to this course:

Cinematography

Intensive exploration of how the art and science of cinematography combine in the creative use of the camera to create a story. Intensive practice in working with the camera and all camera accessories. Intensive practice in the processes of cinematography. Intensive practice in the principles and practice of composition; and continuity. Intensive exercises in feature film cinematography.

Screenings.

Sound design for film

Intensive exploration of the malleability of sound: whatever can be done with the visual image, can be done with the sound image! Intensive practice in the creative use of sound design to complement visual design. Intensive practice in working with sound design equipment and accessories. Intensive practice in the processes of sound design for film. Intensive practice in the principles and practice of sound design for film. Intensive exercises in sound design for the feature film.

Screenings.

Film editing

Intensive exploration of *how* the editor complements/mediates authorial intent, content and style. Intensive practice in working with film editing equipment and accessories. Intensive



practice in the process of film editing. Intensive practice in the principles and practice of film editing. Intensive exercises in editing the feature film.
Screenings.

FIP 404: Principles & Practice of Cinematography, Sound Design for Film & Film Editing VI

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. demonstrate professional-level skills and competences in tv commercial cinematography;
2. demonstrate professional-level skills and competences in sound design for the tv commercial film; and
3. demonstrate professional-level skills and competences in editing the tv commercial.

Course Content

There are three components to this course:

Cinematography

Selected topics in cinematography: the axis of action/180 degree line; deep focus photography; shooting under special conditions; etc. Exploiting the resources of the camera to create visually dense narrative. Intensive exercises in script interpretation for cinematography. Intensive exercises in selected areas of cinematography: lighting; composition; etc. Intensive exploration of the processes and techniques of cinematography. Intensive exercises in TV commercial film cinematography.
Screenings.

Sound design for film

Selected topics in sound design for film. Intensive practice in matching sound design strategies to film-story genre. Intensive exercises in script interpretation for sound design strategies. Intensive exploration of the processes and techniques of sound design for film. Intensive exercises in sound design strategies for the TV commercial film.
Screenings.

Film editing

Selected topics in film editing. Intensive practice in matching film editing strategies to film-story genre. Intensive exercises in script-shooting script interpretation. Intensive exploration of the processes and techniques of film editing. Intensive exercises in editing the TV commercial film.
Screenings.

FIP 405: Film Capstone Project V

(3 Units C: LH 15; PH 90)

Learning Outcomes

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

1. analyse the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole; and
3. execute a feature film project from script to screen.



Course Content

As a capstone project, this course brings together all the various specializations (screenwriting; &direction; production design; cinematography; sound design; and editing) in the production of the feature film.

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Students are assigned specific production tasks which expose them to the inter-dependent nature of the roles in film production.

Detailed analysis of completed projects.

By its seminal nature, this capstone project is wholly oriented towards industry practice, and for optimal effect, should be facilitated by a top-listed film director.

FIP 406: Film Capstone Project VI

(3 Units C: LH 15; PH 90)

Learning Outcomes

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

1. analyse the film value chain
2. illustrate how all the discrete units of film combine into one seamless whole
3. execute a tv commercial film project from script to screen.

Course Content

As a capstone project, this course brings together all the various specializations (screenwriting; &direction; production design; cinematography; sound design; and editing) in the production of the TV commercial.

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Students are assigned specific production tasks which expose them to the inter-dependent nature of the roles in film production.

Detailed analysis of completed projects.

By its seminal nature, this capstone project is wholly oriented towards industry practice, and for optimal effect, should be facilitated by a top-listed film director.

FIP 407: Final Project

(4 Units C: PH: 180)

Learning Outcomes

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

1. exhibit mastery of the processes and techniques of film content creation
2. combine theory and practice in the creation of a film project
3. analyze the film content he/she has created.

Course Content

The Bachelor's degree, by its very intent, content and design, is a general degree. For it allows only for a loose specialization.

In partial fulfilment of the award of the Bachelor's degree in Film Production, the student executes an independent project which ensures that he navigate at least one area of specialization drawn from each of the following three content creation groups:

1. Screenwriting & direction;
2. Cinematography or Editing; and
3. Production design or Sound design.



The project film should be on an assigned theme and genre; and of a given duration. The production should constitute the basis for a detailed/comprehensive production report. Whereas the Department is at liberty to prescribe the manner of the report, the report should, nonetheless, seek to contextualize those areas of specialization within the prevailing principles and practice in the industry.

Minimum Academic Standards

Equipment

A.Video Cameras (1 for 10 students)

1. Three Cine Cameras - Super 35mm CMOS Sensor, eg. Sony NEX-FS700R 4K or equivalent
2. DJI Quad copter Drone.

B. Lighting Equipment

1. Two sets of Kino-flo Diva-lt 401 2lt/flt Cs Kit (M/V/W) or equivalent
2. Kino-flo Diva-lt 401 Unv 1-lt Kit (M/v/wus) or equivalent
3. Led Light Kit 2000 watts
4. Led Light Kit 1000 watts
5. LED Light with CRI: 96, TLCI: 96, CQS: 95, eg. Aputure Light C300 DII or equivalent
6. Aputure Light C120 DII or equivalent

C. Camera Lenses

1. Sony 28-135mm F/4.0 Lens F/e-mount Cameras or equivalent
2. Rokinon 135mm T2.2 Telephoto Cine F/canon E or equivalent
3. Four Items of Rokinon Cine Ds Lens for Canon Ef or equivalent

D. Camera Stands And Mounts

1. Steadicam Steadicam Pilot System W/v Mount or equivalent
2. Redrock Micromattebox Standard Bundle or equivalent
3. Alpha Tron Mattebox Kit Clip-on 114mm or equivalent
4. DJI Ronin Gimbal or equivalent or equivalent
5. Sirius Carbon Fibre Monopod or equivalent
6. Metabones Canon EF to E-Mount or equivalent
7. Manfrotto Video Tripod System or equivalent
8. Manfrotto 509HD Professional Video Head or equivalent or equivalent
9. Three items of Fluid Head Video Tripod
10. Rail Clamps and Holders for light

E. Track/ Dolly/Motion Kits

1. Complete Track and Dolly
2. Three Camera Sliders

F. Microphones

1. One item of Sennheiser Ew100 G3 Eng Wireless Dlx Kit or equivalent
2. Two items of Sennheiser AVX Camera-Mountable Lavalier
3. Two items of NTG 3 Shotgun Mic Kit

G. Digital Recorders

1. Two items of Atomos Shogun Inferno or equivalent
2. One item of Atomos Ninja 2 or equivalent



H. Photography Studio

Studio Flash

1. Four items of Hensel Integra 500 Plus Light Kit or equivalent
2. Hensel Integra 1000 Plus Monolight or equivalent

Light Modifiers

1. Westcot Convertible Umbrellas or equivalent
2. Three Light Reflectors

J. Background (Chroma Key)

10 x 20' Muslin Chroma Key Green Background

Broadcast Studio

Yamaha TF3 Digital Mixer or equivalent

3 items of Shure SM7B or equivalent

4 items of Microphone Arm Stand for Radio

SE Reflexion Filter

1 item of Midi Oxygen Keyboards or equivalent

A pair of Kali Audio LP6 Powered Monitors or equivalent

Editing Suite (1 for 10 students) with 4 source Deck link Black magic Duo Card: VMix 4k (1000 inputs): Keyboard: Monitor: SDI cables 20m: Mouse (Specs: 1 x Seasonic 350ES 350W 80+ Shorter Cables. 24+8+4 SATA+3 Molex; 1 x RackPc Chassis X235L2-LCD - 350mm - Max 2 x 3.5" Drives -No Optical Space; 1 x Asus PRIME H410M-D, Intel H410, 1200, Micro ATX, 2 DDR4, VGA, HDMI, CO NM Port, M.2: 1 x Intel Core I7-10700 CPU, 1200, 2.9 GHz (4.8 Turbo), 8-Core, 65W, 14nm, 16MB Cache, Comet Lake: 1 x Corsair Vengeance LPX 64GB Kit (4x 16GB), DDR4, 3000MHz (PC4-24000), CL16, XMP 2.0, DIMM Memory: 3 x Samsung 500GB 860 EVO SSD: 1 x Asus GeForce GT1030, 2GB DDR5, PCIe3, DVI, HDMI, 1506 MHz, Silent, Low Profile: 1 x DVDRW For Rack mount Pc Build - Only Chassis with 5.25 Bays: 1 x Windows 10 pro 64 bit:)

1 Item of Headphone Amplifier

3 Items of Sennheiser Headphones or equivalent

1 unit of Furman Power Conditioner

3 units of Microphone Stands

1 unit of Desktop Computer PC with Minimum of Core i7 with 8 GG Ram

20 feet by 10 feet Black Muslin for photo-shoot.

Digital Photography Studio

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to the programme.

Staffing

Academic Staff

Film and Multimedia is a hybrid programme comprising two distinct subject areas:

- Film/motion pictures; and
- Multimedia.

Staffing must reflect this: staff must be core to a specific subject area.

The NUC guidelines on staff/student ratio of 1:30 for the faculty shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff



with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

Administrative Support Staff

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

Technical Support Personnel

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

Library

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

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

classroom, laboratories/studios, workshops & offices

Whether dedicated or shared, the number of classrooms and classroom facilities but be adequate for each level of the course.

The numbers of studios, editing suits, etc. have been captured under

List of Equipment Offices

		m ²
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85



B.A Folklore Studies

Overview

Folklore is an important vehicle for socialization, as well as, national integration and development. Folklore is rich, complex and dynamic and its study at the undergraduate and postgraduate levels in Nigerian universities is justified. As a course that derives much impetus from human endeavours, culture and tradition, folklore in its various forms drives the advancement of society. It is the folklore of a people that facilitates their past and contemporary identity in different areas of life. The B.A. Folklore Studies programme includes areas of narrative such as: chants, curses, oaths, insults, retorts, taunts, greetings, leave-taking formulas, folk dance, folk art, folk beliefs or superstitions, folk medicine, folk instrumental music, folk songs such as lullabies and ballads, folk speech, folk metaphors, latrinalia, limericks, ball bouncing rhymes, jump rope rhymes, nursery rhymes, folk etymologies, food recipes, house barn, fence types, street vendors cries, traditional conventional sounds used to summon animals or to give them commands, among other folk forms. Due to the fact that many of these forms are going into extinction, the programme helps to convey the required knowledge to students in the practical and theoretical aspects of folklore. The programme shall help students to observe, perform, translate, document and transmit the different folklores in Nigeria. Folklore studies shall help to develop and sustain some professional skills and other requirements are currently in short supply in Nigeria. The skills and the requirements include performers, script writers, character developers and game environment experts, architecture, building structure and landscape, character modeling, character animators, VFX team. Some successful adaptations of the oral literature into the modern media or pop-cultural products shall give graduates of Folklore Studies tools and skills for the preservation of the folklore through modern and automated forms. It shall also help to channel their creativity into more traditional directions, especially if the programme is accompanied with the relevant project submitted by students. After graduation, many products of the programme shall be genuinely interested in pursuing folkloristic direction by giving more time to practice and positively affect other career decisions that would inspire many graduates of folklore studies for the future. These graduates are teachers, entrepreneurs, folkists, writers, in different cultural endeavours

Philosophy

Folklore studies occupy a central place in the material and non-material ways and life of a people. The programme dwells on the place of folklore in the indigenous and modern life, setting, and culture. The aim of the Folklore Studies programme is to enable students to engage in the preservation of the lores and heritage of the Nigerian and other peoples. The course shall help students to appreciate the social functions of in their continuity in the modern Nigerian society in literature, creativity, education, virtual realities, performance, entertainment, documentation and preservation.

Objectives

The objectives of the Folklore programme are to:

1. encourage the study of cultural heritage, peoples, their localities, and language as well as other tangible and intangible customs and traditions;
2. equip students with a sound knowledge of the pretexts and practice of folklores;
3. provide choices for the study of peoples and their myths, legends and histories;
4. focus on the folklore and mythology of any community (at local, regional, national, or even trans-national levels)
5. appreciate how different groups or societies define themselves through stories, music, food, folktales, drama, dance, rituals, beliefs, proverbs, epics, myths, customs, law codes,



- festival celebrations, “wisdom literature,” and many other forms of expressive culture and artistic communication;
6. study the folklore and mythology of any group at undergraduate and graduate levels and discover how that group identifies itself in relation to others locally and globally;
 7. teach folklore across the different levels of education;
 8. engage in a semester Industrial Work Experience (SIWES) at a location to study folklore Production, presentation and entrepreneurial approaches to folklore using ICT aided approaches for digital ethnography;
 9. conduct independent research on the material, oral, written, or performed forms of folklore and mythology in different areas of specialization for commercialisation;
 10. produce graduates of folklore studies who are competent locally and globally in the area;
 11. research and practice folkloristic methods like deep listening, observant participation, cross-cultural comparison, historical contextualization, collaborative interpretation, empathetic engagement, and good storytelling in the context of communities and tourism;
 12. engage in cultural and ethnographic research and documentation, and preservation of folklores across cultures in texts, on the stage, screen and virtual forms;
 13. produce folklorists as public servants who can help to mainstream public and other folklores in the public service and administer culture; and
 14. prepare students for the transition from school to life in society.

Unique Features of the Programme

The students of folklore appreciate the course requirements at the beginning of every semester. They study the oral and written traditions, beliefs, myths, tales and practices of peoples. The course outline helps them to also focus on the study of traditions passed down through generations, and consider folklore in popular culture, media and internet of things. Folklore Studies highlights the theoretical and practical areas of the course. The website for the programme is dynamic and provides students the capacity to steer through different academic and non-academic sections on the web that facilitate studies, search for online materials that relate to the study tips and career guidance in the course. Blended teaching and learning approaches are utilised in view of contemporary global realities in different forms of folklore. The B.A. Folklore Studies curriculum:

1. cultivates humane values;
2. fosters academic growth and personality of the scholar;
3. promotes excellence in the research enterprise;
4. instils the ideals of inquiry through the praxes of folklore; and
5. instils a strong sense of cultural identity and preservation.

Employability Skills

Several career opportunities abound for graduates of folklore studies because they are mainly expected to have researched forms of lores of indigenous peoples. The different skills acquired and proficiency displayed on different narrative structures after completing the programme promote cultural heritage. The entrepreneurial training in folklore studies exposes the students to personal and group management of culture, heritage for profit and community engagement. One example is the ability to perform and commercialise folklore for monetary profit. Through this, the trained students of folklore studies generate income and sustain livelihoods through tourism and contribution to the GDP is realised. The skills acquired through a training in folklore promote employability and are evident in the folklorist’s ability to:



1. interpret the lores of different peoples fluently and engage in broadcasting, speech/communication arts, public relations, diplomacy
2. analyse folklore in any medium of communication
3. excel in journalism
4. perform folklore for any medium of communication
5. engage in collaborative work with performance troupes, acting, or directing for the stage, radio, tv, film and virtual realities
6. fit into global competitiveness in the sphere of cultural preservation,
7. document research findings and outcomes in academic or public service sectors like universities, museums, cultural advocacy and administration
8. display competence in research for academic and general purposes
9. engage in criticism, reviews, of folklore, etc.

21st Century Skills

Folklore studies places much premium on 21st Century skills that highlight collaboration, creativity, enquiry, knowledge/skills for development, critical thinking, multicultural group dynamics, computer-aided innovation, digital economy, problem solving, cultural heritage and information management, flexibility, adaptability among others. Other skills sre evident in:

1. Communication creativity
2. Collaboration
3. Critical thinking
4. Creativity and innovation
5. Problem solving
6. Information literacy
7. Social skills
8. Adaptability
9. team building
10. remote creativity and streaming

Admission and Graduation Requirements

Admission Requirements

In addition to general admission requirements, candidates for Folklore Studies require:

Four Years Programme

1. Five (5) senior secondary Certificate (or its equivalent) (SSC) credits passes , including English Language and literature in English at not more than two sittings (for the 4-year programme);

Direct Entry

2. Five SSC (or its equivalent) credit passes, two of which must be at the Advanced Level. The subjects can be in the Arts, Social Sciences or Sciences. Also acceptable in lieu of the two Advanced Levels passes is a minimum of merit in University/ National Diploma in cultural administration, folklore studies, theatre arts or related courses.

Graduation Requirements

The entire degree programme lasts four years (eight semesters) for UTME or three years (six semesters) for the "A" Level or Diploma in Cultural Administration, Theatre Arts students.



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Culture	2	C	30	
FLS 101	Introduction to Folklore: Origins and Development	2	C	30	-
FLS 102	Narrative Forms	2	C	30	
FLS 103	Poetic Recitations and Occupational Chants	2	C	30	
FLS 104	Folklore Forms and Functions	2	C	30	-
FLS 105	Folklore in Nigeria	2	C	30	-
FLS 106	Folkloric Performances	2	C	15	45
	Total	16			

200Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital Humanities: Application of Computer to the Arts (2 Units)	2	C	30	
FAC 202	The Arts and other Disciplines	2	C	30	
FLS 201	Verbal Folklore I	2	C	30	
FLS 202	Verbal Folklore II	2	C	30	-
FLS 203	Non-Verbal Folklore I	2	C	30	-
FLS 204	Non-Verbal Folklore II	2	C	30	-
FLS 205	Folklore and Identity	2	C	30	-
FLS 207	Educational Lore and Games	2	C	30	-
FLS 209	Narratives and Storytelling in Africa	2	C	30	
	Total	22			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 311	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Humanities	2	C	30	-
FLS 301	Folklore and Tangible Heritage	2	C	30	-
FLS 302	Pre-Field Trials	2	C	15	45
FLS 303	World Folklore	2	C	15	45
FLS 304	Folkloric Entrepreneurship	2	C	15	45
FLS 305	Transcription and Translation of Folklore	3	C	30	45
FLS 306	Folklore Animation Workshop	2	C	15	45
FLS 307	Research Methods In Folklore	2	C	30	-
Total		23			

400 Level

Course Code	Course Title	Units	Status	LH	PH
FLS 401	Issues in Folklore	2	C	30	-
FLS 402	Ethnographic Methods & Writings Approvals	2	C	30	-
FLS 403	Field Work: General Foregrounding	4	C	-	180
FLS 404	Folklore and Contemporary Challenges	2	C	30	-
FLS 405	Diaspora Folklore	2	C	30	-
FLS 406	Popular Culture	2	C	30	-
FLS 407	Project	6	C	-	270
Total		20			



Course Contents and Learning Outcomes

100 Level

GST 111- Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes:

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes:

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

FLS 101 Introduction to Folklore: Origins and Development of Folklore (2 Units C: LH 30)

Learning Outcomes

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

1. define folklore;
2. distinguish folklore from other related terms;
3. explain the historical origin of folklore;
4. demonstrate relevance of folklore; and
5. identify the challenges of folklore.

Course Content

Introduction. Definition of folklore. The different forms of folklore. History of Folklore Studies. Folklore and Antiquities. Relevance of folklore in society. Challenges of Folklore Studies. Ambivalence. Originality. Transcription. Dissemination.

FLS 102 Long and Short Narrative Forms (2 Units C: LH 30)

Learning Outcomes

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

1. define the narrative forms;
2. distinguish long and short narratives;
3. Identify the features of folktale;
4. Identify the futures of legends;
5. explain what are myths;
6. list the characteristics of epics;
7. appreciate the origins of folklore in nigeria;
8. trace the history and development of folklore;
9. outline the relevance of folklore; and
10. identify the challenges or ambivalence of folklore.

Course Contents

Epic. Myth. Legends. History. Hero-type	Narratives. Trickster-type	Narratives. Aetiological
Narratives. Repercussion tales.		



FLS 103: Poetic Recitations and Occupational Chants**(2 Units C: LH 30)****Learning Outcomes**

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

1. define oral poetry/chants;
2. differentiate poetry from narratives;
3. explain the characteristics features of poetic forms, and
4. identify composers and compositional styles.

Course Content

Definitions of oral poetry and chants; features and characteristics of poetry and chants; differences between oral poetry and oral narratives; consideration of composers, composition styles and uses of oral poetry and chants

FLS104: Folklore Forms and Functions**(2 Units C: LH 30)****Learning Outcomes**

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

1. define the two broad forms of folklore;
2. identify and comment on the forms and functions of folklore; and
3. explain the prevalence of some forms more than others.

Course Content

Definitions and characteristics of folklore forms; focus on verbal and non-verbal folklore; comment on various functions; a survey of the prevalence of certain forms as opposed to others.

FLS 105: Folklore in Nigeria**(2 Units C: LH 30)****Learning Outcomes**

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

1. describe folklore in nigerias;
2. trace the history of folklore studies in Nigeria;
3. Identification of the personalities in folklore in nigeria; and
4. analyse of institutions, organisations and agencies in folklore in nigeria.

Course Content

A history of folklore studies in Nigeria; the institutions, organisations and agencies (government and non-governmental) as well as the individuals involved in the story and popularization of folklore in Nigeria.

FLS106 Folkloric Performances**(2 Units C: LH 15 PH 45)****Learning Outcomes**

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

1. appreciate the complexity of a folkloric performance;
2. identify the performers, the performance and the audience in a folklore performance; and
3. analyse the challenges facing the performance of folklore.



Course Content

Forms of traditional African theatrical performances are identified and studied; the key elements of performativity are highlighted and analysed. The many contemporary challenges facing traditional performances are discussed.

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

Course Contents

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

ENT 211 – Entrepreneurship and Innovation

(2 Units C; LH 15; PH 45)

Learning Outcome

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

Course Contents

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and



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

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

Learning Outcomes

At the end of this course 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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

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

Learning Outcomes

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

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

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, and Medicine. 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.

FLS201: Verbal Folklore 1 (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate a clear understanding of verbal, intangible folklore;
2. explain with examples what constitutes verbal folklore;



3. analyse verbal folklore;
4. collect, document and preserve verbal folklore; and
5. transcribe and translate verbal folklore.

Course Contents

Oral poetry; panegyrics; invocations; incantations; lullabies; dirges; children songs; birth/naming song; marriage songs; professional crafts and guild songs; masquerade songs, love songs, initiation songs, insults and invective songs, proverbs, riddles, post- proverbial, tongue twisters.

FLS 202: Verbal Folklore II

(2 Units C: LH 30)

Learning Outcomes

1. Demonstrate a clear understanding of verbal, intangible folklore.
2. Explain with examples what constitutes verbal folklore.
3. Explain with examples what constitutes verbal folklore.
4. Know how to approach the analysis of verbal folklore.
5. Know how to transcribe and translate verbal folklore.

Course Content

Epics; legends; myths; folktales; saga; aphorisms, jokes, fables, greetings, oaths.

FLS 203: Non-Verbal or Material Folklore I

(2 Units: LH 30)

Learning Outcomes

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

1. appreciation of material dimensions of folklore;
2. demonstrate a clear understanding of tangibles as part of the heritage of humanity;
3. identify and analyse material folklore;
4. collect document and preserve material folklore; and
5. cultivate the skill to participate in crafting material folklore as enterprise.

Course Content

Focuses on private aspects of material folklore such as hair styling/decorations; body tattoos and tribal marks; adornments; culinary folklore; health lore; charms; rituals and superstitious

FLS 204: Non-Verbal or Material Folklore II

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciation of the existence of material dimensions of folklore;
2. demonstrate a clear understanding of tangibles as part of the heritage of humanity;
3. identify and analyse material folklore;
4. collect, document and preserve material folklore for posterity; and
5. participate in crafting material folklore as enterprise.

Course Content

Concentrates on the public manifestations of material folklore such as traditional architecture, interior and exterior decorations, all manners of carving; smithing; glass working; weaving; tie and dyeing; basketry; festivals; ceremonies.



FLS205: Folklore and Identity

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the multi-faceted roles of folklore in society;
2. identify the specific contribution of folklore to society;
3. explain why identity is so important to humanity; and
4. outline how studying folklore and identity aides the process of unity and nation building.

Course Content

Definitions of identity formation in the context of folklore studies; indentification and discussion of the forms of folklore such as narratives and or songs or theatrical performances relevant to identify issues.

FLS206: Educational Lore and Games

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate of traditional words and games for children and young adults;
2. appreciate the wholeness of traditional life;
3. identify and analyse children word/puzzles/riddles and games;
4. explain the process of collecting and documenting educational lore and games; and
5. transcribe and translate educational lore.

Course Content

Definition and characterization of what constitutes traditional educational lore and games; explanation of why they exist and the threats they face; consideration for the creators/custodians, beneficiaries, contexts and circumstances of children lore and games.

FLS208: Narratives and Story Telling in Afrcia

(2 Units C: LH 30)

Learning Outcomes

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

1. Appreciate of the richness and complexities in the african narrative traditions and practices;
2. internalize diversity in the purveyors of the oral narratives in Africa;
3. explain the prevalence of certain narratives in different socio-ecological environments of Africa;
4. comments on the contents of the african narratives in a comparative fashion;
5. analyse the different audiences for the african oral narratives; and
6. examine alternative/narratives in africa.

Course Content

Definitions and characterization of the oral narratives in Africa; mention the types and categories; discuss content composition, their narrators and audiences; compare different contents and comment on the advent of now or alternative narrative practices in Africa.



300 Level

GST 312: Peace and Conflict Resolution

(2 Units C; LH30)

Learning Outcomes

At the end of this 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

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

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

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture



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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

At the end of this 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. engage in field work to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. analyse complex data to minimal units;
4. 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-cultural theory, liberation theory, etc.; theoretical underpinnings as the essential foundation of humanities scholarship; evaluation of the merits of scholarly works.

FLS301: Folklore and Tangible Heritage

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciation of folklore as tangible heritage;
2. explain what heritage is;
3. identification of examples of material folklore as tangible heritage;
4. analyse folklore as tangible heritage;
5. explain the circumstances affecting the state of tangible heritage.

Course Content

An elaboration of the concept of tangible heritage and the place of folklore; citing examples and analysis of tangible heritage that is folkloric; the collection, curating and preservation of the threatened or endangered tangible heritage.

FLS302: Special Subject(Pre-field trials)

(2 Units C: LH 15 PH 45)

Learning Outcomes

1. appreciate of the intricacies in the selected topic or subject in folklore;
2. Capacity to approach and analyse any aspect of folklore in detail;
3. isolate and comment competently on any form of folklore; and
4. relate the chosen subject to contemporary times

Course Content

The course content depends ultimately on the chosen subject or topic. However, it is expected that treatment should be in-depth, thorough and comprehensive.

FLS303: World Folklore

(2 Units C: LH 15 PH 45)

Learning Outcomes

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

1. explain folklore as a universal phenomena;
2. Appreciate the innate creativity inherent in human beings;
3. identify and classify folklore as a global matter;
4. adopt good practices in the documentation and preservation of folklore in the world
5. evaluate the role of individuals, organisations and countries in the management of folklore globally.

Course Content

Instances of folklore should be drawn from all the continents of the globe; special attentions such as UNESCO; and to major intellectual centres of folklore studies such as universities and academic societies such as the journal of American folklore.



FLS 304: Folklore Entrepreneurship**(2 Units C: LH 15 PH 45)****Learning Outcomes**

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

1. explain the importance of self-employment;
2. analyse the market for folkloric enterprises; and
3. identify folklore entrepreneurial opportunities.

Course Content

Definitions and clarifications on entrepreneurship in relation to folklore studies; opportunities in writing, researching, documentation (soft and hard copy) of folklore; establishment of tourism agencies to heritage sites and museums.

FLS 305: Transcription and Translation in Folklore (3 Units C: LH 30 PH 45)**Learning Outcomes**

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

1. transcribe folkloric materials;
2. translate folklore materials; and
3. contribute to the process of documentation and preservation of folklore.

Course Content

Definitions and clarifications on transcription and translation; how to transcribe; how to translate folkloric materials.

FLS306: Folklore Animation Workshop**(2 Units C: LH 15 PH 45)****Learning Outcomes**

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

1. appreciate the animation;
2. identify and create puppetry
3. animate folkloric materials

Course Content

This is a practical workshop based course on animation and puppetry

FLS 307: Research Methods In Folklore**(3 Units C: LH 30 PH 45)****Learning Outcomes**

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

1. explain the need for methods in researching folklore;
2. apply the research methods to specific folkloric materials; and
3. manifest systematic knowledge of research methods in the analysis and presentation of folklore.

Course Content

Broad research methods as in the arts; focus on concepts applicable to folklore; issues folklore ethics; reference styles.



400 Level

FLS401: Issues in Folklore Studies

(3 Units C: LH 30)

Learning Outcomes

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

1. appreciate the issues associated with the study of folklore;
2. identify and articulate a position on folkloric issues; and
3. develop the consciousness to respond approximately to folkloric issues which may confront them

Course Content

Issues may include though are not exclusive to folklore as a discipline; is it art or science; or both; who should be a folklorist; folklore and technological revolutions; etc

FLS 402: Ethnography Methods and Writings Approvals (3 Units C: LH 30)

Learning Outcomes

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

1. internalise the meaning of ethnography
2. Apply ethnographic method to folklore research
3. Prepare an essay on the ethnographic research method in folklore.

Course Content

Definition of ethnography; its history, its proponents; and tenets, in relation to folklore.

FLS 403: Field Work: General Foregrounding (6 Units C: PH 270)

Learning Outcomes

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

1. appreciate the value of fieldwork
2. explain all the steps in fieldwork
3. conduct fieldwork

Course Contents

A practical course in which students go to the field under supervision to identify, collect, document, analyse and report on a folklore material.

FLS 404: Folklore and contemporary challenges (3 Units C: LH 30)

Learning Outcomes

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

1. Understand the dynamism of folklore
2. Appreciate the changes on the contexts and circumstances of folklore
3. Capacity to identify and categorise all the factors/ issues involved in the contemporary challenges facing folklore.

Course Content

Definitions of contemporary and of challenges; identification of the types and nature of the challenges facing folklore.



FLS405: Diaspora Folklore

(3 Units C: LH 30)

Learning Outcomes

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

1. explain migratory patterns in folklore;
2. appreciate contributions of africans to other civilisations/cultures; and
3. identify and analyse folklore if the diaspora.

Course Content

Focus is on folklore which exists in the USA among African-Americans; in Cuba and other Caribbean island nations; affinities are to be established with folklore of mother Africa.

FLS406: Popular Culture

(3 Units C: LH 30)

Learning Outcomes

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

1. appreciate popular culture and its dimensions
explain the organic link between folklore and popular culture
2. identify, analyse and comment on popular culture

Course Content

Focus is on what Walter Ong has aptly described as “secondary orality”, the aspects of folklore firmly in the embrace of the mass media.

FLS 407: Student Project

(6 Units C: PH 270)

Learning Outcomes

Course Contents

Student project.

Minimum Academic Standards

Equipment

Equipment Laboratory, Workshop, Studio, Media Studio

Loud Speakers
Stabilizers
CD Players
DVD Players
Head Phones
Batteries
Video Camera (Panasonic Lumix GH5 (4K)
Amplifiers
Stereo/CD Deck
Television Camera
TV Studio Monitor
Camera Light
TV Studio Monitor Stands
Tripod Stands
Presenter Stands



Studio/Programme Guest Table and Chairs
 Studio Furnishing
 Transmitter
 Computers
 ICT Routers
 Equalizer
 Studio Cue Light
 Studio Light
 Cyclorama
 Amstrad Studio 100 Meter
 Microphones (Hand held)
 Shotgun Microphone
 Wireless Microphones (Sennheisser EW 112P)
 Portable Digital Audio Recorder
 Light Reflector
 Lenses: Wide Angle, Polarizer, Zoom, (Clear Protective)
 Boom Pole
 Drones
 Cranes
 Ladder
 Step Ladders
 Shock Mount
 Audio (XLR) Cables
 Microphone Stands
 Air Conditioner units
 Three-Point Lighting Kit
 Memory cards
 External Hard Drive
 Video and Camera knapsack/Bag
 Shoulder Mount Rig

Theatre Equipment

Theatre Rigging (Fly System)
 Build a workable Backstage,
 Functional Green Room
 24 Channel Audio Console
 Flats (Backdrops 12 ft)
 AQJE Mixer Integrated Amplifier
 Video Cameras
 CD Cabinet
 Stereo graphic Equalizer
 8 Channel digital Graphic Equalizer for mixing
 Effects Processor
 2 Channel Compressor
 Projector
 Badagry Drum Set (2 complete sets)
 Drum set of the cultural Zone (2 sets)
 Sound projector.

Lighting: Battery-Operated, Solar or Mains-Operated

Lighting Booth/ Desk
 House Lights



Intelligent/Moving Lights
Projection Screens
Projectors
Fresnel Lights
Flood Lights
Follow Spot
Colour Filter (Gel)
Gobo system for animation
Halogen Lamp
Hazer/Fog Machine
Pacan Lights
Digital Follow Spot
Circuit Strip Light (on grid)
Circuit Dimmer (on grid)
Pin cables
15 Amp Cables
Control Cables
Colour Frame
Colour Scroller
Filament
Barn Doors
Pipes (10 ft)

Sound/Music:

CD Recorder
Keyboard/Piano
Recording Studio
Tape Deck
Transmitter
Digital Receivers
Disc Deck
DAT Deck
Jazz Band Set
Traditional music instruments
Lecture Theatre Sound Systems
The Manhasset Acoustic Shield
Music practice rooms
Piano stools
Piano
Computerised Yamaha Keyboard
Jazz Drum set
Assorted indigenous drums
Cabinets and racks for instrument storage
Performa Stage System

C: Costume and Makeup Section

Costume rack
Industrial Sewing Machines
Butterfly Sewing Machines with Regulators
Sewing Accessories
Sewing Kits
Purchase some Stage props



Wardrobe for costumes
Costume Boxes
Arts materials (construction paper, glue, scissors, magic markers, crayons, etc.)
Makeup Kits
Make up accessories
Make up mirrors with lights (free-standing or wall-mounted)
Construct a laundry Shed with multiple sinks
Washing Machine
Drying Machine
Electric Irons
Ironing Boards
Buckets
Basin
Scrubbing Brush
Hand Gloves
Vacuum Cleaner
Clothes line
Detergents, bleach, dettol,
Clothes Dye
Moth Balls, air freshener
Cleaning materials

D: Carpentry

Construct a Tool Shed and Carpentry Workshop
Hand Saws
Electric Saws
Chisel
Drill
Nails
Coping Saws
Backsaw
Hand Drill
Rasps
Pliers
Cat's Paw
Ripping Bar
Screw Drivers
Rivetter
Screws
Plane
Inclined Plane
Vice
Tape Measure
Spirit Level (Plumb line)
Ladder
Step Ladder
magnet
Mallet
Hammers
Jack Hammer
Sledge Hammers
Utility Knife



Sand Paper
Tool Box

E: Dance Studio

dance studio mirrors
makeup mirrors with lights and music stand banners
cured wood dance floors
music stands
orchestra chairs
Jazz drum set (2)
Keyboard
Sundry indigenous drum sets (20)
Drum Stans
Metal gongs
Full orchestra set

F: Dressing Room

Dressing Room with showers (Female)
Clothes rack or stand
Dressing Room with showers (Male)
Urinals
Toilets Female)
Toilets (Male)
Baby Changing Station

G: Foyer/Front-of-House

Refrigerator and any other necessary items
Counter for audience enumeration
Close Circuit Camera
First Aid Box

H: Staff Offices

Digital Television sets
DVD Players
All-in-One Desktop Computers with in-built CPU
Stabilisers
Refrigerators
Book Shelves
Trash Basket
Furniture and Furnishings.

Resource Requirements for Teaching and Learning

Folklore Studies is a fusion of the arts and social sciences therefore certain facilities are required to enhance both the theory and practice of the arts of research, documentation, and preservation of the verbal, visual aspects of folklore. Therefore, the following resource requirements are suggested for Teaching and Learning in the folklore studies programme:

Staffing

The recommended staff student ratio should be 1:30 in view of the need for more effective staff student contact and to encourage a more vigorous tutorial/ studio work system. Staff-Rank Mixes and Ratios should be 20:35:45 guidelines, for Professor, Senior Lecturer and Lecturer I and below.



Non-Academic Staffing

A departmental secretary; 2 clerical assistants; 2 technologist and a cleaner.

Academic and Non-Academic Spaces

The use of space is crucial to the practice of folklore. Some of these are- auditoria with complete shower and conveniences, and/or adequate performance venues, suitably equipped to serve the performance workshop needs of the Department, recording and practice studio, language laboratories, viewing and projection rooms, dark room, editing room, resource room (for the storage of video films, tapes, gramophone records, production albums, production books and scripts), rehearsal/performance studios (for dance, music, design and oral interpretation), costume wardrobe/room, carpentry/ tailoring, tool shed.

Classrooms, laboratories, Workshops and Office

1. Language laboratories should be spacious, well lit, well ventilated and well equipped.
2. lecture rooms should be adequate in number, space, well lit, well ventilated, well-furnished and have emergency exits.
3. Departmental Office should be spacious enough to accommodate the Secretary, the Clerical Staff and the Office Assistant as well as their working facilities like computers, printers and photocopying machines conveniently.
4. All offices should be provided with functional air-conditioners.
5. The Head of Department's Office should be spacious, well lit and well ventilated, furnished with book shelves and should have a toilet en-suite
6. Furniture should be adequate in number and quality.
7. lecturers' offices should be adequate in number, space, well lit and well ventilated.
8. offices of Professors should have toilet the General toilet in the Department should be adequate in number and space.
9. There should be seminar rooms.

Library

1. libraries should be well stocked with classical and current books and vast and up- to-date on-line materials for use of staff and students
2. Photocopiers and Printers should be provided to make the use of the library by staff and students convenient and worthwhile.
3. library staff should be trained in classification and location of library materials.
4. library materials should be electronically captured for easy search and record purpose.



B.A Hausa

Overview

Curricula are reviewed with a view to redesigning educational goals and objectives to meet the realities of each time for national development and integration. The role of indigenous languages in achieving the cardinal goals of any nation needs to be emphasised. Consequently, the reviewed African Languages and Literatures curriculum for Nigerian universities is designed with the intention of producing graduates who would be in congruous with the demands and challenges of the 21st Century. Thus, in doing so, various curriculum of the programme, the world over, have been consulted, at the same time taking into cognisance the peculiar nature of the Nigerian environment. However, despite the changes in the curriculum in tandem with the dynamism of the world, the key rudiments of the programme, namely: language, literature, translation and culture remain the focus. For instance, the programme captures the new trend in Hausa novels and home video and film-making with a view to guiding students to become self-employed. Furthermore, courses on translation and interpretations are redesigned with a view to making graduates of the programme become good media practitioners as well as good social workers. The place of traditional arts and crafts and the need to modernise them have also been highlighted in the curriculum for national development. The updated curriculum also attempts to stress the need for multidisciplinary approach to knowledge, most especially because of the relevance of indigenous African languages. The same approach applies to other programmes in and outside the humanities including law, mass communication, history, religious studies as well as theatre and the performing arts.

Philosophy

African Language as an Art (Humanities) discipline is incontestably concerned with humans and their complex nature, most especially their multifaceted relationships with the world around them and beyond. Language is indeed the centrepiece of man and the inevitable distinguishing factor between man and other creatures within nature. It is in this context that the program stresses the need for the search, acquisition and dissemination of knowledge relevant to the needs of the immediate and larger communities through the systematic study of African Languages, Literatures and Cultures. Thus, through the interrogation of the linguistic, literary and cultural facets of Hausa Language and perhaps other African languages, the programme seeks to investigate, and explain those crucial aspects of human nature with a view to guiding students not only to comprehend and express themselves using the language but also to use it as a mirror to reflect into the past, as well as the lamp to illuminate the future for the betterment of the society.

Objectives

The Objectives of the Programme are to:

1. enable students undertake scientific analysis of the language;
2. equip students with the creative skills required for self-development and entrepreneurship;
3. imbue in the students the skills needed to communicate in the language effectively and confidently as well as to expose them to various aspects of african (hausa) linguistics, literature and culture with a view to helping them achieve greater competence and sophistication in their understanding and appreciation of the values inherent in those aspects;
4. to produce students who can reflect on the traditions and intellectual legacies of africa with a view to understanding, organizing, and transmitting indigenous language to successive generations.



5. to produce a crop of scholars that can investigate, document, and apply african cultural heritage for developmental purposes as well as gearing their creative potentialities and tendencies towards enhancing the african artistic culture.

Unique Features of the Programme

The reviewed curriculum is uniquely formulated with the intent of producing graduates who possess:

1. demonstrable competence and skill in writing, translation and creative expressions in both the oral and written media. Knowledge of the phonology, grammar, literature, as well as, cultural and sociolinguistic aspects of the use of the languages;
2. demonstrable competence and skill in communication, letter writing, report writing, news reports, as well as the ability to produce well-written business letters, different types of reports, or well-structured news reports;
3. competence and sophistication in critical and creative expression as well as in value appreciation; and
4. ability to teach the languages and produce learning and teaching materials.

Employability Skills

A graduate of this programme is expected to have acquired the following in terms of knowledge and ability to apply same:

1. language expertise -the ability to use African language with elegance in both spoken and written forms distinguishable from that of L2 learners;
2. linguistic knowledge of the languages:
 - a. its phonology i.e. inventory of vowel and consonant sounds and how to describe them, as well as tone and intonation features;
 - b. its lexical and morphological features i.e. word types and the structure of words and word formation processes;
 - c. its syntax, i.e. the grammar or sentence types, forms and structures
 - d. its semantics, i.e. knowledge of the different types of meaning and meaning relations.
3. sociolinguistic knowledge, i.e. pragmatics and discourse analysis;
4. its linguistic and literary stylistic devices;
5. translation skills
 - Ability to translate from and into English and Hausa at least, for the media and from the technical, scientific, literary, and cultural perspectives
6. literary Knowledge
 - Its oral tradition i.e. The song, folktale, epic, legend, other narratives, traditional drama etc
 - Its verbal arts such as proverbs, epithets, riddles
 - Its written tradition such as the novel, the play, the radio and television drama as well as the modern film.
7. the Pre- Latin Art of writing otherwise known as AJAMI Script.

21st Century Skills

It is similarly expected that the graduate of the programme should exhibit the following attributes:

1. analytical mind
2. creativity
3. initiative
4. independence of mind
5. self-discipline
6. self-direction



7. ability to work without close supervision
8. clarity of language
9. appropriate choice of diction
10. structure, coherence, clarity and fluency of oral or written expression
11. intellectual honesty, integrity and maturity
12. operate as bearers and custodians of african culture and having respect for other cultures.

Admission and Graduation Requirements

Admission Requirements

100L Entry

In addition to appropriate UTME scores, Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Hausa, English and other subjects in the Arts and the Social Sciences at not more than two sittings.

Direct Entry

1. Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Hausa and English Language and any other Arts and Social Sciences subjects, two of which are at the Advanced Level.
2. Diploma or NCE (with a minimum of Merit) in Hausa or in combination with other subjects in arts and Social Sciences subjects.

Graduation Requirements

A student must attain a minimum of 120 or 90 Credit Units for the 4 year and 3 years Degree Programmes respectively, i.e. a minimum of 15 CU per semester or 30 CU per Academic Session. Graduates are also expected to obtain a minimum of 1.00 CGPA.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	-
GST 112	Nigerian Peoples and Culture	2	C	30	-
HAU 101	Introduction to Hausa people and the Language	2	C	30	-
HAU 102	Introduction to Hausa Verbal System	2	C	30	-
HAU 103	Introductory Grammar	2	C	30	-
HAU 104	Orthography of Hausa	2	C	30	-
HAU 105	Survey of Hausa Poetry	2	C	30	-
HAU 106	Introduction to Linguistics	2	C	30	-
HAU 107	Introduction to Narratology	2	C	30	-
HAU 108	Introduction to Drama	2	C	30	-
HAU 109	The Pre-Danfodio Hausa Literature	2	C	30	-
		2	C	30	-
TOTAL		20			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
HAU 201	Orthography and the Use of Hausa	2	C	30	-
HAU 202	Study in Early Hausa Poetry	2	C	30	-
HAU 203	Phonology of Hausa	2	C	30	-
HAU 204	Morphology of Hausa	2	C	30	-
HAU 205	Hausa Sentence Structure	2	C	30	-
HAU 206	Introductory Ajami	2	C	30	-
HAU 207	Hausa Literature and Traditional Religion	2	C	30	-
HAU 208	Paremiological Study in Hausa	2	C	30	-
HAU 209	Hausa Traditional Drama	2	C	30	
TOTAL		26			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Studies	2	C	30	
ENT 311	Entrepreneurship and Innovation	2	C	15	45
FAC 301	Research Methodology in the Arts	2	C	30	
FAC 302	Theories in the Arts	2	C	30	
HAU 301	Phonology of Hausa Language II	2	C	30	-
HAU 302	Hausa Syntax	2	C	30	-
HAU 303	Hausa Written Prosody	2	C	30	-
HAU 304	Hausa Thought and Orature	2	C	30	-
HAU 305	Principles of Translation	2	C	30	-
HAU 306	Practice of Translation	2	C	30	-
HAU 307	Hausa in the Media	2	C	30	-
HAU 308	Contemporary Prose Fiction in Hausa	2	C	30	
Total		24			

400 Level

Course Code	Course Title	Units	Status	LH	PH
HAU 401	Issues in Hausa Phonology	2	C	30	-
HAU 402	Hausa Contemporary Poetry	2	C	30	-
HAU 403	Issues in the Syntax of Hausa	2	C	30	-
HAU 404	Advanced Ajami	2	C	30	-
HAU 405	Contemporary Issues in Hausa Film and Drama	2	C	30	-
HAU 406	Project/ Long Essay	6	C		
TOTAL		18			



Course Contents and Learning Outcomes

100

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political



unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

HAU 101: Introduction to Hausa people and the Language LH: 30)

(2 Units C

Learning Outcomes

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

1. explain the origin and oral history of Hausa people and the attendant relationship with other Chadic language family members; and
2. explain the history of Hausa orthography and the general development of Hausa language on the basis of its genetic typology and aerial scholarship.

Course Contents

This course introduces the students to the Hausa people, their Language, their origin and their migration in oral and written history, as well as their relationship to other peoples in Nigeria and Africa. The Language component includes: introduction to the orthography and the history of the orthography. History of the development of the Language. Its classification: Genetic, Typological and aerial. Scholarship over the years.

HAU 102: Introduction to Hausa Verbal System

(2 Units C LH: 30)

Learning Outcomes

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

1. demonstrate good understanding of Hausa verbs;
2. distinguish between verbs and verbals; and
3. analyse the Hausa syllabic structure.

Course Contents

The course deals with a category of lexicons classifiable as verbal, in the Language. The course further addresses the distinction between verbs and other verbal, the changing and the unchanging verbs, transitive, the intransitive and the nuances in their meanings. Syllabic structure (the mono-syllabic and di-syllabic verbs of the Language).

HAU 103: Introductory Grammar

(2Units C: LH: 30)

Learning Outcomes

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

1. explain various parts of speech; and
2. decipher the syntactical functions of such aspects.



Course Contents

The course, which is preliminary, deals with the concepts of parts of speech in general and in Hausa. The course therefore studies parts of speech such as nouns, adjectives, verbs and adverbs and their syntactical functions.

HAU 104: Orthography of Hausa

(2 Units C: LH 30)

Learning Outcomes

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

1. exhibit good grasp of the evolution and development of Hausa orthography;
2. explain the justification for, and functions of orthography; and
3. appreciate the desirability of orthography for any language.

Course Contents

The general principles and practice in Orthography. Evolution and development of in Hausa. Types of Orthography. Justification for Orthography. Functions of Orthography. Survey of Orthographies of Hausa.

HAU 105: Survey of Hausa Poetry

(2 Units C: LH: 30)

Learning Outcomes

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

1. evince good knowledge of the evolution and development of Hausa poetry;
2. distinguish between the oral and the literate traditions of Hausa poetry; and
3. explain and apply contemporary theories in critiquing Hausa poetry.

Course Contents

Nature as well as the main issues in the study and appreciation of Hausa poetry. Introduction to the basic terms and concepts of Hausa poetry. Criticism of Hausa poetry (pays particular attention to both oral and written poetry). The essential nature and common features of the two traditions of verse and their distinguishing characteristics, as well as their mutual influences. Aspects of history, text and context. Practical appreciation of a representative selection of sample songs and poems.

HAU 106: Introduction to Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. exhibit background understanding of Linguistics and related concepts; and
2. demonstrate clear understanding of the basic structure of language.

Course Contents

This course seeks to explain what Linguistics is, its scope, its application as well as to examine Language, its structure, its nature. The course will as well introduce students to acoustic phonetics and a study of the non-segmental features of speech such as pitch, tone, stress, and intonation.



HAU 107: Introduction to Narratology

(2 Units C: LH 30)

Learning Outcomes

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

1. identify the basic classification and types of Hausa narratives;
2. explain the rudiments and skills of appreciating narratives;
3. demonstrate the ability to create narratives.

Course Contents

This course introduces students to the study and appreciation of narratives, oral and literate, long and short, simple and complex, and the various indigenous sub types. Students will also be encouraged to produce creative as well as natural narratives in oral as well as in written form.

HAU 108: Introduction to Drama

(2 Unites C: LH 30)

Learning Outcomes

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

1. identify the basic classification and types of Hausa Drama;
2. explain the rudiments and skills of appreciating Hausa Drama;
3. distinguish between the Hausa traditional and Modern Drama; and
4. explain the relationship between dramatic performances, and with other genres.

Course Contents

The course is designed to introduce students to both traditional and modern Hausa Drama. Their various backgrounds, developments and types will be treated. The relationship between drama and other dramatic performances as with other literary genres will be studied.

HAU 109: Pre-Danfodio Literature

(2 Unites C: LH 30)

Learning Outcomes

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

1. explain the relevance of literary history;
2. identify and examine the factors responsible for dearth of written literary materials in Hausa prior to the debut of danfodio; and
3. appreciate the efforts of literary historians in unearthing some literary resources that were hitherto unavailable.

Course Contents

The course aims at drawing student's attention to this sparsely documented area of Hausa literary history as well as identifying and examining the factors responsible for this. The transition from Arabic to Hausa literary composition resulting in the production of the works of such scholars as Wali Danmarina, will also be studied.



200 Level

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

Learning Outcomes

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

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

Course Contents

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

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

Learning Outcomes

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

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

Course content

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 digital humanities techniques/tools for data analysis;
3. appreciate the importance of computers in the humanities;
4. apply digital humanities to interdisciplinary research;
5. appreciate the adoption of digital humanities tools for entrepreneurship; and
6. apply digital humanities to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

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

Learning Outcomes

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

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

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, and Medicine. 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.

HAU 201: Orthography and Use of Hausa Core (2 Credits C: LH 30)

Learning Outcomes

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

1. demonstrate good skills in writing strictly observing orthographic rules;
2. exhibit the ability to understand the process of the standardization of language; and
3. demonstrate competence in oral communication.



Course Contents

The course is intended to further guide the students into the development of standardization of the Language and its orthographic conventions. It also deals with an examination of trends in modern usage of the Language; a survey of common errors of usage, discussion of the principles of effective and oral communication in the Language with a view to polishing the students' ability in composition and comprehension through the use of clear and elegant style.

HAU 202 Study in Early Hausa Poetry

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate good knowledge of the early poetry works in the language;
2. identify and explain some monumental/classical poems;
3. identify hausa oral poets and their seeming contributions; and
4. analyse and appreciate some poetic compositions from thematic, stylistics and structural angles.

Course Contents

The main focus here is on the early poetry in the Language and some classical works of some select artists. The course thus attempts to guide Students into appreciating these works from the thematic, structural and stylistic viewpoints.

HAU 203: Hausa Phonology

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge and understanding of basic ideas about phonetics and phonology in Hausa;
2. identify 34 Hausa speech sounds and their characteristics;
3. identify the places and manner of articulation of Hausa sounds;
4. explain the primary function of airstream; and
5. demonstrate knowledge and understanding of sound description, classification and phonetic transcription.

Course Contents

Involves an elementary phonetic description and phonetic classification of the sounds of the Language; an examination of their patterns of occurrence and distribution, discussion of contraction, (assimilation and features like tone, stress and intonation).

HAU 204: Morphology of Hausa

(2 Units C: LH 30)

Learning Outcomes

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

1. develop and demonstrate competence and mastery in basic and advanced approaches to morphological process and operations from descriptive and theoretical viewpoints;
2. evaluate and relate hausa morphological operations with other linguistic components (phonology, syntax and semantics); and
3. acquire good understanding of the hausa lexical and morphological features i.e. word types and the structure of words and word formation processes.



Course Contents

A morphological description and analysis of words in the language. Thus, the course treats the fundamentals of morphophonological theory in relation to the Language. These include the morph, HAUSomorph and morpheme; types of morphological processes such as inflection and derivation in relation to roots and stems, various types of affixes and the nature of compounding. Transfixation, word and morpheme-based morphologies will also be taken into reckoning.

HAU 205: Hausa Sentence Structure

(2 Units C: 30 LH)

Learning Outcomes

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

1. acquire a good grasp of Hausa grammar;
2. differentiate between sentence types, forms and structures; and
3. analyse sentences involving nominal and phrases.

Course Contents

The course begins with a general overview of the sentence structure of Hausa Language. Sentences are then classified on the basis of function, the active and passive, the declarative and interrogative, the affirmative and negative. It will be demonstrated that sentences are also classifiable on the basis of structure such as simple, compound and complex. Sentences will further be broken into smaller components such as nominal and verbal phrases and clauses.

HAU 206: Introductory Ajami

(2 Units C: LH 30)

Learning Outcomes

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

1. acquire and explain the history of Ajami script in Hausaland, its variants as well as its functions and contemporary challenges; and
2. write the Ajami consonants and vowels.

Course Contents

The aim of this course is to introduce students to the earliest form of writing in the Language prior to the advent of Europeans, otherwise known as the Ajami script. The course thus deals with the history of the advent of Ajami, the problem of variation in the script as well as the challenges it faces in contemporary Nigeria. The course later engages into practical lessons involving the consonants and vowels.

HAU 207: Hausa Literature and Traditional Religion

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate appreciation of the Hausa pattern of traditional religious beliefs;
2. demonstrate ability to decipher, cultural resources through literature; and
3. to hold in high esteem their African pedigree.

Course Contents

This course intends to acquaint students with the pattern of traditional religious thoughts and practices among the Africans generally and Hausa specifically before the advent of Islam and Christianity. Attention is therefore directed towards analytical scrutiny of Hausa literature



as contained in the indigenous religious rites, rituals, and ceremonies, as well as in other beliefs such as, witchcraft and sorcery etc.

HAU 208 Paremiological Study of Hausa

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss Hausa Proverbs with particular emphasis on classification, purpose, functions and history;
2. demonstrate mastery of, and the competence to use proverbs to convey message and to embellish speech; and
3. reflect on the purport of a sample of proverbs and explain the various settings for the usage of such and their philosophical impact to the life of the people.

Course Contents

The course seeks to familiarize students with proverb scholarship and the application of proverbs for literary and interpretative endeavours. It commences with internationally acclaimed scholarly definitions of proverb and its features, as well as from the Hausa perspective. The course further explores the content, structure, style and the indispensability of Hausa *karin magana* within the other genres of Hausa literature, and its indispensability.

HAU 209: Hausa Traditional Drama

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the evolution and development of Hausa traditional Drama; and
2. explain the settings, the purpose and state of, and the influence of modernity over Hausa traditional drama.

Course Contents

The course studies Hausa traditional drama, its genesis and development to date. The changing roles of dramatic performances (*wasas*). i.e., play and drama will also be highlighted. Attention will be paid to some selected plays such as *Wowwo*, *Wasan Gauta*, *Tashe*, *'Yar Tsana*, *Kalankuwa*, etc.

HAU 210: Hausa Non-material Culture

(2 Units C: LH 30)

Learning Outcomes

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

1. reflect on, and appreciate the traditions and intellectual (non-material legacies of Africa (Hausa);
2. show ability to understand, organize, acquire and transmit indigenous Hausa values to successive generations; and
3. imbibe and illustrate good understanding of the Hausa cultural values with a view to further upholding the existing social, political, and economic values for the betterment of the society.

Course Contents

The course intends to explore the much cherished values, ethics, moors and norms within the context of Hausa language and in relation to other African Languages. Other concepts in Hausa culture such as mutuality, patience, sincerity truthfulness, bravery and their



interrelatedness with other cultures would be considered. The course also discusses some important festivities in the language.

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

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



Course Contents

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

FAC 301: Research Methods in the Arts

(2 Units C : LH 30)

Learning Outcomes

At the end of this course, the student 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 others;
4. identify the essential variables in research methods;
5. formulate good research proposal;
6. conduct original research/long essay at the final year; and
7. write a report/the long essay/research project devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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



Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the Arts and Humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of Humanities scholarship. Evaluation of the merits of scholarly works.

HAU 301: Phonology of Hausa I

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate good understanding of the basic terms and concepts in phonology;
2. discuss some phonological processes such as assimilation nasalization vowel elision etc; and
3. develop competence in phonological sphere of hausaland language.

Course Contents

A detailed and analytical examination of the phonological processes of Hausa such as assimilation, nasalisation, epenthesis, vowel harmony, vowel elision, length, tonal processes, and syllable structure.

HAU: 302 Hausa Syntax

(3 Units C: LH 30)

Learning Outcomes

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

1. understand and develop competence on the basic tenets of syntactic analysis and syntactic processes like deletion, movement, complementation, subordination in hausaland etc.;
2. describe the relations within the hausaland sentence: subject, predicate, object, adjunct, tense, aspect, mood number; and
3. understand the detailed study of modern syntactic theory such as government and binding theory, the minimalist approach etc. as they relate to hausaland sentence.

Course Contents

In this course, an attempt is made to apply the transformational – generative theory to the analysis of the sentences of the language.

HAU 303: Hausa Written Prosody

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate clear understanding of the science of rhyme in Hausa poetry; and
2. explain and apply the acquired knowledge of prosody in examining written Hausa poetry.

Course Contents

The course aims at introducing students to the science of rhyme in written prosody. Commencing with a background survey of the metrical slots in Hausa poetry, the course further critically examines the poetic marriage and or the influence of prosodic and metric traditions of other languages over that of the Hausa.



HAUS 304: Hausa Thought and Literature

(2 Units C: LH 30)

Learning Outcomes

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

1. decipher, through the study of literature, the Hausa thought and worldview;
2. debunk the Eurocentric conception that African do not have worldview; and
3. to hold in high esteem their African pedigree.

Course Contents

The course focuses on thought and worldview as reflected in the oral and literary genres of Hausa literature such as tales, song, epithets, legends, proverbs, modern prose, films and drama as well as in the poem. The Hausa concept of numerals, time, space, life, gender, and the place of man on Earth, as well as their notion on/of other Beings as encapsulated in Hausa literature would be studied.

HAU 305 Principles of Translation

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate clear understanding of the history and development of translation and in Hausa land most especially at the Danfodiyo era, colonial era and after independence; and
2. explain the functions and the processes of, as well as the techniques involved in translation as espoused by different scholars.

Course Contents

Students will be guided into the general history of translation. The earliest famous centres of translation i.e in ancient empires such as the Greek, Toledo, Baghdad and the evolution of translation in the language as well as popular translation works will be discussed. Later, the major problems of translation, covering different types of writings i.e. poetic, prosodic, etc., will be looked into. By the end of the course, a student is expected to know the mechanisms and the essence of translation and also to be able to distinguish the various types of translation including interpretation.

HAU 306: Practice of Translation

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge and understanding of key ideas about translation and its types;
2. explain the processes of translation as demonstrated by different scholars; and
3. demonstrate ability to translate simple texts from English to Hausa and vice-versa.

Course Contents

Practical application of the theories of translation already learnt. Texts of different sizes covering diverse subjects in different styles are translated from and into the African Language and English.



HAU 307: Hausa in the Media

(2 Units C: LH 30)

Learning Outcomes

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

1. Illustrate competence in applying linguistic and literary techniques for the delivery of media contents; and
2. identify and correct anomalies associated with the language of the social media.

Course Contents

The course principally focuses on the use of Hausa Language in the media. Both the linguistic and literary styles of delivery, as well as the similarities and dissimilarities of the language and techniques employed in the ordinary and specialized columns and programmes of the electronic and print media would be critically analysed. The course attempts to address the evolving peculiar nature of the use of language in the social media and in relation to Hausa culture.

HAU 308: Hausa Contemporary Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

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

1. evaluate modern Hausa prose, taking into cognizance the western and traditional theories and techniques; and
2. explain the underlying reasons for the evolution of this category of Literature, its theme, style and the effect of globalization on them.

HAU 308: Hausa Contemporary Prose Fiction

(2 Units C: LH 30)

Learning Outcomes

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

1. evaluate modern Hausa prose, taking into cognizance the western and traditional theories and techniques; and
2. explain the underlying reasons for the evolution of this category of Literature, its theme, style and the effect of globalization on them.

Course Contents

The course will first study the background to the emergence from 80s of the private press category of novels and novelettes. It will also examine their predominantly romantic nature, the largely youthful character of both the artists and audience as well as the impact of these on the style.

HAU 401: Issues in Hausa Phonology

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate good understanding of the principles of generative phonology, the theory of distinctive features (the treatment of phonological processes), phonological representation and formulation of rules within the generative framework;
2. discuss the supra-segmental such as tone, intonation, vowel lengthening and shortening etc.; and
3. develop competence in phonetic description and phonetic classification of the sounds of Hausa Language, examination of their patterns of occurrence and distribution, discussion



of contraction, (assimilation and features like tone, glide insertions, palatalization, neutralization and intonation).

Course Contents

The course attempts to discuss the current and relevant issues in phonology such as the generative framework to analyse the supra-segmentals of the Hausa language such as tones, vowel harmony, syllable structure, intonation, etc).

HAUS 402: Contemporary Hausa Poetry

(2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate good knowledge of contemporary Hausa Oral and written poetry;
2. apply theories of criticism to analyse the contemporary poetry; and
3. identify and explain the effect of globalization on the development of contemporary Hausa poetry from the thematic, stylistic and the cultural fronts.

HAU 403: Issues in the Syntax of Hausa

(2 Units C: LH 30)

Learning Outcomes

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

1. understand and develop competence on the basic tenets of syntactic analysis and syntactic processes like deletion, movement, complementation, subordination in Hausa etc.;
2. describe the relations within the Hausa sentence: subject, predicate, object, adjunct, tense, aspect, mood number; and
3. understand the detailed study of modern syntactic theory such as Government and Binding Theory, the Minimalist Approach etc. as they relate to Hausa sentences.

Course Contents

A consideration of the current and relevant issues in the syntax of Hausa such as tense, aspect, and their relationships, ideophones; pronominalization, relativization, and reflexivization, nominalization adjectives would be pursued.

HAU 404: Advanced Ajami

(2 Units C: LH 30)

Learning Outcomes

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

1. distinguish the standard from the substandard Ajami; and
2. demonstrate competence in the use of Ajami script most especially in writing scientific and other technical texts.

Course Contents

This course involves a detailed study of the Ajami graphemes or graphology. Also to be studied are standard and substandard Ajami and its dialectal and ideolectal fluctuations. There will also be practice on text analysis and transliteration, in addition to the use of innovations.



HAU 405: Contemporary Issues in Hausa Film and Drama (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate knowledge and understanding of film in general and Hausa film in particular;
2. decipher the mutating nature of the themes, styles, characters as well as plots in contemporary Hausa film; and
4. explain the extent of the influence of Globalization and its agents on the cultural and literary settings of contemporary Hausa film.

Course Contents

The course examines the recent developments in television drama that led to the emergence of what is popularly known as Home Video Drama. The socio-economic factors that gave birth to this phenomenon are studied. The differences between this new category of drama and the previous ones are discussed in relation to copyright, production, plot, characters and themes.

HAUS 406: Project/Long Essay

(6 Units C: PH 270)

Course Content

Independent research would be undertaken by each student under supervision on a linguistic, literary, or cultural aspect of Hausa or with any African language.

Minimum Academic Standards

Equipment

Language Laboratory/Phonetics Equipment Required (Digital)

1. desktops/computers with headphones/headset
2. media player/recorder
3. microphones
4. tables
5. television
6. loud speaker
7. lcd projector and screen
8. video cassettes
9. charts etc
10. earphones, reflecting jackets
11. television sets, translation materials such as dictionaries, metalanguage and midgets.

Culture Studio Room Materials Required

1. most cultural artefacts of the Language

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply in this programme. However, there should be a minimum of six full-time Staff for the commencement of the programme. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees, as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.



Administrative Support Staff

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

Technical Support Personnel

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

In addition to the above general staff requirements, the following are the major areas of specialization to be provided for:

1. language
2. literature
3. culture

The academic staff requirements should reflect the language options available in terms of quality and quantity defined for the programme.

Library

Library and Information Resources

There must be adequate library facilities to cater for the needs of staff and students in the programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications, etc. in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway.

Spaces

The NUC recommends the following physical space requirements:

	m ²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85
Laboratory Space	- 7.50

Language Development Project

Every Department of African Languages and/or Linguistics should be encouraged to teach at least one Nigerian Language.



B.A History/History and Diplomatic Studies

Overview

The course focuses on a range of human experiences: how people have lived in the past, how they live and coexist in the present, and the links between the two. An examination of a variety of original sources: newspapers, letters and diaries, literature, government records, images, films, oral interviews, field notes and archival materials; processes of collecting, interpreting, and communicating information and the provision of a broad perspective on the contemporary world and the events that shape it. The course entails a discovery of why and how our world emerged. It offers the student an opportunity to investigate local, regional and global issues and to question some of the myths, preconceptions and prejudices that surround the subject.

Philosophy

History as an academic discipline in Nigerian Universities is designed to serve as a guide, collective memory and conscience of Nigerian, African and other global societies. It focuses on developing the capacity of students to seek for, and identify diverse societal and institutional memories in the political, social, cultural and economic, religious and inter-group histories, and how they have forged and shaped aspects of present conditions and realities. The programme trains students to become aware of the different historical methodologies and builds their ability to reconstruct historical events by utilizing evidence-based source materials that they read and analyse.

Objectives

The objectives of the History programme are to:

1. educate students on historical movements of national and global significance in order to promote world peace;
2. make students comprehend the historical forces and developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the world;
3. advocate for the crucial role of historical thinking in public life, and;
4. provide students with advantages usually associated with historical training critical and analytical faculty and balanced judgment needed mainly in administrative and managerial responsibilities.

Unique Features of the programme

1. The revised history curriculum has incorporated script writing and digital history workshop to deepen the knowledge and capacity of students to create digital content using their knowledge of history.
2. It has also adopted a course on learning from the past which is a form of applied history that focuses on critical thinking and decision making.

Employability Skills

Based on the type of training received, a graduate of the programme would possess the following employability skills:

Communication and Collaboration; Analysis/Solution Mindset; Numeracy and Digital Fluency; Resilience and Adaptability; Entrepreneurial Mindset; Social/Diversity Awareness and Self-Awareness and Empathy. With these they can find employment in a plethora of sectors and industries; such as Education (primary, secondary and tertiary levels), general consulting services, heritage studies, events and programme management (anniversary services), consultants to movie and documentary producers, security services, DNA Services, and publishing and editing,



21st Century Skills

The 21st Century skills emphasized include:

1. development of intellectual self-confidence that propels the ability to work beyond subject matter expertise, to be nimble and imaginative in projects and plans
2. communication skills in a variety of media and to a variety of audiences
3. quantitative literacy to understand and communicate information presented in quantitative form, i.e., understanding that numbers tell a story the same way words, images, and artifacts do
4. digital literacy that enables students to work with digital tools and platforms
5. collaborative skills especially with people who might not share similar worldview

Admission and Graduation Requirements

Admissions Requirements

The admission requirements for the four year degree programme in history are Five (5) Senior Secondary Certificate (SSC) (or equivalent) credit passes obtained at not more than two sittings. The five credits must include English Language, and History/Government.

Direct Entry

For Direct Entry students, Five SSC (or its equivalent) credit passes two of which must be in Advanced Level, Ordinary Diploma with upper credit, or NCE obtained with merit level pass.

Graduation Requirements

A student must register, take and pass a minimum of 120 credit units courses made up of core, compulsory and elective courses to graduate with a BA. Hons Degree. The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

Global Course Structure

100 Level

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	-
HIS 101	Introduction to History	3	C	45	-
HIS 103	History of Human Evolution	2	C	30	-
HIS 105	Major World Civilizations	2	C	30	-
HIS 102	History of West Africa from 1000 A.D. 1500	3	C	45	-
HIS 104	Introduction to Economic History	2	C	30	-
HIS 106	Archaeology of Nigeria	2	C	30	-
HIS 108	Africans in the Diaspora from Antiquity	2	C	30	-
	Total	20			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	
HIS 201	Nigeria from 1000 – 1900	3	C	45	
HIS 203	Global History of Slavery and the Slave Trade	3	C	30	
FAC 202	The Arts and Other Disciplines	2	C	30	
HIS 202	Economic History of Nigeria in the 19 th Century	3	C	45	-
HIS 204	History of Islam and Christianity in West Africa from 1500 to 1900	3	C	45	-
	Total	20			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 303	The Practice of History/Internship	3	C	45	-
HIS 302	History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific Course)	4	C	60	-
HIS 304	Women in History up to the 21 st Century	2	C	30	-
HIS 306	History of the Industrial Revolutions from 1750 to 2010	2	C	30	-
	Total	20			

400 Level

Course Code	Course Title	Units	Status	LH	PH
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 403	Learning from the Past: Applied History, Critical Thinking and Decision Making	3	C	45	-
HIS 405	Special Paper (Local History)	3	C	45	-



HIS 407	Long Essay	6	C	90	-
HIS 402	Economic History of Nigeria in the 20 th Century	3	C	45	-
HIS 404	Philosophy of History	2	C	30	-
HIS 406	Nation Building in Nigeria Since 1945	2	C	30	-
Total		22			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcome

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

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

Cours Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcome

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and



- list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Content

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

HIS 101: Introduction to History

(3 Units C: LH 45)

Learning Outcomes

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

1. relate history as a scholarly discipline or profession and its open-ended process of interpretation;
2. identify the different past sources (primary, secondary, literature, visual media, etc.); and,
3. explain basic communication skills in the discipline, including proper citations and academic code of conduct.

Course Contents

An examination of History as a discipline; context and purposes of historical events; various methodological and theoretical approaches to underpinning historical writing and study; identification and evaluation of primary and secondary sources; importance of history in various societies around the world; building the students' understanding of academic integrity and academic referencing; development of research skills and ethical behaviour.

HIS 102: History of West Africa From 1000 to 1500 AD

(3 Units C: LH 45)

Learning Outcomes

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

1. articulate the major historical developments that occasioned the empires of Ghana, Mali, Songhai and Kanem borno;
2. discuss the evolution of the forest kingdoms of the Akan, Aja, Yoruba and Benin;
3. comprehend the role of trade in the development of the major kingdoms; and,
4. interpret the role of arabs and europeans in the historical development of some West African States.



Course Contents

The course examines some of the internal and external factors of change and reactions to such changes in the West Africa. It discusses factors of change such as politics, agriculture, industry, trade and inter-group relations, as well as external factors of the Arabs and the Europeans, including the role and impact of Islam, Christianity and trade.

HIS 103: Introduction to Human Evolution

(2 Units C: LH 30)

Learning Outcomes

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

1. comprehend the evolution of human species and the process of their spread across the globe;
2. identify how archaeology, anthropology and genetics are used to reconstruct human evolutions; and,
3. explain the dynamics of various racial types.

Course Contents

The course defines evolution and explains its importance to human existence and history. It describes the process of evolution of the human specie and its global dispersal. It also discusses some of the big questions that evolutionary biologists are trying to answer like the creation-evolution theory, formation of racial types, genetic drift etc

HIS 104: Introduction to Economic History

(2 Units C: LH 30)

Learning Outcomes

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

1. interpret the role of economic factors in human history;
2. analyse various economic concepts that shape the discourse on economic determinism; and,
3. explain how various historical epochs are defined by economic activity.

Course Contents

The course examines the general relevance of economic explanation to historical scholarship. It introduces the various tools and methods of economic analysis and defines such concepts as production, distribution, trade and markets (pre-Industrial, pre-colonial, and post-colonial) land and labour matters. Themes such as the relevance of economic explanation to historical scholarship – the primacy of material conditions or materialist determinism; basic concepts for the study of the economic and socio-economic formations; the productive forces, social relations of production, distribution and exchange.

HIS 105: Major World Civilisations

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of civilization and the embibe a cyclical view of it.
2. analyse the importance of civilizations in human history
3. discuss the major global civilizations and state their contributions to human development.



Course Contents

A general survey of some of the major world civilizations and some of their major contributions to historical developments e.g. the Egyptians, the Arabs, the Greeks, the Romans, Indians, the Chinese and the Europeans.

HIS 106: Archaeology of Nigeria:

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the craft of the archaeologist;
2. analyse the importance of archaeology in reconstructing history; and,
3. discuss the major archaeological sites in Nigeria and state their importance in the study of early Nigerian history.

Course Contents

Defines Archaeology, its meaning, techniques, and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approaches to the study of history, reconnaissance, excavation, artefact study and museums. Major archaeological sites such as Nok, Iwo-Eleru, Ife, Daima, Igbo-Ukwu, Dala will be surveyed.

HIS 108: Africans in the Diaspora Since Antiquity

(2 Units C: LH 30)

Learning Outcomes

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

1. articulate the concept of the "out of African movement".
2. demonstrate the connections between pre-historic population movement of peoples of African origin and their contemporary locations.
3. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

This is a study of the Negroid communities found outside Africa. The various theories and factors of their dispersal and their role in contemporary world affairs will be dimensioned. The course will also examine the contributions of Africans in diaspora to the geographic regions that they found themselves.

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



7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

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

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcome

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

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

Course Contents

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



**FAC 201: Digital Humanities: Application of Computer to the Arts
C: LH 30)**

(2 Units)

Learning Outcomes

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

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

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

HIS 201: Nigeria from 1000 – 1900

(3 Units C: LH 45)

Learning Outcomes

1. Students at the end of this course will be able to articulate the various historical forces that shaped the emergence of mini and mega states in Nigeria.
2. Students will comprehend the external factors like trade and religion in the historical development of mini and mega states.
3. Students will be able to identify various historical heroes that forged the bonds of unity in their communities and across inter-group lines.

Course Contents

The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state. The evolution of mega states like the Benin, Oyo in the south, the Igala and Kwara Confederacy in the central and the Hausa State and Kanem Borno will be analysed alongside mini and city states in the Niger Delta and Igboland. Factors of trade such as long distance trade across the Sahara and Atlantic Ocean, and regional trade between coastal peoples and the hinterland will also be discussed.



HIS 202: Economic History of Nigeria in the 19th Century (3 Units C: LH 45)

Learning Outcomes

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

1. analyse the forces and factors of production, distribution and marketing of products in the various nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and,
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics, inter-group relations, specializations in production processes, the role and impact of the Atlantic slave trade in both slave trading and slave holding societies will be studied.

HIS 203: Global History of Slavery and the Slave Trade (3 Units C: LH 45)

Learning Outcomes

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

1. articulate the various concepts of slavery as a human institution;
2. discuss the origins, evolution and spread of slavery in human societies;
3. distinguish between slave holding societies and slave trading societies; and
4. discuss the impact of slavery on human societies and the role it played in the emergence of racism.

Course Contents

The course explores the institution of slavery from its earliest origins to modern times. It examines the various types and forms of slavery and how the institution changed over time. The course also examines the major slave trading societies from the Vikings, Slavs, Romans, Chinese, Arabs, Africans and Europeans.

HIS 204: History of Islam and Christianity in West Africa from 1500 to 1900 (3 Units C: LH 45)

Learning Outcomes

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

1. discuss the major milestones in the introduction and spread of islam and christianity in west africa;
2. analyse the origins, spread and impact of the various jihadic movements in west africa; and,
3. discuss the role of the abolition of the slave trade in the spread of the Islam and Christianity in West Africa.

Course Contents

A general survey of the introduction and spread of Islam and Christianity in West African highlighting the motivating factors, major actors and the impact of both religions on the social, economic and political lives of its peoples.



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

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



Course Content

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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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

HIS 301: Nigeria from 1900 – 1970

(3 Units C: LH 45)

Learning Outcomes

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

1. articulate the colonisation of nigeria and the formation of new power structures;
2. make the nexus between colonial infrastructure development and the transformation of pre-colonial social and economic regimes;
3. discuss the various theories on how colonialism was dismantled after 1945 and the struggle for independence;
4. analyse the post independence government and discuss the various historical processes that play that triggered its collapse; and,
5. demonstrate a fair grasp of the nigerian civil war, its causes and consequences.

Course Contents

A study of 20th Century Nigeria, highlighting the increasing role of the European forces in the internal developments of the area, the fall of the indigenous state systems, colonialism, decolonization, independence and the post-independence problems such as political crises and the Nigerian civil war.

HIS 302: History Research Methods, Script Writing and Digital History Workshop (Entrepreneurship Specific course)

(4 Units C: LH 60)

Learning Outcomes

1. Students at the end of this course will be able demonstrate a firm understanding of how to develop and create historical content in a digital format.
2. Students will be able to develop scripts based on history or historical fiction for feature length films or documentaries.
3. Students will learn how to create business opportunities from historical information.
- 4.

Course Contents

This course is designed to introduce students to applications of new and inter-disciplinary digital humanities approaches, methodologies and tools, and to explore their application to text, image, sound, map, and other media sources. It will showcase digital history tools and the building of digital projects; Virtual Reality and the humanistic dimensions of interactive/immersive environments including video games and simulations. History and theory of the medium as well as tools and practices in their creation will also be featured. Other focus of the course will be business opportunities from script-writing for development of historical documentaries or movies based on historical events.

HIS 303: The Practice of History/Internship Training

(3 Units C: LH: 45)

Learning Outcomes

At the end of this course, students will:

1. gain practical experience on how a history graduate can function in an organisation.
2. able to showcase his research skills, report writing skills, and organisational management skills.



Course Contents

Students from the Department will use the period to gain experience in a broad range of public and private agencies, institutions, and programs. These include; historical societies or museums, Non-Governmental Organisation's. Developmental Associations etc. During the period of the Internship, the student will play a role in managing the institution's records or writing its history. They must submit a specific plan for the internship to the Head of Department and after completing the internship, must write a thorough report that will be graded.

HIS 304: Women in History

(2 Units C: LH 30)

Learning Outcomes

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

1. articulate the contributions of women to humanity's development over time and space;
2. identify milestones in the role of women in history; and,
3. identify remarkable women who stamped their names in the struggle for equity and justice.

Course Contents

This course examines the history of women beginning in the 15th century and concluding in the later 20th century. The roles women have played in political, economic, and private life will be emphasized. Major historical events which prompted significant cultural change, such as colonization, slavery, suffrage, wartime, productive/commercial activities and reproductive rights will be explored. Significant attention will be paid to important social history paradigms such as race/ethnicity, sexuality, age, religion, and class.

HIS 306: History of the Industrial Revolutions from 1750 to 2010 **C: LH 30)**

(2 Units

Learning Outcomes

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

1. discuss the process that led to industrial forms of production.
2. link the four major industrial epochs and the role they played in human history.
3. discuss the impact of the industrial revolutions and how it continues to determine the polarization of the world.

Course Contents

The course will interrogate the four major industrial revolutions viz: The first that saw the emergence of mechanical power driven by steam and water ; the second that was characterized by mass production, electrical and chemical industries; the third which was driven by information technology and automation; the Fourth Industrial Revolution which is also known as the digital revolution, that is characterized by a fusion of disruptive technologies blurring the lines between the physical, digital, and biological spheres.

HIS 401: Nigeria from 1970 to the present

(3 Units C: LH 45)

Learning Outcomes

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

1. discuss the major historical developments that took place in Nigeria after the civil war;
2. identify Nigerian leaders and discuss their role in developing and implementing policies that shaped the trajectory of the country from 1970 to date;



3. discuss the role of the armed forces in Nigerian history since 1970; and,
4. comprehend and discuss Nigeria as an "African giant" and the role of international actors in her development since 1970.

Course Contents

This is a study of contemporary Nigerian history. The course examines the political, economic and social developments since the end of the Civil War; efforts of reconstructions, the oil boom, the second Republic, the military intervention, economic depression and the democratic dispensation since 1999.

HIS 402: Economic History of Nigeria in the 20th Century (3 Units C: LH 45)

Learning Outcomes

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

1. discuss the major economic developments that occasioned colonial rule.
2. identify urban centres and public infrastructure that shaped aspects of Nigeria's development.
3. identify mercantilist groups and individuals that made great strides in the development of commerce and enterprise in Nigeria.
4. discuss the role of multinational companies in the economic history of Nigeria.

Course Contents

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

HIS 403: Learning From the Past: Applied History, Critical Thinking and Decision Making. (4 Units C: LH 60)

Learning Outcomes

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

1. demonstrate a strong grasp of how to isolate historical lessons.
2. understand how history serves as a "rear view mirror" of society.
3. Students' critical thinking skills will be sharpened as well as the capacity to evaluate historical developments.
4. analyse the "danger" of history, stereotypes, and the difference between official and unofficial history.

Course Contents

This course provides a basis for using history as a tool for analyzing national policy decisions. It focuses on skills associated with critical thinking, evaluation and prognosis. It will use political, social, economic, foreign, security, and scientific policies of select countries to see how lessons can be learnt from History. It will also draw attention to some common fallacies such as determinism and stereotypes in history and discusses ways to avoid them.



HIS 404: Philosophy of History

(2 Units C: LH 30)

Learning Outcomes

1. Students will be able to navigate the trajectory of history as an academic discipline in order to appreciate the major milestones.
2. Students will be able to discuss the concept of history everywhere, and its importance to building societal cohesion.
3. Students will be able to understand the danger of the abuse of history

Course Contents

The course examines the nature of history, its development as a discipline and its relevance to the society. It details some of the major debates in historical reconstruction such as chronology and sequence, causality and neutrality. The course also discusses the difference between the various operative and contextual theories and use and abuse of history especially for propaganda purposes.

HIS 405: Special Paper

(3 Units C: LH 45)

Learning Outcomes

1. students will be able to demonstrate the concept of "history everywhere"
2. students at the end of this course will be able to identify, analyse and primary source materials on selected and specialised subject matter.
3. students will be able to work with other students to develop local history initiatives and involve local communities.
4. students will be able to comprehend and discuss the various development plans that have been implemented in Nigeria.

Course Contents

This is a documentary study of a historical topic selected from a range of options offered by experts in the department.

HIS 406: Nation Building in Nigeria Since 1945

(2 Units C: LH 30)

Learning Outcomes

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

1. articulate the concept of nation building ;
2. discuss the key issues in the efforts at nation building in Nigeria;
3. isolate the notable gains and failures in building a united and prosperous country; and,
4. use lessons learnt to proffer suggestions on pathways to adopt for building a stronger nation.

Course Contents

The course examines post second world war Africa and discusses the subject of nation building against the back drop of the decolonisation. It examines the emergence of African nationalist and their struggles for independence and its attendant internal and external political challenges. Themes such as the civil war, irredentist movements, military and democratic rules will be examined to dimension how Nigeria has fared in the quest to build sustainable nation.



HIS 407: Long Essay

(6 Units C: PH 270)

Learning Outcomes

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

1. identify a research topic that seeks to add to the body of historical knowledge;
2. undertake research using the skills, the crafts and methods that the student has acquired in the previous three years; and,
3. defend his research outcome and conclusions before a panel of his peers and teachers.

Course Contents

Original projects based on research. Topics are selected by students guided by their supervisors and approved by the department.

Minimum Academic Standards

Equipment

Three categories of equipment are needed; for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Equipment for Teaching Purposes

The materials needed for teaching purposes include:

1. smart boards in all classrooms
2. computers and laptops,
3. projectors.

Office Equipment

H.O.D's Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. Air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 computer
11. 1 typist table and chair
12. A wall to wall carpeting
13. 1 car
14. 1 notice board
15. 1 blackboard
16. 1 desktop computer

Each Lecturer's Office

1. 1 table
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator



7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. 1 wall to wall carpeting for Professor's Office

c) Equipment for Staff Common Room

1. At least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. Refrigerator
4. 1 electric kettle
5. At least 30 teacups, plates, tumblers, etc
6. At least 4 sets of cutlery
7. 4 trays
8. 1 cupboard
9. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following categories of equipment are required:

1. a station wagon
2. one video camera
3. one tape recorder
4. a bus

Staffing

Academic Staff

The minimum staff required must be such that it can handle all the compulsory courses, the required and the electives. The Department must have at least one professor among its staff irrespective of the size and age of the department. Staff-Rank Mixes and Ratio should be based on the 20:35:45 guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively. Staff/Student Ratio for Islamic Studies should also be 1:30. Promotion criteria should be left to individual universities. However, a minimum of two publications, properly defined, shall be expected for promotion to the position of Lecturer 1. Substantial number of publications shall be expected for promotion to higher positions.

Non-Academic Staff

The Department should have at least the following supporting staff; an administrative secretary, a secretary for a maximum of 2 professors, a computer operator, a driver for each Departmental car and messengers/cleaners.

Library

There is need for a departmental library where current and up-to-date textbooks should be available for all the courses in the Department. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Space

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities



There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC guidelines are as follows:

H. o. D and each professor offices	18.5m ²
Other academic staff	13.5m ²
Other senior staff	13.5m ²
Research space allowance	16.5m ² /member of staff
Classroom space	0.7 m ² /student
Other department office and storage space	0.7 m ² /student
Seminar room	0.2m ² /student
Workshop	7.5m ² /student



B.A Ibibio

Overview

The BA Programme in Ibibio is designed to provide multidisciplinary training to students who are interested in the study and research of into the language of the Ibibio, literature and cultural practices of the people. It is an all-inclusive programme targeting the traditional aspects of the Ibibio language, current language uses and functions. It also involves a futuristic look at the possible roles of the Ibibio language in the digital age, where extant and new skills are instilled in the students to prepare them for their roles as citizens in a changing world. Various courses, spanning a 3 - 4 years programme, have been designed to achieve these goals. These courses include aspects that are concerned with understanding the science and roles of the Ibibio language, in relation to human thought and development, the composition of language, including the sound system, and the morphological and syntactic structures. The other components of the course is literature in the Ibibio language including oral and written texts touching on the genres of poetry, prose, drama, as well as contemporary studies in the areas of language use, especially in the digital age.

Since language is at the centre of every human endeavour in society, there is provision for collaborative studies with other disciplines not restricted to Music, Computer Science, Geography, Environmental Studies, Engineering History, Religion, Law, Theatre Arts, Health Sciences, the STEM courses and Education. At the end of their studies, the graduates will understand the place of language in national development, integration and cohesion. Graduates should also be well rounded individuals who can fit into various areas of private, national and international engagements.

Philosophy

The philosophy of the programme is to encourage the promotion and sustenance of interest in the study, understanding and development of Nigerian indigenous languages and culture in general, but more specifically, the understanding and development of the Ibibio language and its varieties spoken in the immediate community, collectively known as the Lower Cross languages, using language and research tools available in the current age of Information and Communication Technology. This philosophy is in line with the national philosophy of Education in Nigeria.

Objectives

The BA Ibibio programme is designed to:

1. expose the students to the various aspects of Ibibio, including linguistics, literature and culture of the Ibibio people;
2. train the students to be able to apply their knowledge of linguistics to solve practical problems like in translation, designing orthographies, language teaching, language testing, language planning, interpretation, forensic linguistics, etc.;
3. prepare the students for further studies in the discipline and/or for relevant careers like teaching, research, administration, etc.;
4. train the students to assist in the development of Ibibio by way of describing the language and ultimately writing in the language;
5. prepare the students for life in the 21st century and beyond, through the adoption of digital tools for language description and acquisition of entrepreneurial skills;
6. acquire the basic teaching and learning strategies for effective implementation of the Ibibio language curriculum at the basic and other levels of education;
7. acquire in-depth knowledge of the structure and form of the Ibibio language;
8. appreciate the value of the Ibibio language in national development;



9. position the Ibibio language to meet online presence and requirements;
10. acquire relevant entrepreneurial and creative skills for self-development in the Ibibio language;
11. demonstrate adequate commitment to the development of the language, and;
12. explore language use by sub-Saharan Africans to understand, organise, and transmit indigenous knowledge to future generations.

Unique Features

Among the unique features of the programme are:

1. the programme emphasises theoretical and practical issues relating to the teaching of the ibibio language at the basic and post-basic levels of education;
2. the course is taught in the ibibio and the english languages to enhance the students' mastery of spoken and written skills in the use of the language;
3. the programme will prepare students to be effective teachers, good translators as well as broadcasters;
4. the programme will train the students on how to exploit digital and online tools to create employment and visibility, and
5. the programme will prepare the students to be forward-looking national and global citizens;

Employability skills

Graduates of this programme would have several career opportunities in private, public and corporate sectors, nationally and globally. Among others, they would have acquired the following skills:

1. capacity as qualified teachers of the ibibio language, culture and literature in public and private schools;
2. the ability to conduct online lessons for the public, especially people in the diasporas;
3. broadcast skills that enable graduates of the programme work in radio, television and the social media;
4. oratory skills that can be used in chant and other poetic forms;
5. competence in editing and proof-reading;
6. advertising skills that qualify them to work as advertisers in ibibio language;
7. competence as lexicographers, and compilers of dictionaries;
8. translation and interpretation skills;
9. publishers of ibibio reading material, and
10. skills to work in museum management (tour guides, executive chef), as entrepreneurs, administrators, marketing managers, and public relations officers (in banks, government agencies, companies, etc.).

21st Century Skills

1. Critical thinking.
2. Problem solving.
3. Creativity.
4. Communication skills.
5. Digital and media literacy.
6. Collaboration and networking skills.
7. Team work.
8. Logical thinking.
9. Emotional and social intelligence.
10. Moral rectitude.



Admission and Graduation Requirements

Admission Requirements

Five (5) senior secondary Certificate (or its equivalent) (SSC) credits passes, including English Language and literature in English, at not more than two sittings (for the 4-year programme);

Direct Entry

A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and a Nigerian language or Literature in English.

Graduation Requirements

The BA Ibibio degree programme has a 4-year (8 Semesters) duration for UTME applicants and a 3-years (6 Semesters) for Direct Entry applicants. Graduates are expected to have offered, completed, passed and earned minimum credit units of 120 for UTME and 90 for Direct Entry, including the compulsory and required courses as may be offered by the Department. Graduates are also expected to obtain a minimum CGPA of 1.00.

Global 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	-
IBI 101	Introduction to the History of the Ibibio people, language, and culture	2	C	30	-
IBI 102	Ibibio Advanced Comprehension and Composition	2	C	15	45
IBI 103	Introduction to Linguistics I	2	C	30	-
IBI 104	Introduction to Linguistics II	2	C	30	-
IBI 105	Introduction to General Phonetics I	2	C	15	45
IBI 106	Introduction to General Phonetics II	2	C	15	45
	Total	18			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
IBI 201	Phonology of Ibibio Language 1	2	C	15	45



IBI 202	Morphology of Ibibio Language 1	2	C	15	45
IBI 203	Syntax of Ibibio Language 1	2	C	15	45
IBI 204	Introduction to Ibibio Oral Literature	2	C	15	45
IBI 205	Writing Systems and Orthography Design	2	C	15	45
IBI 206	Phonemic Analysis	2	C	15	45
IBI 207	Varieties of Prose in Ibibio	2	C	30	-
	Total	22			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Method in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
IBI 301	Phonology of Ibibio Language11	2	C	15	45
IBI 302	Syntax of Ibibio 1	2	C	15	45
IBI 303	Varieties of Poetry in the Ibibio Language.	2	C	15	45
IBI 304	Dialects and Dialectology in Ibibio Language	2	C	30	-
IBI 305	Introduction to Drama, Cinema and Films in Ibibio Language.	2	C	15	45
IBI 306	Literary History, Theory and Criticism	2	C	30	-
IBI 307	Ibibio Stylistics	2	C	30	-
IBI 308	Introduction to Ibibio Traditional Music	2	C	15	45
IBI 309	Introduction to African Linguistics	2	C	30	-
	Total	24			

400 Level

Course Code	Course Title	Units	Status	LH	PH
IBI 401	Issues in the Phonology of Ibibio Language	2	C	30	-
IBI 402	Ibibio Social Institutions and Material Culture	2	C	15	45
IBI 403	Contemporary literature in Ibibio Language.	2	C	30	-
IBI 404	Contrastive Studies in Ibibio and English	2	C	15	45
IBI 405	Lexicology and Lexicography	2	C	15	45



IBI 406	Translation	2	C	15	45
IBI 407	Issues in the Syntax of Ibibio Language	2	C	30	-
IBI 408	Entrepreneurial Studies in Ibibio	2	C	15	45
IBI 409	Project/ Long Essay	4	C	-	180
	Total	20			

Learning Outcomes and Course Contents

100 Level

GST 111: Communication in English

(2 Units C: LH 15;PH 45)

Learning Outcomes

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

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (pre-writing, writing, post-writing, editing and proof-reading; brain-storming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making, mechanics of writing, etc). comprehension Strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology (ICT) 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, etc.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of this 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 entity;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and



- list and suggest possible solutions to identifiable Nigerian environmental, cultural, social and moral problems.

Course Contents

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

IBI 101 : Introduction to the History of the Ibibio People, Language, and Culture (2 Units C: LH 30)

Learning outcomes

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

1. explain who the Ibibio are;
2. explain the origin and migration history of the Ibibio people;
3. state the relationship between the Ibibio language and the people's culture;
4. classify the sub-divisions or groups among the Ibibio;
5. relate the colonial history and how it affected the people;
6. recognise how the geography of the Ibibio people defines their occupations;
7. recall the history of the development of Ibibio orthography.
8. discuss the classification: genetic, typological of the Ibibio language;
9. differentiate between traditional and modern Ibibio society, and
10. appraise the outcome of Western impact on the Ibibio people.

Course Contents

The Ibibio people. Oral and written history of the people. Critical examination and discussion of the various historical sources. Migration history. Sub-divisions or groups of the Ibibio. The Ibibio and their neighbours. Internecine wars with their neighbours – Anaangs, Aros, etc. Colonial history, Slave trade, Palm oil trade. Maritime activities. Introduction to the Ibibio people, their language, their origin, migration, oral history, and their relationship with other ethnic groups in Nigeria and Africa. Introduction to the history of Ibibio orthography. History of the development of the Ibibio language. Language classification: genetic, typological and aerial. Scholarship over the years. Descriptions of the Ibibio language. The role of language in Ibibio culture. Ibibio culture and the society. Ibibio traditional society. Ibibio indigenous names. Ibibio religion, components of Ibibio religion – divinity, spirit and ancestral worship. Ibibio political system. Traditional marriage and the family. Ibibio people and the economy. Ibibio people and health, Ibibio festivals, Western impact on Ibibio people – positive and negative. The material and non-material cultures of the Ibibio people.



IBI 102 : Advanced Composition and Comprehension (2 Units C: LH 15; PH 45)

Learning outcomes

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

1. identify as well as classify components of Ibibio orthography;
2. focus on topic for proper understanding;
3. discuss different types of comprehension passages;
4. develop good public speaking skills;
5. build logical reasoning and competence skills in writing;
6. compose a well-defined incident or series of related incidents;
7. state or relate elements such as plot, character and settings, appropriately;
8. use precise language and specific details, appropriately;
9. justify the correct use of figurative language to promote writing;
10. describe with different documentation styles, and
11. demonstrate high-quality of creative writing skills.

Course Contents

Current Ibibio orthography and the components of the orthography. Composition with emphasis on spelling, punctuation, organisation, elaboration, and language use. Figurative devices. Comprehension exercises. Types of composition – narrative, explanatory/descriptive, argumentative, expository, dialogue. Formal and informal letter writing. Comprehension exercise. Oral delivery in the Ibibio language – formal and informal styles. Pre-writing – finding a topic, focusing on a topic, finding and organising information – building sentences, organizing paragraphs. Drafting – using peer response, revising, editing, proof-reading, and proof-reading marks. Modern usage of the Ibibio language. Survey of common errors of usage. Discussion of the principles of effective written and oral communication in the Ibibio language. Writing techniques employed by creative writers. Implications of word usage in creative writing. Proverbs and idioms in creative writing. Language use and diction. Documentation styles.

IBI 103 : Introduction to Linguistics I

(2 Units C: LH 30)

Learning outcomes

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

1. differentiate between the different branches of linguistics;
2. demonstrate the demarcation between natural language and forms of languages;
3. relate the evolution of human language to real life situation;
4. analyse language families effectively, and
5. appreciate the importance of linguistics to people in all spheres of life.

Course Contents

Meaning of Linguistics. The scope and the applications of linguistics. Branches of linguistics - descriptive, historical, comparative, socio-linguistics, applied linguistics (book publishing, machine translation, language teaching, language documentation, speech science and pathology, etc). Meaning of language. Characteristics of human language. Functions of language. Fallacies and misconceptions about human language. Language families. Theories of the origin of language. The nature and relation of human language to animal language. Relationship of human language to culture and structure.



Learning outcomes

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

1. identify phonemes and allophones in a language;
2. distinguish the different distinctive features;
3. describe phonology, morphology, syntax and semantic interface;
4. explain the difference between segmental and non-segmental features of the language;
5. differentiate between core linguistics concepts such as Langue and parole, competence and performance, paradigmatic and syntagmatic relationship;
6. conduct a synchronic or diachronic study on any natural language, and
7. discuss the relationship between language, culture and thought.

Course Contents

Introduction to linguistic concepts such as the phones, phonemes, distinctive features, morpheme/morphology, syntax, semantics and pragmatics, etc. Non-segmental aspects of language – syllable, tone, intonation, stress, length linguistic methodology and a formal description of language. Major linguistic concepts – langue and parole, competence and performance, paradigmatic and syntagmatic relationships. Pidgin and creole, lingua franca, bilingualism and multilingualism. Approaches to language/linguistic studies – synchronic and diachronic studies, prescriptive and descriptive studies. Language documentation and description. Relation between language, culture and thought. Practical exercises.

IBI 105 : Introduction to General Phonetics I**(2 Units C: LH 15; PH 45)****Learning outcomes**

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

1. explain what phonetics is and the relationship between its branches;
2. describe different types of sound;
3. discuss different airstream mechanisms and the sounds they produce;
4. recognise different organs of speech and the type of sounds that they produce;
5. identify components of the IPA chart;
6. draw and label consonant and vowel charts, and
7. transcribe speech sounds.

Course Contents

Meaning of Phonetics. Branches of Phonetics – articulatory phonetics, auditory phonetics and acoustic phonetics. Relationship of the branches. The relationship between Phonetics and Linguistics. The nature of the speech producing mechanism – pulmonic airstream mechanism, glottalic airstream mechanism, and velaric airstream mechanism. Organs of speech – movable and immovable organs of speech. Functions of the organs of speech. The IPA. Vowels and consonant charts. Criteria for the description of vowels. Vowels in natural language. Cardinal Vowels. English vowels. Pure vowels, diphthongs, triphthongs. Criteria for the description of consonant sounds. Consonant in natural language. Description and analysis of English consonants. Word position in English. Transcription and types. Transcription systems. Practice in the recognition, reproduction and transcription of speech sounds as well as classification of speech sounds.



Learning outcomes

At the end of the course, the students should be able to:
distinguish meaningful speech sounds from noises.

1. appraise the importance of acoustic phonetics and other branches of Phonetics.
2. identify the manifestation of tone, stress and intonation in a language.
3. recognise the role of tone, stress and intonation in communication.
4. analyse pitch, duration, amplitude in a spectrogram.

Course Contents

Meaning of sound. Types of sound – speech, music and noise. Relationship between acoustic phonetics and other branches of phonetics. Introduction to acoustic phonetics – amplitude, loudness, duration, continuous sound, impulse-like sound, intensity, frequency, cycle, period, timbre, transducer, attenuation, etc. Non-segmental/prosodic features of speech, such as tone, stress and intonation. Factors that affect pitch. Practical work in the study, analysis and transcription of the speech sounds and prosody of languages (Ibibio and other African languages) they are familiar with.

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. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. discuss 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.



Learning Outcomes

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

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

Course Contents

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
LH 30)****(2 Units:****Learning Outcomes**

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

1. 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, and
6. apply DH to new research, publishing, media, networking.

Course Contents

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



FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

IBI 201 : Phonology of Ibibio I

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. discuss the relationship between phonetics and phonology;
2. differentiate between sounds and letters;
3. relate the different phonemic theories;
4. appraise the different views of the phoneme;
5. identify distinctive features in the Ibibio language using distinctive feature theory;
6. demonstrate generative rules using different exercises;
7. describe Ibibio sounds system and classification;
8. discuss articulatory and distinctive features of Ibibio sounds;
9. identify Ibibio sound patterns of occurrence and distributions;
10. analyse Ibibio syllable structure, phonotactics and syllable weight, and
11. describe phonological processes – segmental and syllable processes in the Ibibio language.

Course Contents

Introduction to Phonology. Relationship between phonetics and phonology in a structural framework. Principles of phonology. Relationship between sounds and letters. Phonemes, allophones. The phonemic theory – the phoneme as a phonetic reality, physical, phonological reality and psychological reality of the phoneme. The distinctive feature theory and generative phonology. Phonetic description and classification of Ibibio sounds. Articulatory and distinctive features of Ibibio sounds. Ibibio vowel and consonants. Distribution of sound and distribution. The syllable. Ibibio syllable structure, phonotactics, syllable weight. Phonological processes – segmental and syllable processes. Deletion, insertion/epenthesis, assimilation. Transcription. Prosodic features in the Ibibio language - tone and intonation

IBI 202 : Morphology of Ibibio Language

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. explain what morphology is;
2. state the relationship of morphology to phonology and syntax within their structural demarcation;
3. identify morphemes, their classification and functions;



4. analyse word formation processes;
5. differentiate between morphological typology of languages;
6. analyse word within the context of Ibibio morphology;
7. discuss morphological processes in the Ibibio language;
8. analyse types of affixation with data from the Ibibio language;
9. analyse types of compounding with data from the Ibibio language, and
10. analyse types of reduplication with specific data from the Ibibio language.

Course Contents

Meaning of morphology. Relationship of morphology to phonology and syntax within structural and other frameworks. Identification of morphemes, their classification, (e.g. root, affix, stem, inflectional, derivational). Lexical and grammatical categories. Morphological processes – affixation, compounding, reduplication, suppletion. Morphological typology of languages (e.g. isolating, agglutinative, fusional languages). Morphological description and analysis of morphemes. Word structure in Ibibio. Word formation processes in the Ibibio language. Morphological processes in the Ibibio language (affixation types, types of compounding, types of reduplication).

IBI 203 : Syntax of Ibibio

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. identify different parts of speech;
2. analyse the sentence and its constituent parts;
3. demonstrate the grammatical functions of the sentence parts;
4. identify types of sentence in the Ibibio language, and
5. recognise clause structure in the Ibibio language.

Course Contents

Introduction to the Ibibio word classes or parts of speech. The sentence and its constituent parts. The grammatical functions of the sentence parts. Clause types – dependent, independent. Structural sentence types – simple, compound, complex, compound-complex sentences. Functional sentence types – declarative, imperative, exclamatory, interrogative sentences. Transitive and intransitive verbs, complementation, relativisation, nominalisation, etc.

IBI 204 : Introduction to Ibibio Oral Literature

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. differentiate between oral and written literature;
2. discuss the characteristics of Ibibio oral literature;
3. identify the different forms of oral literature;
4. contributions of oral literature to the development of Ibibio language and culture of the people, and
5. identify the problems involved in the collection and classification of oral literature.

Course Contents

Scope of Ibibio oral literature. Oral and written literature. Forms of Ibibio oral literature, folktales and traditional poetic forms. Importance of oral literature. Characteristic features of Ibibio oral literature. Relationship between Ibibio oral and written literature. Types of oral literature/performance in Ibibio. Drama - African/Ibibio puppet drama/game, dance drama.



Distinction between Ibibio oral and written literature. Ibibio oral literature and style. Beliefs and superstitions. The literary artist as a story teller, poet, and dramatist. Problems involved in the collection and classification of oral performance and the way-out.

IBI 205 : Writing System and Orthography Design (2 Units C: LH 15; PH 45)

Learning outcomes

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

1. state the different types of writing systems;
2. identify Alphabet types;
3. recognize the Syllabary;
4. distinguish between different scripts;
5. describe the Medefaidrin script;
6. recognize the Nsibidi script;
7. critique the notion of "constructed languages";
8. explain the concept of orthography;
9. recognize the importance of an orthography in language development;
10. discuss the role of the linguist in developing orthography for unwritten languages;
11. analyse the principles of a good orthography;
12. appreciate sign language;
13. examine components of different orthographies in Nigeria;
14. justify the steps towards the standardization of indigenous language orthography;
15. acquire writing and literacy skills, and
16. design an orthography for an unwritten language.

Course Contents

Meaning of writing system. Importance of writing. Different writing systems – alphabet, pictographic/ideograph, syllabry, logographic, IPA. Constructed languages. Sign languages, and others. Different scripts – Latin, Chinese, Arabic. Writing different types of languages. Writing system unique to the Ibibio people - Nsibidi, Medefaidrin, etc. Role of linguists in designing orthography for an unwritten language. Practical steps for designing an orthography. Principles of a good orthography – Accuracy, Consistency, Familiarity, Harmonisation and Acceptability (Williamson 1984). Role of orthography in language development. Literacy and writing.

IBI 206 : Phonemic Analysis

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. recall the various views of the phoneme;
2. explain the phonemic principle;
3. distinguish between the phoneme and the allophone;
4. describe how to represent the phoneme from the allophone;
5. identify the discovery procedures in identifying phonemes and allophones, and
6. apply the procedures in finding the phonemes of the Ibibio language.

Course Contents

Examine different views of the phoneme; the phonemic principle, discovery procedures and their application to natural language data, especially to the Ibibio language; distinction and representation of phonemes and allophones. Application of the discovery procedures to phonemic analysis of any Lower Cross language.



Learning outcomes

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

1. analyse the elements of prose writing;
2. identify the major types of prose and their sub-categories;
3. discuss characteristics of the novel, parts of a novel;
4. explain various techniques involve in writing novel;
5. identify different voices used in writing prose;
6. explain the universality of folktales;
7. identify types of folktales;
8. define the role of narrative techniques of folktales;
9. analyse the creativity and originality of rendering folktales, and
10. analyse the role audience folktales telling session.

Course Contents

Introduction to the various prose forms in the Ibibio language: novels, romance, short stories, essays, translations, etc. Origins of prose writing in Africa. Elements of prose writing. Scope of prose literature, fictional and non-fictional prose. Differences between novel, short story and novelette/novella. Epic form of prose fiction. Prose romance and characteristics. Biography and autobiography. Characteristics of the novel. Parts of a novel. Techniques in writing the novel. Techniques of literary analysis with special reference to prose. The female voice in prose literature. The folktale – the universality of folktales. Types of folktale. Motifs in folktales. The world of folktales, characteristics, setting, techniques, performance, the narrator and the audience. Songs in folktales. Creativity and originality in rendering folktales and myths, folktales and legends. Narrative techniques of folktales.

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

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

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).5

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field works to collect data;



5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and
7. write a report of the Long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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

IBI 301 : Phonology of Ibibio II

(2 Units C: LH 15; PH 45)

Learning outcomes

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

1. relate underlying structure to surface structure;
2. analyse the different phonological processes in the Ibibio language;
3. analyse phonetic specificity;
4. explain generative phonology features-syllabic/non-syllabic, consonantal/non-consonantal, and
5. write and translate formal phonological rules for any form of phonological argument;

Course Contents

Analytical examination of the phonological processes in the Ibibio language. Assimilation. Nasalisation. Epenthesis. Vowel harmony, Deletion. Lengthening. Neutralisation. Tonal processes. Syllable structure. Generative Phonology - phonological rules, phonological theories, theoretical primes and formal devices. Argumentation and analysis.



IBI 302 : Syntax of Ibibio Language II**(2 Units C: LH 15; PH 45)****Learning outcomes**

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

1. appraise traditional grammar;
2. explain the TGG theory;
3. analyse the Ibibio syntax, using TGG;
4. categorise the features of Ibibio sentences;
5. identify the different clause structures in Ibibio;
6. distinguish the different sentence structures;
7. explain Transformational Generative Grammar (TGG) theory;
8. apply TGG rule to Ibibio sentence constructions;
9. identify serial verb construction in the Ibibio language;
10. analyse syntactic phenomenon in Ibibio, and
11. analyse syntactic constructions in the Ibibio language.

Course Contents

Traditional Generative Grammar (TGG) – word and phrasal categories. The Transformational Generative Grammar theory – FSG, PSG, TGG, GB, Minimalist Theory. Application of TGG to the analysis of the Ibibio clause structure – dependent and independent clauses, sentences. Statements, interrogatives, declaratives, imperatives, focus constructions, etc. The Transformational Generative Grammar theory. Application of TGG to the analysis of the Ibibio sentences – statements, interrogatives, declaratives, imperatives, focus constructions, independent clause, and subordinate/dependent clause. Verb and concord markers in Ibibio. Syntactic phenomenon viz., focusing, topicalisation, clefting, passivation, ergativity, causatives. Types of causatives, and construction – serial verb construction, etc.

IBI 303 : Varieties of Poetry in Ibibio Language**(2 Units C: LH 15; PH 45)****Learning outcomes**

At the end of this course students should develop the capacity to:

analyse different poetic forms in the Ibibio language;

1. examine characteristics of Ibibio poetry;
2. analyse elements of Ibibio poetry;
3. identify the socio-cultural functions of Ibibio poetry in the society;
4. analyse different styles of writing poetry, and
5. adopt appropriate tools for documentation and analysis of Ibibio poetry.

Course Contents

Poetic forms in the Ibibio language, their structure and their functions. A critical appreciation of poetic forms. Characteristics of Ibibio poetry. Elements of Ibibio poetry. Literary devices in Ibibio poetry – language and diction, style, prosodic elements, figures of speech, musical accompaniment, etc. Poetry and the society – the socio-cultural functions of Ibibio poetry in the society. Challenges in documenting Ibibio poetry. Tools for the documentation of Poetry in Ibibio.

IBI 304: Dialects of Ibibio Language**(2 Units C: LH 30)****Learning outcomes**

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

1. distinguish between dialect and language;
2. appreciate the concept of mutual intelligibility;



3. appreciate mechanisms of language variations;
4. analyse language change;
5. relate language continuum;
6. appreciate dialect and social strata, and
7. apply dialect concept to real situation.

Course Contents

Dialect and language. Mutual intelligibility. Tones/accent. Geographical dialect continua. Social dialect continua. Urban dialects, social differentiation and language. Language and ethnic groups. Youth variety. Variability and mechanisms of variation. Dialect contact and new dialect formation. Dialect change. Dialect maps. A detailed study of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of the Ibibio language.

IBI 305 : Introduction to Drama, Cinema and Film in Ibibio (2 Units C: LH 15; PH 45)

Learning outcomes

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

1. analyse elements of Ibibio drama;
2. analyse movies critically;
3. discuss concepts of drama in the local language of the Ibibio people;
4. appraise a drama script, and
5. develop drama and film scripts.

Course Contents

Elements of Ibibio drama. Characteristics of Ibibio drama. Types of Ibibio drama. Dramatic techniques in the Ibibio language, concept of drama in the local language of the people. A survey of early attempts at play writing and play acting. The influence of traditional and folk drama and an appraisal of the written plays. The emergence of cinema and films; types of films, film criticism. Different media of film criticism (newspapers, magazines, academic journals, the internet and television). The current state of Ibibio films and criticism of selected plays. Excursion to a cinema house and movie theatre.

IBI 306 : Literary History, Theory and Criticism (2 Units C: LH 30)

Learning Outcomes

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

1. appreciate literary works constructively;
2. demonstrate valid judgments with the use of theories;
3. explain meaning of theory in literary criticism;
4. examine the advantages and disadvantages of adopting foreign theories in analysing African literature;
5. appraise types of literary criticism theories, and
6. apply theory in the analysis of Ibibio text.

Course Contents

Literary history among the Africans before the advent of colonization, in relation to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism etc. Modern criticism and the use of theories. Meaning of theory in literary criticism. Classification of theories. The advantages and disadvantages of adopting foreign theories in analysing African literature. A



study of the Classics: Western and Marxist theories of literature as they relate to the prose, poetry and drama. An application of the Classics to Ibibio literature.

IBI 307 : Ibibio Stylistics

(2 Units C: LH 30)

Learning Outcomes

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

1. evaluate the graphemes in a literary text;
2. compare different styles for writing;
3. distinguish between the features of prose and poetry in the Ibibio language;
4. construct informal and formal conversation in Ibibio and English;
5. recognise literary style as individualistic as the fingerprint;
6. apply different levels of linguistics in analysing literary texts;
7. recognise principles of stylistics;
8. explain purpose of stylistics, and
9. critique and review literary texts.

Course Contents

Theoretical study of stylistics in the Ibibio language. Theories and ideas of the relationship between stylistics, literature, and linguistics. Literary features and devices of literature in the Ibibio language. Stylistic features of prose and poetry – oral and written in the Ibibio language. Application of the principles of stylistics. Functions and purpose of stylistics study. Levels of linguistics. Linguistic stylistics and literary stylistics. Style as choice, man-made – deviation, situation, and as period of time.

IBI 308 : Introduction to Ibibio Traditional Music (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify forms and functions of Ibibio traditional music;
2. examine forms and styles of Ibibio traditional music;
3. analyse types and functions of Ibibio traditional musical instruments;
4. identify music for different occasions;
5. discuss Ibibio traditional aesthetic designs (costumes, body decorations, etc.);
6. appreciate the role of traditional musicians among the Ibibio people, and
7. discuss the role of traditional musicians in the society.

Course Contents

Forms, functions and the qualities of the Ibibio traditional music. Features of Ibibio traditional music in the society. Types of Ibibio Traditional Music – vocal, instruments, dance/theatrical music, etc. Forms and styles of Ibibio traditional music. Ibibio traditional musicians. Ibibio traditional musical Instruments - types and functions of Ibibio traditional musical instruments. Ibibio traditional aesthetic designs (costumes, body decorations, etc).

IBI 309 : Introduction to African Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. examine African language phyla and major language families;
2. identify structural characteristics of African languages;
3. discuss African lingua franca – English, Pidgin, Creoles and others;
4. analyse colonial influence on African languages;



5. analyse suprasegmental features in African languages, and
6. identify the unique features of African languages – clicks, tone, doubly articulated sounds, noun class system, serial verbs, ideophones, gender markers, nasality, etc.

Course Contents

Classification of African languages – Niger Congo, Nilo Saharan, Afroasiatic, Khoisan. African phyla and major languages. Structural characteristics (phonological, morphological, and grammatical) of selected African language(s) (e.g. tone and Bantu-type noun classification, click sounds, ideophones, serial verb constructions). The main African language-based lingua francas. Pidgin and Creoles. Dominant non-African languages.

400 Level

IBI 401 : Issues in the Phonology of Ibibio

(2 Units C: LH: 30)

Learning Outcomes

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

1. identify and mark tones;
2. justify vowel harmony;
3. make clear distinctions on tone, intonation and length;
4. formulate phonological rules;
5. analyse phonological processes in Ibibio;
6. discuss areas that need to be reviewed in the current Ibibio orthography;
7. justify the phonology/morphology interface of nominals, involving verbs, and
8. appraise the current Ibibio orthography.

Course Contents

Current topical and relevant issues in the phonology of the Ibibio language (e.g. tones, vowel harmony, syllable structure; phonological processes. Tonal processes. Weight considerations. Length, intonation, etc.), Issues in the current orthography of the Ibibio language. Issues of orthography.

IBI 402: Ibibio Social Institutions and Material Culture 30; PH 90)

(2 Units C: LH

Learning Outcomes

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

1. justify the existence of customary, traditional and ritualistic institutions of the Ibibio people;
2. narrate some mythical and legendary stories in your community;
3. interpret these stories and relate them to the social environment;
4. compare these stories and describe their life lessons;
5. appreciate the unique feature of the Ibibio material culture, and
6. defend major cultural practices.

Course Contents

Identification and discussion of the various customary, traditional and ritualistic institutions of the Ibibio people. Legends, myths, beliefs and superstitions surrounding Ibibio cultural institutions that are relevant in the sociological and ethical life of the people. Material culture of the people – cuisine, artifacts, architecture, attires, motifs, decorations, etc.



IBI 403: Contemporary Literature in Ibibio Language**(2 Units C: LH 30)****Learning Outcomes**

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

1. rate other poems in terms of their content, style and lessons;
2. evaluate their relevance;
3. appreciate the poems, and compose stories with cultural relevance;
4. evaluate different stories and justify inherent themes;
5. support the stories with their moral lessons;
6. identify the features of Ibibio contemporary poetry;
7. compose poems that address events, people, culture and government; and
8. describe the occasion of different songs and other poems;

Course Contents

A detailed and analytical study of prose fiction in the Ibibio language – written texts, myths, legends, storytelling, etc. A detailed and analytical study of poetry in the Ibibio language – ballads, epic, ode, etc. Different types of Ibibio riddles, proverbs, songs, etc

IBI 404: Contrastive Studies in Ibibio Language**(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

1. compare the structure of English and Ibibio languages;
2. assess the differences between the two languages;
3. compare the similarities between two systems;
4. recognize different styles in formal and informal usage;
5. recognize differences in spoken and written form of the Ibibio languages, and
6. choose suitable different teaching methods for some lessons.

Course Contents

A systematic examination of the structure of the two languages, English and Ibibio. Segmental similarities and differences – consonants, vowels. Non segmental similarities and differences – stress, tone, intonation. Different styles in language use – use of contractions, question tags, etc. Formal and informal usage. Spoken and written forms. Emphasis on areas requiring special attention in teaching the Ibibio language to speakers of English.

IBI 405: Lexicography and Lexicology**(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

1. explain lexicography and lexicology;
2. explain the principles of lexicography;
3. report on the processes of dictionary making;
4. provide the phonetic/phonological, morphological, syntactic, semantic as well as pragmatic information for each lexical item;
5. explain entries, semantic fields, rank, cross referencing in dictionary making;
6. demonstrate the ability to use a software tool for dictionary making _Flex, Lexique Pro, we say;
7. compile a dictionary manually, and
8. choose a suitable software to aid the compilation of a specific domain dictionary in Ibibio.



Course Contents

Introduction to words and dictionary making. Writing of unwritten languages. Phonemic transcription. Entries, definition, frequency and rank. Cross references. Lexical and semantic fields. Types of classification and presentation (mono-/bi- and multilingual glossaries and dictionaries, encyclopedia, specialised glossaries, frequency dictionaries). Software tools for dictionary making – Flex, Lexique Pro, etc.

IBI 406: Translation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. distinguish between Translation and Interpretation;
2. justify the adoption of a particular translation theory.
3. adopt Paratext tool in translating a specific text;
4. review a translated text;
5. compare a translated text with the text of the source language, and
6. evaluate and compare the original message in the source language with the translated text.

Course Contents

Define and explain Translation. Interpretation. Different translation theories. Justification of the adoption of a particular translation theory over another. Translation tools, e.g. Paratext – benefits and disadvantages. Review a translated text. Comparison of a translated text with the text of the source language. Practical translation of documents from English to Ibibio and vice versa. Evaluate and compare the original message in the source language with the translated text.

IBI 407 : Issues in the Syntax of Ibibio language

(2 Units C: LH 30)

Learning Outcomes

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

1. justify the grammatical indicators in tense, aspect, mood as well as vowel relationships;
2. argue for the existence of ideophones;
3. support the argument for pronominalisation;
4. account for the existence of relativisation;
5. discuss relexification in relation to binding principles of GB;
6. argue for Ibibio focus constructions, and
7. discuss serial verb constructions in Ibibio language.

Course Contents

Current topical and relevant issues in the syntax of the Ibibio language – tense, aspect, vowels and their relationships. Ideophones. Pronominalisation, Relativisation, Reflexivisation, Nominalisation. Adjectives. Adverbs. Verbs. Focus constructions. Serial verb constructions.

IBI 408: Entrepreneurship Studies in Ibibio

(2 Units C: LH 30; PH 90)

Learning Outcomes

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

1. identify entrepreneurship in Ibibio programme;
2. state the significance of entrepreneurship in Ibibio programme;
3. explore entrepreneurship opportunities in Ibibio programme;
4. discuss the qualities of successful entrepreneurs;



5. analyse the characteristics of successful entrepreneurs;
6. explain the type of entrepreneurship Ibibio study, and
7. identify the factors affecting entrepreneurship in the study.

Course Contents

Theories of entrepreneurship. Practical implementation focusing on different stages of entrepreneurship processes, including business model innovation, monetization. Theoretical exploration. Study opportunities and risks of entrepreneurship. Skills in business communication and oral presentations that allow students to integrate entrepreneurship concepts and interacts with business experts. Opportunities provided by individual and small or mass business entrepreneurship initiatives in language. Organising events. Translation of scripts. Writing skills. Training on culture. Teaching opportunities. Skills in editorial work. Staff recruitment. Home tutors. Virtual classrooms. Remedial classes. Literacy centres. Speech therapists. Reading consultants. Ibibio training centre, etc.

IBI 409 : Project

(4 Units C: PH 180)

Learning Outcomes

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

1. choose a researchable topic for approval;
2. review past ideas (literature review) to refute or support a proposition;
3. choose a suitable theoretical framework(s) ;
4. apply relevant sampling, statistical, quantitative or qualitative approaches to the work;
5. investigate the identified problems and proffer solutions, accordingly;
6. report on the findings and relate them to the research theoretical framework(s).
7. adopt suitable documentation to your work in this case, APA latest or accepted edition, in reporting the work;
8. ensure proper acknowledgements to avoid self or other forms of plagiarism and other ethical concerns, and
9. defend the research work.

Course Contents

Identification of a language. literary and/or cultural problems in Ibibio. Develop the concept. Plan and execute a well-conceptualized research with a presentation of a written report on the study conducted. Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solution to the problem so identified. Writing the project under a competent supervisor.

Minimum Academic Standards

Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Language laboratory

1. Desktop computers, photocopying machines.
2. Printers, public address system.
3. Cultural artifacts of the Ibibio language
4. Software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.)
5. Video cassettes, charts, television sets.
6. Translation materials, etc.
7. Wifi, strong internet facility



Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms
2. computers and laptops,
3. electronic projectors.
4. language laboratory
5. desktop computers, photocopying machines printers, etc
6. public address system.
7. cultural artefacts of the Ibibio language
8. software tools for language analysis (Praat, Flex, LexiquePro, We Say, Paratext.)
9. video players, audio recorders, charts, television sets.
10. translation materials.

Office Equipment

(H.o.D's Office)

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. 1 air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 typist table and chair
11. Tiled floors
12. 1 official vehicle
13. 1 notice board
14. 1 smart board
15. 1 desktop computer

(Each Lecturer's Office)

1. 1 executive desk plus swivel chair
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. Tiled floor for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. microwave
5. 1 electric kettle
6. at least 30 teacups, plates, tumblers, etc
7. at least 4 sets of cutlery
8. 4 trays



9. 1 cupboard
10. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following things are required:

1. one bus for field trips
2. a station wagon
3. one video camera
4. one tape recorder
5. still camera

Library

There must be adequate library facilities to cater for the needs of staff and students in all the Ibibio programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications etc. in sufficient numbers. There should be shelves in the University main library and the Faculty libraries dedicated to the programme with relevant reading books in the area of Language and Literature of the Ibibio, and current Journals in the Ibibio language published both within and outside the university. Most importantly, provisions should also be made to access online publications in the subject matter.

Classrooms, Laboratories, Workshops and Offices

The programme should have one dedicated classroom and may share classrooms with other courses.

There should be a resource room where the cultural artefacts of the Ibibio language are housed.

There should also be a language laboratory with all the accompanying equipment for teaching and learning of the Ibibio language.

Every lecturer in the programme should have a comfortable office space. Where office space is a challenge, then staff below the rank of senior lecturer can share office but not more than two per office space. Every lecturer should have a writing table, a comfortable chair, two visitors' chairs, and a bookshelf as expected minimum equipment.

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be **20:35:45**, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.



Academic Support Personnel

Teaching Assistant/Demonstrators to assist lecturers in the conduct of tutorials, practical's and field work.

Administrative Support Staff

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

Technical Support Personnel

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

Spaces

The NUC recommends the following physical space requirement:

		m ²
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85
Laboratory Space	-	7.50



B.A Igbo

Overview

The BA programme in Igbo seeks to train students in various aspects of African Languages for the appreciation of the structure and development of African languages, culture and literature. African languages expose the students to languages use by sub-Saharan Africans to understand, organize, and transmit indigenous knowledge to successive generations.

Philosophy

The Philosophy underlying the degree programme in African Languages and Literatures (Igbo) is to give a deep insight into the structure and development of the language, culture and literature, both oral and written, in order to provide skills for language planning for national development.

Objectives

The objectives of this programme are to:

1. expose students to various aspects of igbo language, linguistics, literature and culture with a view to helping them achieve greater competence and sophistication in their understanding and appreciation of the values inherent in those aspects;
2. train them to be able to apply their knowledge for the advancement of their society;
3. prepare them for further studies in the discipline and/or for relevant careers (e.g. teaching, administration, etc.);
4. explore language use by sub-saharan africans to understand, organize, and transmit indigenous knowledge to successive generations. language serves as a road map to understanding how social, political, and economic institutions and processes develop from kinship structures, the evolution of political offices, trade relations, to the transfer of environmental knowledge;
5. expose students to the study of an african language at the elementary, intermediate, and advance levels through contact hours with a language coach etc.; and
6. equip the students with creative skills required for self-development and entrepreneurship.

Unique Features of the Programme

The African Languages and Literature programme is unique in the following ways:

1. embraces the study of both the language, literature and the culture components of a chosen African language;
2. it is equitable and inclusive. It considers the abilities and background of all students. Therefore, all students on the programme will be able to learn, and they are capable of being successful;
3. it is learner-centred and learner-friendly. It takes learner's needs into consideration;
4. it is relevant to students' current and future lives, experiences, environments and aspirations;
5. it is dynamic and structured to evolve regularly to meet the needs of learners and the society;
6. it is well organised and structured as it gradually builds the learning experience. It allows for continuity of experiences as the learner progresses and grows;
7. every aspect of the curriculum has a clear objective or end goal to achieve;
8. it is open and flexible; it can address new challenges and opportunities by integrating new/emerging issues. It is not rigid as it allows room for flexibility, monitoring and evaluation;



9. it is coherent and consistent across different education stages/grades and learning objectives;
10. it provides sufficient scope for holistic development of the learner and for the cultivation of unique skills, knowledge, values, interest, attitudes, personality and appreciations; and
11. it has entrepreneurship courses that prepare the students for self-employment.

Employability Skills

There are several career opportunities for African Languages and Literatures' graduates in government, parastatal organisations and the private sector. Among the employability skills to be emphasised in the programme are the following:

1. teaching (mother-tongue and non-mother tongue) in schools and colleges;
2. translation and interpretation for public and private organisations;
3. translation and editing;
4. literary and textual expertise for publishing companies;
5. forensic linguistics;
6. creative writing and research education;
7. archive work, Arts and Media Management;
8. teaching Igbo language and literature, and
9. speech language pathology – assessing and treating speech, voice, language or fluency disorders.

21st Century Skills

Among the 21st century skills emphasised in the programme are the following:

1. critical thinking
2. communication
3. collaboration and team-working skill (especially in heterogeneous groups)
4. creativity
5. information literacy
6. media literacy
7. technology literacy
8. flexibility

Admission and Graduation Requirements

Admission Requirements

Admission into the programme shall be through Preliminary or Indirect and Direct Entry mode:
Four-year Degree Programme:

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level. A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and a Nigerian language or Literature in English.

Graduation Requirements

To be eligible for the award of a degree, a student must obtain a minimum total of 120 credits/units in a 4-year degree programme, or 90 credits/units in a 3-year degree programme.



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST112	Nigerian Peoples and Culture	2	C	30	-
IGB 101	Introduction to the people, Language and Culture of Igbo people	3	C	45	-
IGB 102	Introduction to the History of the Igbo people	3	C	45	-
IGB 103	Advanced Comprehension and Composition I	3	C	45	-
IGB 104	Orthography of Nigerian languages	2	C	30	-
IGB 105	Introduction to Linguistics I	2	C	30	-
IGB 106	Introduction to Linguistics II	2	C	30	-
IGB 107	Introduction to the Oral Literature of Igbo Language	2	C	30	-
Total		19			-

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	-
FAC 202	The Arts and Other Discipline	2	C	30	
IGB 201	Survey of the Literature in Igbo Language	3	C	45	-
IGB 202	Phonology of Igbo Language I	2	C	30	-
IGB 203	Morphology of Igbo Language	2	C	30	-
IGB 204	Syntax of Igbo Language I	2	C	30	-
IGB 205	Use of the Igbo Language	2	C	30	-
IGB 206	Varieties of Prose Writing in Igbo Language	2	C	30	-
Total		21			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
IGB 301	Varieties of Igbo Poetry	2	C	30	-
IGB 302	Igbo Syntax II	3	C	45	-
IGB 303	Igbo Dialects	2	C	30	-
IGB 304	Stylistics	2	C	30	-
IGB 305	Literary Criticism	2	C	30	-
IGB 306	Introduction to the Culture, Thoughts and Beliefs of Igbo People	2	C	30	-
IGB 307	Translation	2	C	30	-
Total		23			

400 Level

Course Code	Course Title	Units	Status	LH	PH
IGB 401	Issues in the Phonology of the Language	2	C	30	-
IGB 402	Culture of the People Concerned	3	C	45	-
IGB 403	Issues in the Syntax of the Language	2	C	30	-
IGB 404	Introduction to the Traditional Music of the People	2	C	30	-
IGB 405	Contemporary Prose Fiction in the Language	2	C	30	-
IGB 406	Contemporary Poetry in the Language	2	C	30	-
Total		13			

Course Contents and Learning Outcomes**100 level****GST 111: Communication in English****(2 Units: LH 15; PH 45)****Learning Outcomes**

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

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



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: Pre-writing, writing, post-writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary writing, essays, letter writing, 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
5. towards national development;
6. enumerate the challenges of the Nigerian State towards Nation building;
7. analyse the role of the Judiciary in upholding people's fundamental rights;
8. identify acceptable norms and values of the major ethnic groups in Nigeria, and
9. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914). Formation of political parties in Nigeria. Nationalist movement and struggle for independence. Nigeria and the challenges of nation-building (military intervention in Nigerian politics. Nigerian Civil War. Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification). Judiciary and fundamental rights. The 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; Re-orientation Strategies – Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



IGB 101: Introduction to the People, Language and Culture (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student is expected to:

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language, and
3. explain the thoughts and beliefs of the people.

Course Contents

This course introduces the students to the people, their Language and culture. Thoughts and beliefs. Their origin, migration, and oral history. Their relationship to other peoples in Nigeria and Africa. The Language component includes: introduction to the orthography and the history of the orthography. History of the development of the Language. Its classification: Genetic, typological and aerial. Scholarship over the years.

IGB 102: Introduction to the History of the People (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the Student will be able to:

1. have adequate information about the origin of the people, migration issues, kingship related issues among others;
2. explain in details the rise and fall of the major kingdoms; and
3. analyse the historical data from both oral and written sources.

Course Content

This is an introductory course on the oral and written history of the people in which the various historical sources are critically examined and discussed. This course introduces the students to the history of their people with particular reference to the rise and fall of the major kingdoms, the inter-tribal wars and the advent of colonialism. This course also lays emphasis on critical examination of historical data from both oral and written sources.

IGB 103: Advanced Comprehension and Composition I (2 Units C: LH 30)

Learning Outcomes

The student will be able to:

1. read and demonstrate good comprehension of text in the Language; and
2. read and write composition in splendid African language (Igbo) with standard orthography.

Course Contents

Latest version of the orthography: Composition, with emphasis on spelling, punctuation, organization, and language use. Comprehension exercises. Different types of composition - narrative, explanatory, argumentative, dialogue, letter writing, etc. Comprehension exercises and oral delivery in the language.

IGB 104: Orthography of Nigerian Languages (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student will be able to:

1. evaluate various controversies on orthography of the target language;
2. discuss the efforts of missionaries, linguists and regional governments in developing orthography of the language, and



3. write in current orthography.

Course Contents

The principles and practice in orthography development. Types of orthographies. Survey of orthographies of Nigerian languages. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthographies for Nigerian languages. Challenges of orthography designs in the age of information communication technology (ICT).

IGB 105: Introduction to Linguistics I

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the meaning and usefulness of Linguistics;
2. classify the scope and types of Linguistics, and
3. apply the knowledge of Linguistic science to the study of the Language.

Course Contents

This course seeks to explain what Linguistics is about, its aims and scope: descriptive, historical and comparative, sociolinguistics and Applied Linguistics. Application of Linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology, etc. Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Examination of Igbo Language, its structure, its nature, and relation to animal language, and culture.

IGB 106: Introduction to Linguistics II

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the concept of acoustic phonetics in Igbo;
2. analyse the features of speech in Igbo language;
3. apply their knowledge of the features of speech in a practical way; and
4. transcribe speech sound to the language under study.

Course Contents

This course is a continuation of IGB 105, which is a prerequisite. IGB 106 include introduction to acoustic phonetics and a study of the non-segmental. Features of speech such as pitch, tone, stress, and intonation. In addition, the students will be expected to apply their acquired knowledge in a practical way through the study, analysis, and transcription of the speech sounds of the Language under study.

IGB 107: Introduction to the Oral Literature of the Language **C: LH 30)**

(2 Units

Learning Outcomes

The learner will be able to:

1. describe the meaning of oral literature and its characteristics;
2. identify various classifications of oral literature; and
3. have practical knowledge of the chants and be able to do them.



Course Contents

The scope of oral literature in the language, its oral and written nature. Problems involved in the collection and classification of oral literature: chants, songs, traditional festivals and drama. Oral prose fiction, myths, legends, riddles, folktales and other traditional poetic forms.

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15, PH 45)

Learning Outcomes

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

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



Course Contents

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 (DH) 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; and
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; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

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



IGB 201: Survey of the Literature in Igbo Language**(3 Units C: LH 45)****Learning Outcomes**

At the end of this course, the student is expected to be able to:

1. recognise and describe various imaginative literatures of the Language, starting from oral literature to written literature;
2. classify the written literature into prose, poetry and drama; and
3. discuss the characteristic features of each genre.

Course Contents

This is a literary survey of written works in the Language: prose, poetry and drama. History of written literature from the earliest beginning to the present day with emphasis on how the language was written, the roles of missions, early newspapers, the nationalists, cultural groups and regional governments' involvement. Selected literary works in prose, poetry and drama and discussion on the characteristic features of each genre, e.g., plot construct, setting, narrative techniques, characterisation, use of language and themes.

IGB 202: Phonology of Igbo Language I**(2 Units C: LH 30)****Learning Outcomes**

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

1. describe the production of sounds in the Language;
2. identify the phonological processes of the Language, and
3. analyse and categorise the phonemes.

Course Contents

Phonetic description and phonetic classification of the sounds of the Language. The articulatory and distinctive feature characteristics of the phonemes of the language. An examination of their patterns of occurrence and distribution. Discussion of contraction, assimilation and features like tone, stress and intonation.

IGB 203: Morphology of Igbo Language**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student will be able to:

1. demonstrate understanding of word formation processes in the Language; and
2. give detailed and systematic of the structure of the Language.

Course Contents

A morphological description and analysis of words in the language. Detailed and systematic discussion of the structure and forms of words: nouns, emphatic and non-emphatic pronouns as well as of word-formation processes in the language.

IGB 204: Syntax of Igbo Language I**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student will be able to:

1. identify the word classes or parts of speech of the Language; and
2. analyse the sentence structure of the Language.



Course Contents

Word classes or parts of speech of the Language. The sentence and its parts or constituents. The grammatical functions of the sentence parts; the different sentence types.

IGB 205: Use of the Igbo Language**(2 Units C: LH 45)****Learning Outcomes**

The learner will be able to:

1. demonstrate understanding of word formation processes in the language; and,
2. Demonstrate proper usage of Igbo language.

Course Contents

Trends in modern usage of the Language; a survey of common errors of usage, discussion of the principles of effective and oral communication in the Language; it requires practical exercises.

IGB 206: Varieties of Poetry in Igbo Language**(2 Units C: LH 30)****Learning Outcomes**

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

1. identify different types of poetry in the Language;
2. describe the role of the audience and various techniques of performing artistes; and
3. analyse selected poems in the Language.

Course Contents

A detailed study of the poetic forms of the language. Consideration of their sociological background, content, structure and functions. Recurrent themes, place of music in the changing modes. Role of the audience, performance and comparison of the various techniques of performing artistes. The oral artiste, his training and role, scope for originality and creativity. Critical appreciation of selected poems.

LIN 201: Introduction to Phonology (Theory and Analysis)**(2Units C: LH 30)****Learning Outcomes**

1. The students will be able to apply the phonological principles to the study of the language.

Course Contents

This course provides a general introduction to phonology, stressing the relationship between phonetics and phonology in a structural framework and the principles of phonology. It includes the basic tenets and analysis based on the phonemic theory, the distinctive and generative phonology, distinctive and non-distinctive sounds. The phoneme and principles of phonemic analysis.

LIN 203: Morphology**(2 Units C: LH 30)****Learning Outcomes:**

1. the students are able to apply linguistic theories to the study of the language.



Course Contents

Introduction to morphology, the morpheme, its identification and classification, types of morphemes, morphological processes- affixation, reduplication, compounding, suppletion, desententialization, etc. and morphological typology of languages (e.g isolating, agglutinative, fissional languages). Lexical and grammatical categories.

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

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



8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

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

FAC 301: Research Methods in the Arts

(2 Units C : LH 30)

Learning Outcomes

At the end of this course, the student 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 others;
4. ev. tify the essential variables in re
5. formulate good research proposal;
6. conduct original research/long essay at the final year; and
7. write a report/the long essay/research project devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

1. capture complexity by means of a single general statement;
2. do systematic thinking from principles through application to conclusions;
3. analyse complex data to minimal units;



4. make out underlying patterns in art phenomena; and
5. utilise evidence to organize and explain complex phenomena in the humanities.

Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the Arts and Humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of Humanities scholarship. Evaluation of the merits of scholarly works.

IGB 301: Varieties of Poetry in Igbo Language

(2 Units C: LH 30)

Learning Outcomes

1. The learner is able to apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language.

Course Contents

A detailed and analytical examination of the phonological processes in the languages: assimilation, nasalisation, epenthesis, vowel harmony, vowel elision, length, tonal processes, and syllable structure. Reduplication and loan words: Distinctive feature theory.

IGB 302: Syntax of Igbo Language II

(3 Units C: LH 45)

Learning Outcomes

1. The students are able to categorise and analyse different types of poetry in the Language.

Course Contents

Transformational – generative theory to the analysis of the sentences of the language.

IGB 303: Dialects of Igbo Language

(2 Units C: LH 30)

Learning Outcomes:

1. the learner becomes conversant with the detailed sentence structure of the Language.

Course Contents

A detailed consideration of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of the language.

IGB 304: Stylistics

(2 Units C: LH 45)

Learning Outcomes:

1. the learner will comprehend the meaning of style in literary writing and identify various stylistics elements.

Course Contents

A theoretical study of stylistics in the language: particularly various theories and ideas of the relationship between stylistics, literature, and linguistics. A discussion of the various literary features or devices of literature in the language.



IGB 305: Literary Criticism**(2Units C: LH 30)****Learning Outcomes:**

1. State various dialects of the language and differentiate each from the other.

Course Contents

A study of the Classical, Western and Marxist theories of literature as they relate to: prose, poetry, and drama. Their application to the literature of the language.

IGB 306: Introduction to the Culture, Thoughts and Beliefs of the Igbo (2 Units C: LH 30)**Learning Outcomes**

The students are able to:

1. state the meaning of drama,
2. identify the dramatic elements in traditional drama, written plays and cinema/films in the language, and
3. do drama and film production

Course Contents

A survey of the culture of the people in the widest sense of the word Culture. A detailed and analytical study of the thoughts, beliefs and religious systems of the people.

IGB 307: Translation**(2 Units C: LH 30)****Learning Outcomes**

1. The students will be able to appreciate literary works constructively and then make valid judgements with the use of theories.

Course Contents

An expository and detailed study on translation techniques, as well as practical translation exercises (From one language to others).

IGB 401: Issues in the Phonology of the Language**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students are able to:

1. demonstrate a clear understanding of the phonological rules and the sound patterns of the Language; and
2. apply the phonological rules in the analysis of the Language.

Course Contents

A consideration of current and relevant issues in the phonology of the language (e.g. tones, vowel harmony, syllable structure, intonation and loan words etc.).

IGB 402: The Culture of the People Concerned**(3 Units C: LH 45)****Learning Outcomes**

h At the end of this course, the learner will be able to:

1. explain the culture, tradition, thoughts and belief of the people;
2. discuss the social, material and other cultural institutions of the Language; and
3. demonstrate the good values of the culture.



Course Content

A survey of the culture of the people in the widest sense of the word Culture. Conceptualisation of culture and characteristics of culture. Kinds of culture, tangible and intangible culture. Cultural diversity, language and culture. Social and material culture. Cultural institutions: kinship, traditional institutions, marriage, child-bearing and rearing, death and funeral rites, guilds, e.g., of hunters, drummers, healers, the cults. Government and administration, land tenure, administration of justice, social system and the role of Obas/Emirs, chiefs/magajis, elders and family heads etc. Thoughts and beliefs of the people. Structure of African religion, God in African belief; divinities, their origin, nature and role in the belief system. Creation myths, ancestors, the priests, festivals, worship, and place of magic in African religion.

IGB 403: Issues in the Syntax of the Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the learner will be able to:

1. explain the current and relevant issues in the syntax of the Language; and
2. appreciate and analyse the set of rules, processes that govern the sentence structure in the Language.

Course Contents

A consideration of the current and relevant issues in the syntax of the language (e.g. tense, aspect vowel and their relationships, idiophones; pronominalization, relativization, and reflexivization, nominalization adjectives as verbs).

IGB 404: Introduction to the Traditional Music of the Igbo **C: LH 30)**

(2 Units

Learning Outcomes

At the end of this course, the learner will be able to:

1. appreciate and explain the benefits of traditional music in the past and in the modern times;
2. classify and explain the various kinds of traditional music and their features; and
3. compose at least one or two music type to prepare them for self-employment.

Course Content

Forms, functions and the qualities of the traditional music of the Igbo. Traditional music and modernity. Traditional music in the age of globalisation, technology.

IGB 405: Contemporary Prose Fiction in the Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the learner will be able to:

1. identify the characteristics of contemporary prose fiction;
2. discuss the historical development of the novel in the Language;
3. classify the novel in the Language; and
4. apply selected literary theories to analyse some novels in the Language.

Course Content

A detailed and analytical study of prose fiction in the language. Meaning of contemporary prose fiction. Characteristics of the novel in the language. Classification of prose fiction.



Historical development of the novel in the language. Types of novel, social, political historical, feminist, children novel, crime, detective and thrillers. Detailed study of specific works of selected novelists.

IGB 406: Contemporary Poetry in the Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the learner will be able to:

1. identify different forms of modern poetry; and
2. analyse selected oral and written poetry texts.

Course Content

A detailed and critical study appreciation of contemporary poetry in the language with particular reference to the works of selected poets noting their moral, religious, entertainment, commercial and socio-political functions. A consideration of oral performance of these poems on radio, television as well as their recording on disc, cassettes, phones and video tapes.

IGB 407: Creative Writing in the Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the course will be able to:

1. the creative potentials of students in writing literary texts in the language; and
2. become authors leading to self-employment.

Course Contents

This course is designed to stimulate the creative potentials of students in writing literary texts in indigenous languages. It will provide instruction on imaginative writing with specific reference to poetry, drama and prose. It is therefore a practical course in the art of creative writing in the language, namely: setting, conflict, character, point of view, language, the organic whole etc.

IGB 408: Project/Long Essay

(6 Units C: PH 270)

Learning Outcomes

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

1. demonstrate knowledge about the significance of current research in the field of Igbo Language, literature, and culture; and
2. conduct a research, write a report and submit the long essay/project.

Course Contents

Each student under the guidance of a supervisor is required to conduct an independent research work approved by the Department on a linguistic, literary, or cultural aspect of the language.

Minimum Academic Standards

Equipment

A. Language Laboratory/Phonetics Equipment Required (Digital)

1. Desktops/computers with headphones/headset
2. Media player/recorder
3. Microphones



4. Tables
5. Television
6. Loud speaker
7. Lcd projector and screen
8. Video cassettes
9. Charts etc
10. Earphones, reflecting jackets
11. Television sets, translation materials such as dictionaries, metalanguage and midgets.

B. Culture Studio Room Materials Required

1. Most cultural artefacts of the Language

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply in this programme. However, there should be a minimum of six full-time Staff for the commencement of the programme. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees, as well as sufficient professional experience where necessary. With a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Administrative Support Staff

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

Technical Support Personnel

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

In addition to the above general staff requirements, the following are the major areas of specialization to be provided for:

1. language
2. literature
3. culture

The academic staff requirements should reflect the language options available in terms of quality and quantity defined for the programme.

Library

Library and Information Resources

There must be adequate library facilities to cater for the needs of staff and students in the programme. These include current journals, handbooks, textbooks, manuals, codes of



practice, standards and specifications, etc. in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway.

Minimum Standard for Classroom, Laboratories, Clinics, Workshop and Offices Spaces

The NUC recommends the following physical space requirements:

	m2
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85
Laboratory Space	- 7.50

Language Development Project

Every Department of African Languages and/or Linguistics should be encouraged to teach at least one Nigerian Language.



B.A Islamic Studies

Overview

Islamic Studies, as an academic discipline, is comprehensive, balanced and it targets the holistic development of the students through the inculcation of Islamic values, norms and principles, without which any ideological, moral, intellectual and economic development becomes impossible. The B.A Islamic Studies Programme comprises a number of courses, including, al-Qur'ān, Ḥadīth, Tawḥīd, Islamic Moral Philosophy, Islamic History and civilisation,. Islamic Studies also helps in finding practical solutions to problems confronting contemporary societies in particular and the Muslim world in general, through a number of courses, such as, Islam and Gender Issues, Islam and Pluralism, Fiqh of Contemporary Issues, among others. It also forges on interdisciplinary relationship with such disciplines as Arabic, History, Linguistic, Sociology, Economics, Political Science, Comparative Religious Studies as well as Law. Islamic Economic System, Islamic Political Thought, Islamic Calligraphy and Islamic Law, are some of the courses that have been derived from such cross-fertilization.

Thus, a high level of competence in Islamic Studies becomes a great service to the Nigerian university system and the contemporary world at large. It is hoped that this curriculum will help towards the production of graduates with adequate knowledge of the epistemological foundations of Islam as a belief system and the requisite competences and capacities in this field of scholarly endeavour. The multi-dimensional nature of Islamic Studies will eventually translate to greater job opportunities for the graduates of this programme.

Philosophy

The philosophy of Islamic Studies is based essentially on accountability, which means that the activities of humankind in this world will be scrutinized in the hereafter as a basis for eventual internal comfort or discomfort. It is also based on the need for comfortable life in the present life as well as in the hereafter, bearing in mind that Allah is the Law Giver.

Objectives

The Programme in Islamic Studies is designed to:

1. acquaint the learner with the broad outlines of Islam as a religion and a way of life;
2. increase the learner's capacity and understanding of Islam as a culture and civilization;
3. present Islam to the learner in its original sources;
4. sustain rigorous academic research in all issues affecting Islam and Muslims in the contemporary period;
5. place Islam in the context of other world religious traditions (with emphasis on the traditions practiced Nigeria);
6. produce graduates with competences to undertake postgraduate studies in the field;
7. provide the requisite human capital for the civil service; government ministries, departments, agencies, the judiciary, foreign service, etc;
8. develop an appreciation of Islamic thought and practice and its contributions to the advancement of human development and civilisation, and
9. deploy religion as an instrument for the promotion of peace, harmony, and development in the society.

Unique Features of the Programme

The curriculum emphasizes innovative skills for effective teaching of Islamic Studies in a globalized world, it emphasizes the essential life skills for peaceful co-existence and inclusivity in a diverse plural environment. The curriculum also stresses the generation of critical posture in the student vis-a-vis current trends in Islamic scholarship. More important, it leads to the acquisition of entrepreneurial skills.



Employability Skills

The employability skills of the programme include the ability to:

1. teach Islamic Studies at different levels of education;
2. establish and manage a school, especially Islamic school;
3. work in the civil service, government ministries, departments, agencies, the judiciary, foreign service, etc., and
4. establish and manage an outfit for graphic designs, paintings, cut stone inscriptions, wedding invitations, moving images for films and television, corporate logos, abstractions, etc.

21st Century Skills

Among the 21st Century skills that could be acquired after a degree in Islamic Studies, are:

1. independence of mind;
2. self-discipline;
3. self-direction;
4. innovation and creativity;
5. digital literacy;
6. logical reasoning and critical thinking;
7. teamwork skills;
8. intellectual honesty;
9. integrity, and
10. maturity

Admission and Graduation Requirements

Admission Requirements

4-Years or Eight-Semester Degree programme

In addition to appropriate UTME score, five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Islamic Studies and English Language, at not more than two sittings.

3-Year or Six-Semester Degree programme.

Anyone of the following:

Five SSC-credit passes including English language, two of which must be at the advanced level and should include Islamic Studies;

Any other relevant certificate, not less than University Diploma in relevant subjects are also accepted for the Direct Entry.

Islamic Studies Students should register for compulsory Basic Arabic courses designated for Islamic Studies Programme.

Graduation Requirements

The B.A Islamic Studies Degree programme has a 4-year (8 Semesters) duration for UTME applicants and a 3-year (6 Semesters) for Direct Entry applicants. Graduates are expected to have completed, passed and earned minimum credit units of 120 for UTME and 90 for Direct Entry, including the compulsory and required courses as may be offered by the Department. Graduates are also expected to obtain a minimum CGPA of 1.00.



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Cultures	2	C	30	-
ARA 101	Arabic Language Drills	2	C	30	
ISS 101	Early History of Islam, from Jāhiliyyah Period to the Death of the Prophet (SAW) - 632 CE	2	C	30	-
ISS 102	Tawhīd and ʿIbādāt (Faith and Worship in Islam)	2	C	30	-
ISS 103	Studies on the Qurʾān	2	C	30	-
ISS 104	Islam and Africa	2	C	30	-
ISS 105	Introduction to the Ḥadīth	2	C	30	-
ISS 106	Basis of Islamic Thought and Civilization	2	C	30	-
ISS 107	Introduction to Islamic Philosophy	2	C	30	-
ISS 108	Islamic Education	2	C	30	-
	Total	22	C		

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
ISS 201	Early Muslim Philosophers	2	C	30	-
ISS 202	Islamic Family Law	2	C	30	
ISS 203	Sources and Development of the Shariʿah (Islamic Law)	2	C	30	-
ISS 204	History of Islam, from the Four Rightly-guided Caliphs to the Abbasid Era	2	C	30	-
ISS 205	Textual Studies of the Qurʾān I	2	C	30	-
ISS 206	Textual Studies of the Ḥadīth I	2	C	30	-
ISS 207	Islam and Gender Studies	2	C	30	-
	Total	22			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
ISS 301	Textual Studies of the Qur'ān II	2	C	30	-
ISS 302	Textual Studies of the Ḥadīth II	2	C	30	-
ISS 303	Islamic Economic System	2	C	30	-
ISS 304	Sharicah: al-Uqūbāt (Penal codes)	2	C	30	-
ISS 305	History and Creed of 'Ahlus-Sunnah and the Shī'ah	2	C	30	-
ISS 306	Entrepreneurial Skills in Islamic Studies (Calligraphy)	2	C	15	45
ISS 307	Moral Philosophy in Islam	2	C	30	-
ISS 308	Islamic Political Thought and Movements	2	C	30	-
		22			-

400 Level

Course Code	Course Title	Units	Status	LH	PH
ISS 401	Fiqh of Contemporary Issues	2	C	30	-
ISS 402	Advanced Study of Muslim Law	2	C	30	-
ISS 403	Islamic Contributions to the Renaissance	2	C	30	-
ISS 404	Qādiriyyah and Tijāniyyah	2	C	30	-
ISS 405	Islam in Nigeria	2	C	30	-
ISS 406	Islam and Pluralism	2	C	30	-
ISS 407	Long Essay/Project	6	C	-	-
		18		-	-

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 and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (pre-writing, writing, post-writing, editing and proof-reading; brain-storming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making, mechanics of writing, etc). comprehension Strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology (ICT) 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, etc.

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

Course contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political entity (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation-building (military interventions in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development. Law: definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conduct. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation); Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC),



Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ARA 101: Arabic Language Drills

(2 Units C: LH 30)

Learning Outcomes

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

1. identify different types of Arabic sentences and word order therein;
2. discover aspects of word case ending in Arabic sentences;
3. read and comprehend Arabic texts; and
4. demonstrate knowledge of Basic Arabic Grammar.

Course Contents

Study of Basic Arabic Grammar including types of sentences. Some elements and factors that affect word order. Subjunctive (al-Mansūbāt). Appositives (at-Tawābiʿ). Extensive reading and comprehension exercises.

ISS 101: Early History of Islam, from Jāhiliyyah Period to the Death of the Prophet (SAW) – 632 CE

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the history of Islam and the contributions of different categories of people towards its development and civilization;
2. explain the exemplary qualities of the Prophet (saw);
3. adopt the best and exemplary qualities of the Prophet (saw) and other pious Muslims; and
4. discuss Islamic history, authoritatively.

Course Contents

The socio-political set-up of Arabia before the emergence of Islam; its political and economic conditions. The designation of the period by historians as the period of Jāhiliyyah. The genealogy of Prophet Muhammad. The early call to Islam. The migration to Madina. The establishment of the Islamic state in the City. The Prophet's administration and leadership roles (religious, political and military) and his morals, manners and character as example to Muslims.

ISS 102: Tawḥīd and ʿIbādāt (Faith and Worship in Islam)

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the position of Faith and Worship in Islam;
2. describe the Islamic rulings with regards to Faith and Worship;
3. put into practice the Islamic rulings with regards to Faith and Worship; and
4. exhibit competence in Islamic jurisprudence

Course Contents

The six articles of faith. Believe in Allah. Believe in Prophets. Believe in Angels. Believe in Allah's Books. Believe in Day of Judgment. Believe in Predestination. The five pillars of Islam; ʿImān, Salāh, Zakāh, Sawm, Hajj. The importance of the five pillars of Islam. Emphasis should



be placed on how aspects of the Islamic faith are meant to facilitate for humankind prosperous earthly living.

ISS 103: Studies on the Qur'ān

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the sacred status of the Qur'ān;
2. describe the contributions of early Muslims towards the preservation of the Qur'ān;
3. appreciate the contributions of early Muslims towards the preservation of the Qur'ān, and
4. analyze texts from the Qur'ān and pass sound judgments.

Course Contents

The concept of revelation in Islam with particular reference to the Qur'ān; its definition, the manner and ways the Qur'ān was revealed. The preservation of the Qur'ān in the period of the Prophet. Compilation of the Qur'ān. Standardization and arrangement of the chapters (Suwar) of the Qur'ān. Division into Makkan and Madinan chapters. The concept of abrogation. The concept of Qirā'āt.

ISS 104: Islam in Africa

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the contributions of Islam to African culture and civilization;
2. explain one's responsibilities as a Muslim towards the development of Islam;
3. discuss how Muslims interact with non-Muslims in the pre-modern period; and
4. name institutions, monuments and landmarks established and built by Islam with emphasis on those that have survived till today.

Course Contents

The spread of Islam in North, East, West and Central Africa. The spread of Islam to Western Sudan. A study of Islamic role in the development of institutions in North, East, West and Central Africa. Relations with the wider Muslim world and interactions with traditional practices.

ISS 105: Introduction to the Ḥadīth

(2 Units C: LH 30)

Learning Outcomes

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

1. recognize the significance of the Prophet's traditions as a source of Islam;
2. have a clarity about Ḥadīth as the second source Islam;
3. discuss the measures Muslim scholars adopted to determine the authenticity and reliability of Ḥadīth.

Course Contents

An in-depth discussion of the twin concepts: Ḥadīth and Sunnah. Ḥadīth al-Qudsī. The importance of Ḥadīth and Sunnah in Muslim daily life. History and development of Ḥadīth literature. Method of verification (al-Jarḥ wa al-Ta'dīl). Ḥadīth classifications. Six authentic collections of Ḥadīth. Attitude of Muslim firqah to Ḥadīth.



ISS 106: Basis of Islamic Thought and Civilisation**(2 Units C: LH 30)****Learning Outcomes**

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

1. develop and sustain discussions on Islamic thought;
2. appreciate the history of Islam;
3. Identify the contributions of different categories of people towards the development of Islam and its civilization; and
4. Give brief discussion on other world civilizations.

Course Contents

The foundations of Islamic thoughts. Philosophy and civilisation in Islam. The contribution of Philosophy to Islamic civilization. Philosophies in other civilizations. Their parallels in the contemporary world.

ISS 107: Introduction to Islamic Philosophy**(2 Units C: LH 30)****Learning Outcomes**

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

1. explain the origin and sources of Islamic philosophy;
2. describe the contributions of Muslim philosophers towards the development of Islam;
3. appraise the interplay and connectedness of Islamic philosophy with other philosophies such as, Greek, Persian and Roman philosophies; and
4. appreciate the contributions of other philosophies to Islamic philosophies

Course Contents

The definition and origin of Islamic philosophy. Sources of Islamic philosophy. Development of Islamic philosophy. The interplay of the Greek, Persian, Roman and Islamic philosophy. Their role in the development of Islamic culture and civilization particularly during the pre-modern period.

ISS 108: Islamic Education**(2 Units C: LH 30)****Learning Outcomes**

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

1. describe the importance Islam attaches to knowledge and its acquisition;
2. appreciate the Islamic system of education that was in existence even before the arrival of the western system of education;
3. evaluate the role played by traditional scholars in the development of Islamic Education; and
4. analyze the challenges facing the Islamic system of education and offering solutions to them.

Course Contents

The concept of knowledge and education in the Qur'ān. Origin and development of Islamic education. Contributions of early Muslims to Islamic education. Educational institutions in Islam: Masjid, Madrasah, Nidhāmiyah Cordova, al-Azhar. Educational theories of al-Ghazālī. Islamic education in West Africa; Qur'ānic schools, Islamiyyah and 'Ilmi schools. Contributions of Muslims to education in Nigeria in the contemporary times. Challenges being faced by Islamic education in modern times.



200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course contents

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. 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, and
6. apply DH to new research, publishing, media, networking.

Course Contents

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

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

Learning Outcomes

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

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

Course Contents

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

ISS 201: Early Muslim Philosophers (2 Units C: LH 30)

Learning Outcomes

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

1. explain the origin and sources of Islamic philosophy;
2. describe the contributions of Muslim philosophers towards the development of Islam;
3. appraise the interplay and connectedness of Islamic philosophy with other philosophies such as, Greek, Persian and Roman philosophies, and
4. appreciate the contributions of other philosophies to Islamic philosophy.



Course Contents

The role of early Muslim philosophers and their contributions to the development of Islamic culture and civilization. Studies of selected Muslim philosophers of Middle Eastern and Western (Spanish) origin such as al-Kindī, Ibn Rushdī, al-Ghazālī and al-Māridīnī.

ISS 202: Islamic Family Law

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the Islamic teachings with regards to marriage;
2. appreciate the importance that Islam attaches to marriage as an institution of procreation, socialization and character building;
3. practicalize the Islamic teachings for the preservation of family values, and
4. guide, advice and adjudicate on Islamic family issues.

Course Contents

The concept of marriage from Islamic perspective. Courtship in Islam. The marital contract. Elements which constitute a valid marriage contract. Impediments to marriage. Divorce in Islam. Polygamy in Islam. Guardianship and paternity. Family planning and birth control.

ISS 203: Sources and Development of the Shari'ah

(2 Units C: LH 30)

Learning Outcomes

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

1. describe the basic elements of Islamic law;
2. recognize the existence of diversity and plurality within Islamic law;
3. refute misconceptions about Islam, and
4. reconcile jurisprudential and legal differences.

Course Contents

The meaning and concept of the Shari'ah. The primary sources of Shari'ah. The secondary sources of Shari'ah. The pre-Islamic Arab customs and the reforms introduced by Islam. The development of the Shari'ah (Islamic law). The Sunni and Shi'ite Schools of Law.

ISS 204: History of Islam from the Four Rightly-guided Caliphs to the 'Abbāsid Era **(2 Units C: LH 30)**

Learning Outcomes

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

1. discuss with authority issues of Islamic history;
2. explain the need for each Muslim to contribute towards the development of Islam and its civilization.
3. appreciate the history of Islam and the contributions of different categories of people towards its development and civilization;
4. explain and adopt the best and exemplary qualities of the Prophet (saw) and other pious Muslims; and
5. discuss Islamic history, authoritatively.



Course Contents

The biography of the four rightly-guided caliphs, Abubakar, Umar, Uthman, Ali. The developmental patterns of Islamic civilization during their time. The rise and fall of the Ummayyad. The ʿAbbāsīd dynasty. The specific contributions of the two eras to Islamic history.

ISS 205: Textual Studies of the Qurʾān I

(2 Units C: LH 30)

Learning Outcomes

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

1. read Islamic texts in Arabic language;
2. analyze Islamic texts;
3. pass sound judgment on them; and
4. demonstrate capacity in Islamic jurisprudence.

Course Contents

A detailed study of the recitation, translation, commentaries and teachings of the following Qurʾānic chapters (suwar): al-Fātihah, an-Nās, al-Muzammil, al-Muddaththir and al-ʿAlaq

ISS 206: Textual studies of the ḤadīthI

(2 Units C: LH 30)

Learning Outcomes

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

1. read Islamic texts in the source language;
2. analyze Islamic texts;
3. pass sound judgment on them, and
4. exhibit competence in Islamic jurisprudence.

Course Contents

A detailed study on the reading, translation, commentaries and teachings of the Prophet on some selected ahādīth, especially those relevant to contemporary daily life: Ḥadīths on sincerity, repentance, perseverance, truthfulness, piety, firm belief, steadfastness, hypocrites, neighbourliness, parents.

ISS 207: Islam and Gender Studies

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate one's gender;
2. explain the Islamic teachings regarding each gender's responsibilities;
3. promote gender equity;
4. appreciate the position of Islam with regards to women education, and
5. compare the teachings of Islam with current practices.

Course Contents

The position of women before Islam. Islamic provisions on gender equity with regards to both sexes. The Prophet's examples and teachings on women, modesty and hijāb. Role of men and women in society. Women education. Evaluation of gender relationship in the Muslim world today whether in accordance with the teachings of the Qurʾān and Sunnah.



300 Level

GST 312: Peace and Conflict Resolution

(2 units C: LH 30)

Learning Outcomes

At the end of this course, the student 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 disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes, etc. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels). Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution (ADR). 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 & 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, the student should be able to:

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



Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research; unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance; Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce; Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce. First Mover Advantage, E-commerce business models and Successful e-commerce companies. Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations; Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching. Technological Solutions. The Concept of Market/Customer Solution, Customer Solution and emerging Technologies; Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, 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 this course, the student 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. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and
7. write a report of the Long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

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

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

ISS 301: Textual Studies of the Qur'ān II

(2 Units C: LH 30)

Learning Outcomes

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

1. read Islamic texts in Arabic language;
2. translate and analyze Islamic texts;
3. pass sound judgment on them; and
4. exhibit competence in Islamic jurisprudence.

Course Contents

A detailed study on recitation, translation, commentary and teachings of some selected Qur'ānic verses/chapters: Q24: 2 – 3; 4: 32; 4: 3; 4: 89.

ISS 302: Textual Studies of the Ḥadīth II

(2 Units C: LH 30)

Learning Outcomes

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

1. read Islamic texts in Arabic language;
2. translate and analyze Islamic texts on challenges of life and living;
3. comment on the texts, and
4. reconcile interpretational differences of the Qur'ān and Ḥadīth.

Course Contents

A detailed study of some selected Ḥadīths, especially those relevant to daily life from Sahih Bukhārī and Muslim.

ISS 303: Islamic Economic System

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss Islamic rulings with regards to economic issues;
2. differentiate between al- halal and al-haram transactions;
3. appreciate the position of Islam with regards to the prohibition of usury, and
4. exhibit awareness of the wide spectrum of Islamic Financial products.

Course Contents

Introduction to the law of Mu'āmalāt. The essentials and requisites for valid contracts. The modes of making Ṣighah. Doctrine of Majlis al-^cAqd: formulation of contract, contracting parties and subject matter of contract. Islamic teachings on ownership of wealth, usury, interest, banking, insurance, gambling, labour and relevance of these to modern situations.



ISS 304: Sharī'ah: Al-ʿUqūbāt (Penal codes)**(2 Units C: LH 30)****Learning Outcomes**

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

1. give legal opinion on Islamic juridical matters;
2. exhibit competence in Islamic jurisprudence;
3. explain the Islamic rulings with regards to murder, theft, intoxicants and slander, and
4. comment on some chapters of the Qur'ān.

Course Contents

A study of Islamic regulations on murder, theft, intoxicant, Qadhf (slander); with emphasis on relevance of these regulations to morality. Comprehensive study on some selected portions of Surah al-Nūr (Chapter 24) and Surah al-Aḥzāb (Chapter 33).

ISS 305: History and Creed of Ahlul-Sunnah and the Shi'ah (2 Units C: LH 30)**Learning Outcomes**

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

1. explain the doctrinal diversity and pluralism within Islam;
2. reconcile differences of opinion in the practice and interpretation of Islam, and
3. refute misconceptions that may arise from some scholars' understanding of Islam.

Course Contents

Doctrines and principles of Ahl al-Sunnah. The classes of Ahl al-Sunnah. Their roles in Muslim communities. Their major leaders and their training. The Shi'ah: definition, doctrines, divisions, location and impact of their activities.

ISS 306: Entrepreneurial Skills (Calligraphy)**(2 Units C: LH 15, PH 45)****Learning Outcomes**

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

1. recognize the importance of seeking means of livelihood in Islam;
2. appreciate the position of Islam with regards to entrepreneurial skills;
3. recognize calligraphy as a means of getting income, and
4. apply different aspects of calligraphy for commercial purposes.

Course Contents

The concept of entrepreneurship from the Islamic perspective. Dignity of labour in Islam. Qur'ānic and Ḥadīth injunctions regarding seeking means of livelihood. The concept of calligraphy: meaning, etymology and history of calligraphy. Purpose, types and tools for calligraphy. Practical teaching of different aspects of calligraphy, such as, graphic designs, paintings, cut stone inscriptions, wedding invitations, moving images for films and television, corporate logos, abstractions, etc.

ISS 307: Moral Philosophy in Islam**(2 Units C: LH 30)****Learning Outcomes**

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

1. explain the importance that Islam attaches to good moral conduct;
2. appreciate the importance that Islam attaches to good moral conduct;
3. appreciate the Islamic teachings with regards to morality, and



4. adopt the good conduct as exemplified by the Prophet (saw) and other pious Muslims.

Course Contents

The concept and importance of morality and ethics. The moral teachings in the Qur`ān. The Prophet as *Huswatun-Hasanah*. Contributions of selected early Muslim scholars to moral thought: the *Mutakallimūn* and *Muḥaddithūn*, the Philosophers, and the Sufis. Muslim ethics in modern age in religion, law and morality.

ISS 308: Islamic Political Thought and Movements

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss and appreciate Islamic political system which was in existence even before the arrival of the colonialists;
2. explain and appreciate the contributions of pre-modern Muslim intellectuals and scholars to Islamic Political Thought;
3. describe the rich repertoire of values and traditions within Islamic Political system; and
4. appraise the relevance of the Islamic Political Thought to contemporary period.

Course Contents

Islam as a total way of life and government as an essential part of it. Principles of government in the Qur`ān and Ḥadīth. Historical and intellectual development of government in Islam. Political institutions: *al-Wizārah*, *al-Khilāfah*, *al-Mazālim*, *al-Hisbah*. Political thought of the Jihad movement of Shaikh ʿUthman bn Fudī. Encounter of Islam with Western imperialism.

400 Level

ISS 401: Fiqh of Contemporary Issues

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss, with authority on Islamic jurisprudence;
2. give legal opinions on Islamic judicial matters, especially on contemporary issues;
3. explain contemporary trends and streams in economics and other socio-political aspects of life, and
4. present authentic Islamic position on contemporary issues.

Course Contents

The Islamic ethical teachings and fiqh of some contemporary issues in Islamic Bio-ethics such as cloning, euthanasia, suicide, capital punishment, terrorism, banditry, kidnapping and crypto-currency.

ISS 402: Advanced Study of Muslim Law

(2 Units C: LH 30)

Learning Outcomes

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

1. give legal opinions on Islamic judicial and legal matters;
2. reconcile differences of opinion on the practices or interpretations of Islamic law;
3. appreciate the dynamics and trajectories in legal traditions in Islam, and
4. explain the foundational contributions of early Muslim jurists to Islamic legal heritage.



Course Contents

Original sources of Muslim Law. Contributions of early companions to legal knowledge. *Ijtihād* and *Mujtahidūn*. The Shari'ah in modern times. Modern reforms concerning marriage, divorce, inheritance. The principles of *al-Siyāsah Sha'fiyyah*, *al-Ta'sīr*, *al-Takhayyur* and *al-Talfīq*. Recent demand for Shari'ah in some Muslim countries. Muslim women and modern reforms.

ISS 403: Islamic Contributions to the Renaissance

(2 Units C: LH 30)

Learning Outcomes

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

1. recognize the contributions of Islam to human civilization;
2. identify the contributions of Islam to western civilization and the development of modern Europe;
3. analyze the trajectories in the interface between Islam and the West, and
4. generate critical posture vis-à-vis current trends in Islamic scholarship.

Course Contents

The concept of Renaissance in Islamic tradition. The position of Islam and its attitude to research and learning. Its contributions to the arts, sciences and other disciplines. History of the relationship between Islam and Western civilization. Islamic impact on Western Renaissance. Causes of the decline of Islamic civilization.

ISS 404: Qādiriyyah and Tijāniyyah

(2 Units C: LH 30)

Learning Outcomes

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

1. discuss Islamic mystical practices in Africa at large and in Nigeria in particular;
2. appreciate the contributions of the Sufi Orders to Islamic heritage in Nigeria;
3. distinguish between their ideologies, and
4. discuss differences in Sufi practices.

Course Contents

Brief account of the history of each of the Sufi groups. Their doctrines and rites. Social and political roles in Africa. Specific contributions of some Sufi leaders. Major Qādiriyyah and Tijāniyyah settings, practices and leaders in Nigeria.

ISS 405: Islam in Nigeria

(2 Units C: LH 30)

Learning Outcomes

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

1. appreciate the history of Islam in Nigeria;
2. discuss the contributions of different categories of people towards its development and civilization;
3. explain the elements that constitute the penal system of Islamic law, and
4. differentiate between the penal court in Islam and common law.

Course Contents

The spread and development of Islamic Institutions in Nigeria. Islam under colonial rule. A comparative study of the penal system (hudūd) in Islam and the penal code in Northern Nigeria. Alkali and the Shari'ah courts in Nigeria.



ISS 406: Islam and Pluralism

(2 Units C: LH 30)

Learning Outcomes

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

1. promote the values of inclusivity;
2. live and relate peacefully with people of other religions;
3. work in collaboration with others as a group;
4. express ideological differences and live with it;
5. negate the assumption that Islam is anti-West (westophobia);
6. present the correct Islamic perspectives on minority rights in Muslim majority communities;
7. acquire the knowledge that undergird contemporary concepts such as nationalism and culturalism; and
8. discuss the contributions of notable Muslim scholars to civilizational dialogue.

Course Contents

The concept of society in Islam and its emphasis on social justice, cultural diversity and co-existence. Qur'ānic and Ḥadīth injunctions and provisions on peaceful co-existence. The Madinan Charter with Jews and Christian. Islamic values of sanctity of life, good relation with all, eradication of injustice, cooperation, universal brotherhood. Contemporary problems between the world of Islam and the West. Muslims in non-Muslim world and non-Muslims in Muslim countries. The notion of al-Dhimmi. Nationalism, cultural politics. Personalities such as Jamal-din al-Afghānī, Sayyid Qutb, Muhammad 'Abduh, Shaikh Gumī, al-Ilorī among others may be studied.

ISS 407: The Long Essay/Project

(6 Units C: PH 270)

Learning Outcomes

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

1. undertake an independent research project with due supervision

Course Contents

Compulsory for Islamic Majors

Minimum Academic Standards

Equipment

Three categories of equipment are needed; for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms
2. computers and laptops
3. projectors.

Office Equipment (HoD's Office)

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. Air conditioner



5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 computer
11. 1 typist table and chair
12. A wall to wall carpeting
13. 1 car
14. 1 notice board
15. 1 blackboard
16. 1 desktop computer

(Each Lecturer's Office)

1. 1 table
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. 1 wall to wall carpeting for Professor's Office

Equipment for Staff Common Room

1. at least 3 sets of sofa
2. centre tables or side stools with chairs
3. 1 refrigerator
4. 1 electric kettle
5. At least 30 teacups, plates, tumblers, etc
6. At least 4 sets of cutlery
7. 4 trays
8. 1 cupboard
9. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following are required:

1. A bus
2. A station wagon
3. One video camera
4. One tape recorder

Staffing

Academic Staff

The minimum staff required must be such that it can handle all the compulsory courses, the required and the electives. The Department must have at least one professor among its staff irrespective of the size and age of the department. Staff-Rank Mixes and Ratio should be based on the 20:35:45 guidelines, for Professorial Cadre, Senior Lecturer and Lecturer 1 and below respectively. Staff/Student Ratio for Islamic Studies should also be 1:30. Promotion criteria should be left to individual universities. However, a minimum of two publications, properly defined, shall be expected for promotion to the position of Lecturer 1. Substantial number of publications shall be expected for promotion to higher positions.



Staff-Mix by Rank should be **20:35:45**, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Administrative Support Staff

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

Technical Support Personnel

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

Spaces

The NUC recommends the following physical space requirement:

		m²
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85

Library and Information Resources

There is a need for a departmental library where current and up-to-date textbooks should be acquired for all the courses in the programme. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully computerized with internet facilities to enable access to e-library.



B.A Linguistics

Overview

Nigeria is a pluralistic society with over 500 languages and 250 ethnic groups. This diversity together with the human development indices and the new realities of globalisation and ICTs pose enormous challenges for curriculum development and training. The value of indigenous languages to Nigeria's development has not been explored adequately in spite of what is universally known about the critical role of indigenous languages in fostering literacy, educational achievement, scientific development, originality, creativity, innovative and abstract thinking, the generation, preservation, transmission and conversion of knowledge, identity formation, national integration, and peaceful and harmonious coexistence.

The problem of development in Nigeria is compounded by high illiteracy, low school enrolment, low educational achievement and the threat to local languages and cultures due to globalisation and the spread of English language to the traditional domains of indigenous languages. The challenges of mass unemployment are complicated by the fluidity of knowledge, the emergence of new knowledge classifications and cross-cutting fields which create new requirements for skills, competencies and qualifications.

The fundamental challenge is to have linguistic programs that are globally competitive and locally relevant fosters an enterprise mentality and confident outlook, nimble enough to anticipate trends and accommodate the rapidly changing requirements for skills and competencies. The current curriculum integrates a multiplicity of life skills, subject knowledge, entrepreneurial training and service-learning opportunities that will produce well-rounded, globally competitive and nationally relevant linguists who can adapt to the dynamics of the human condition. At the end of their training, the graduates would have a wide range of options in terms of career development and employment opportunities.

Philosophy

The programme will produce well-rounded, globally competitive and nationally relevant linguists who can adapt to the dynamics of the human condition. It is therefore important that Linguistics programmes must address the existing deficits in training, enlarge the space for participation of graduates in national development and the global economy, in addition to imprinting Nigerian indigenous knowledge and linguistic footprints on the global flows of knowledge and content production.

Objectives

As a field of study, Linguistics is primarily concerned with the scientific study of the nature, structure and functioning of human language. The study of Linguistics enables its graduates to understand language as a knowledge system, a medium of communication, in addition to its occurrence in spatiotemporal, psychological, socioeconomic, entrepreneurial, cultural and technological milieu. The present document is therefore, intended to provide a broad framework within which departments develop functional linguistic programs that will adequately cater for the needs of students of linguistics as regards the scientific study of these human languages. The areas of Linguistics, which will be included in this benchmark statement, range from the traditional areas of linguistics to the emerging areas of knowledge and development. The overarching objectives are:

1. provide students with in depth knowledge of the nature, behaviour and relationships between languages
2. stimulate an engaging experience of language in natural and other contexts.



3. expose students to methodologies, tools and theories for describing, documenting, and managing language related issues.
4. enable students to develop policies, tools and technologies for problem solving and influencing practice in relevant areas.
5. enable students to develop pride in their languages as knowledge systems, resources and heritages worthy of preservation for posterity.
6. equip them with skills required for diverse careers such as teaching, security services, administration, business, the media, speech and learning remediation, social engineering, and information technology, ai, among others.
7. enable students to adapt effectively to the requirements of the rapidly expanding local and global knowledge spaces and development needs.

Employability Skills

The following employability skills are in focus: good communication, critical, creative and innovative thinking, motivation and initiative, reliability and dependability, team work, self-motivation, patience, ability to follow instructions, logical and methodical approach to problem-solving, service orientation, adaptability and leadership. These skills are imbedded in the content, research methodologies and processes, data management and analysis and collaborative design of continuous assessment as well as service-learning opportunities.

21st Century Skills

New requirements for employees are creating a high and adhoc demand for new knowledge and skills. There is also the new requirement for remote and ICT driven learning, increasing requirement for employees to work at a distance. In addition, AI (machine learning, big data) has introduced new requirements for skills, methodology, multidisciplinary and collaborative research and as a result increasingly fluid knowledge classification. Consequently, students of linguistics are required to be highly ICT literate and should be able to apply new technologies, methodologies and theories that are relevant to linguistic training. Some of the dominant skills and critical competencies required are:

1. teaming;
2. self-motivation;
3. creativity;
4. critical and innovative thinking;
5. excellent communication;
6. adaptability;
7. enterprise mentality;
8. openness to new ideas;
9. cultural intelligence and awareness; and
10. ability to work remotely.

Unique Features of the Programme

1. *Combined Honours Opportunity*: The Combined Honors Degree option is designed to accommodate the fluidity of knowledge, new and rapidly changing degree classifications and requirements for multidisciplinary. Students can combine Linguistics with wide ranging fields. The option will also enable departments to respond rapidly to new disciplinary classifications as the need arises. This way, they can reduce the time-lag constraint created by the curriculum review processes.
2. *Service-learning*: The requirement for service-learning has informed the modification of fieldwork and continuous assessment processes in such a way that attention is shifted from earning grades to providing solutions to societal problems within a team approach.
3. *Shift in the direction of language as a resource* :The curriculum is not just designed to integrate theory and practice in balance, it is designed to demonstrate that language is a



resource much like natural resources, an aspect of the culture industry relevant to socioeconomic development. Consequently, it will create a shift in students' orientation and attitudes in the practice of linguistics, while at the same time catalyzing the sustenance of language as human heritage.

4. *Multidisciplinarity*: Emphasis has shifted in the direction of collaboration and multidisciplinary. This shift is reflected in the course listing, the learning objectives and outcomes, the pedagogy, admissions and graduation requirements.

Admission and Graduation Requirements

Admission Requirements

In addition to UTME requirements, candidates should possess at least Five Senior Secondary Certificate (SSC) credit passes in any subject combination including English Language in not more than two sitting. In addition, Credit pass in an African Language will be an advantage.

Direct Entry:

At least five SSC-credit passes, two of which must be at the Advanced Level or A minimum of merit grade in University/ National Diploma, NCE in any field is required.

Combined Honours Degree: Language interfaces with every aspect of human endeavour. In order to accommodate this reality, combined honours degree option has been used to create an opportunity for students to explore dimensions of interest that cannot be covered within the restrictions of a single departmental framework. The following requirement for combined honours is recommended.

1. A student may take a combined honours degree only in combination with programs that exist in an institution.
2. Admission criteria should be satisfied for both departments for which combined honours degree is sought.
3. A student shall satisfy the requirements for compulsory and required courses for both departments and a minimum of prescribed electives in the primary Department.
4. Final year project shall be optional for combined honours degree.
5. Classification of the degree shall reflect the programs in combination with the primary Department listed first (eg. Linguistics & Communication).

Graduation Requirements

A student shall qualify for the award of a degree when he/she has:

1. completed and passed the prescribed courses including all compulsory courses.
2. obtained a minimum CGPA specified by the University but not less than 1.00
3. earned the minimum credit units of not less than 120 for UTME and 90 for DE candidates.

The B.A. Honours degree in Linguistics is a four-year (8 semesters) programme, or three-year (6 semesters) programme for Direct Entry.



Global 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	-
LIN 101	Introduction to Linguistics	2	C	30	-
LIN 102	Sociolinguistics	2	C	30	-
LIN 103	General Phonetics	3	C	30	45
LIN 104	Survey of Applied Linguistics	2	C	30	
LIN 105	Languages of the World	2	C	30	-
LIN 106	Morphology	2	C	30	-
	Total	17			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
LIN 201	Basic Phonology	3	C	30	45
LIN 202	Language Documentation and Modernization	2	C	30	-
LIN 203	Grammar	3	C	30	45
LIN 204	Language Pathologies, disabilities and dysfunctions	2	C	30	-
LIN 205	Nigerian Languages and National Development/SDGs	2	C	30	-
LIN 206	Language Business	2	C	15	45
	Total	22			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theory in the Humanities	2	C	30	-
LIN 301	Phonology	2	C	15	45
LIN 302	Syntax	2	C	15	45
LIN 303	Lexicography	2	C	15	45
LIN 306	Tone systems	3	C	30	45
LIN 307	Digital Linguistics	3	C	30	45
LIN 308	Cognitive Linguistics	2	C	30	-
LIN 309	Computational Linguistics I	3	C	30	45
Total		24			

400 Level

Course Code	Course Title	Units	Status	LH	PH
LIN 401	Phonological theories	3	C	30	45
LIN 402	Syntactic theories	3	C	30	45
LIN 403	Acoustic phonetics	3	C	30	45
LIN 404	Computational Linguistics II	2	C	15	45
LIN 406	Language acquisition and second language learning	2	C	30	-
LIN 407	New and Invented Languages	2	C	30	-
LIN 409	Forensic Linguistics	3	C	30	45
LIN 410	Linguistics project/ Long Essay	4	C	-	180
Total		22			

Course Contents and Learning Outcomes**GST 111: Communication in English****(2 Units C: LH 15; PH 45)****Learning Outcomes**

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

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



Course Contents

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

GST 112: Nigerian Peoples and Cultures

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and 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 self-reliance (indigenous trade and market systems; indigenous apprenticeship system among Nigeria 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 Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



LIN 101: Introduction to Linguistics

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should:

1. gain an appreciation for the field of linguistics and its main sub-fields;
2. better understand the structure and components of language;
3. be familiar with basic concepts and vocabulary in linguistics.

Course Contents

Overview of the nature of language. Levels of language analysis. Branches of linguistics. Relationship between linguistics and other disciplines. Concepts in Linguistics. Methods in linguistics.

LIN 102: Sociolinguistics

(2 Units C: LH 30)

Learning Outcomes

1. Develop greater awareness of the relationship between and social context, and how these relationships are signaled through language.
2. Demonstrate understanding of key sociolinguistic theories and concepts for explaining how language varies in social contexts
3. Have an understanding of the tools and methodological insights needed to explore language variation in a social world.

Course Contents

Dimensions of relationship between language and society. Language and perception. Language in space and time. Sociopolitical development. Inclusion and participation. Language and conflict. Language, safety, and security. Language and national integration. The influence of new media and ICTs on language use. Language and ideology. Language and identity. Language and development. Education, mass mobilization, scientific development, and achievement.

LIN 103: General Phonetics (Prerequisite to LIN 204) PH 45)

(3 Units C: LH 30;

Learning Outcomes

On completion of the course the student should have the following learning outcomes:

1. decode words and pronounce them correctly;
2. use this knowledge to transcribe linguistic materials;
3. be in command of the relevant concepts and vocabulary; and
4. have sufficient competence to extend their knowledge through further studies.

Course Contents

General theoretical and practical introduction to phonetics as part of linguistics. The nature of the speech-producing mechanism. Speech perception. Practice in the recognition reproduction and transcription of speech sounds as well as their classification. Non-segmental features of speech such as tone, stress and intonation. Pronunciation and perception. Study, analysis and transcription of the speech sounds of languages (preferably African) which they are familiar with. Introduction to the phonetics laboratory.



LIN 104: Survey of Applied Linguistics

(2 Units C: LH 30)

Learning Outcomes

Students will be able to:

1. interpret language as a living, breathing entity, and that the knowledge of linguistics can be applied in various domains to achieve various results;
2. explain relevant concepts and vocabulary; and,
3. extend their knowledge through further studies.

Course Contents

Diverse sub-fields such as forensic linguistics. Corpus linguistics, language testing, language policy, and planning. Lexicography. Second language acquisition, second language writing, translation and interpretation. Rudiments of language and communication. Language, media, and animation.

LIN 105: Languages of the World

(2 Units C: LH 30)

Learning Outcomes

Student are to:

1. develop insight into the nature of languages in order to appreciate human diversity;
2. identify the languages of the world, their distribution and relationship'; and
3. identify the features which distinguish them, and their language families.

Course Contents

Living and dead languages of the world. Origins of living and dead languages. Location, classification, relationship, status, functions, population of speakers and defining characteristics. Nigerian and African languages. Linguistically interesting features of each language family. Study of language universals.

LIN 106: Morphology

(2 Units C: LH 30)

Learning Outcomes:

1. be familiar with different types of morphology and how they are used across different languages; and
2. be aware of which principles of language govern the distribution of morphology and how morphology interacts with other components of language.

Course Contents

Introduction to morphology. Relationship of morphology to phonology and syntax. Identification of morphemes, their classification, (e.g. root or affix, or inflectional or derivational), and morphological typology (e.g. isolating, agglutinative, fusional languages). Analysis of the morphologies of selected African languages (e.g. Bantu). Data and complex analyses on language typologies and linguistic variations.

200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

1. know the basic features of philosophy as an academic discipline;



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

Course Contents

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

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Content

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; and the new media.

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

Learning Outcomes

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

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

Course Contentss

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

LIN 201: Basic Phonology (3 Units C: LH 30; PH 45)

Learning Outcomes

On completion of the course the student should have the following learning outcomes:

1. will have basic insights into sound systems and structures
2. is in command of the relevant concepts and vocabulary
3. is able to use this knowledge to analyse linguistic material
4. have sufficient competence to extend their knowledge through further studies

Course Contents

Introduction to the study of phonology. Identification of sounds. Natural classes of sounds, basic concepts in phonology. Relationship and differences between phonetics and phonology. Phonology and orthography. Axioms of classical phonology. Structuralist, functionalist and generativist approaches and their problems. Parameters for establishing contrasts. Analytical and evaluation procedures. Phonological processes and phonological rules. Levels of abstraction and adequacy in phonological rules. Extensive analysis of natural and hypothetical data from diverse languages.



LIN 202: Language Documentation and Modernization (2 Units C: LH 30)

Learning Outcomes

Students are to:

1. be familiar with phonology concepts and vocabulary;
2. have understanding of methods and practices;
3. be able to work on a language project.

Course Contents

Introduction to the study of endangered, minority and less described languages. Theoretical, ideological, practical and ethical factors in language documentation. Practices and procedures in revitalization and modernization. Development of a documentary of a particular language from fieldwork. Applied language matters such as developing orthographies for unwritten languages, making a lexicon, language maintenance and revitalization and helping to articulate language policy.

LIN 203: Grammar

(3 Units C: LH 30;PH 45)

Learning Outcomes:

1. have an understanding of grammatical units, functions, structures and rules;
2. be able to analyse sentences; and
3. develop grammatical sketches of an undocumented language;

Course Contents

Introduction to the analysis of the sentence (as a unit of linguistic description) into parts and the grammatical description of these parts. Skills, techniques and formalisms in syntactic description and analysis in a practical oriented course.

LIN 204: Language Pathologies, Dysfunction and Disabilities (2 Units C: LH 30)

Learning Outcomes

At the end of this course, student:

1. are familiar with concepts and vocabulary;
2. are able to identify and classify different pathologies;
3. understand the influence of culture and linguistic background on human communication, speech, language;
4. are able to demonstrate knowledge of professionalism and ethical standards as they apply in working with people with speech, language, swallowing, and hearing disorders;
5. have sufficient competence to extend their knowledge through further studies.

Course Contents

Interdisciplinary perspective in evaluating human communication across the lifespan as it relates to language pathologies. Language pathologies identified, classified, and categorized on the basis cultural, anatomical, physiological, behavioral and neurobiological factors. Fieldwork to discover some pathologies in communities students are familiar with. Professionalism and ethical standards in working with people with speech, language disorders.



LIN 205: Nigerian Languages and National Development/ the SDGs (2 Units C: LH 30)

Learning Outcomes:

1. understand the dimensions of relationship between language and development;
2. have understanding of nigeria's development challenges and aspects of it that relate to language;
3. identify some critical linguistic challenges in nigeria's development and what can be done;
4. are familiar with sdgs, development frameworks and trade policies and the effect on Nigerian languages.

Course Contents

Nigerian languages in the context of development. Various issues in language and development. Language policy issues. Language in education, corruption, globalization and ICTs. Language and security. Safety, integration and dis-integration. Social and financial inclusion. Healthcare and safety. Language endangerment and death. Urbanization, politics, technology and their impact on language. SDGs and the role of Nigerian languages. Role of language in various economic and development frameworks and international trade policies.

LIN 206: Language Business

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, student:

1. are able to identify business opportunities
2. are able to develop business ideas and implement them

Course Contents

Introduction to the idea of language and culture as an industry. Review of the interface of linguistics with diverse disciplines. Inventions by linguists. Tools and services that are language related. Role of linguistic expertise in intelligence services. Healthcare, tourism and entertainment, advertising, agriculture, engineering, AI. Digital opportunities for content production, speech synthesis, voice recognition, automatic translation, Language, text and media production. Vocal language publishing, production of language teaching materials. African languages content, animation of traditional narratives, mining and adaptation of oral narratives and IK to different tropes. etc. Development of business ideas. Writing of business proposals, pitching the ideas and working through the stages of business incubation and development.

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

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

Course Contents

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



solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes:

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

Course Contents

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.

LIN 301: Phonology

(2 Units C: LH 15;PH 45)

Learning Outcomes

1. Are familiar with conventions, units, concepts and vocabulary
2. Have knowledge of different sound patterns and systems
3. Are able to analyze data extracts or whole language text
4. Are able to produce phonology of an unwritten language



Course Contents

Observing, identifying and segmenting sounds in the speech flow. Identifying units of phonological analysis. Description of sound patterns, behavior. Conventions, principles, and methodologies for discovery, explaining and describing the behavior of sounds. Conceptual frameworks for understanding phonological knowledge system. Development of abilities to ask questions, observe data and language, identify patterns and regularities, draw generalizations, analytical options based on extant evaluation metrics.

LIN 302: Syntax

(2 Units C: LH 15;PH 45)

Learning Outcomes

1. Demonstrate an understanding of grammatical diversity among languages
2. Demonstrates practical skills in the analysis of language data
3. Demonstrate an understanding of the ways languages encode grammatical relations
4. Demonstrate an understanding of concepts underlying two competing grammatical theories.

Course Contents

Principles of syntax and the basic concepts underlying theories of grammar. Structure of phrases, clauses and sentences. Functional relationship between parts of phrases and clauses, such as subject and object. Major competing theories of grammar. Concepts and methods of syntactic analysis, Practical analyses and description of a wide range of phenomena from a variety of languages.

LIN 303: Lexicography

(2 Units C: LH 15; PH 45)

Learning Outcomes

1. Demonstrate understanding of concepts and methodologies;
2. Demonstrate awareness of the diversities and types of dictionaries and their use;
3. Able to apply knowledge to produce a dictionary, lexicon, database, glossary, etc. As the case may be.

Course Contents

Lexicon and dictionary making. Writing of unwritten languages, phonemic transcription, entries, definitions, frequency and rank. Cross references, lexical and semantic fields and types of classification and presentation (mono-, bi-and multilingual glossaries and dictionaries, data bases and archives, encyclopedias, specialized glossaries, frequency dictionaries). Practical, hands-on experience in the making of a lexicon or rudimentary dictionary of an undocumented Nigerian language.

LIN 306: Tone Systems

(3 Units C: LH 30; PH 45)

Learning Outcomes

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

1. understand types of tone systems;
2. identify and describe types of tones and their representations;
3. give a brief introductory remark or discussion on the course and its main topics;
4. use technology to experiment tonal patterns in any language, especially african languages;
5. analyze tone data in any language, especially african languages;
6. engage in meaningful arguments/dialogues concerning tones in language;



Course Contents

Tone systems and tonal behaviors. Types, themes, topics, and ways of argumentation of tonal concepts and ideas which will equip them with the knowledge and skills required to handle tonal issues typical of African conditions. Distinction between register tone systems and contour tone systems. Phonological phenomena of downdrift and downstep. Interaction between tones and consonant and vowel segments. Dimensions of tone and grammatical interactions. Pitch accent systems. Languages typical of the major tone systems. Aspects of tonal behaviors in the languages. Various tendencies of tonal system.

LIN 307: Digital/Corpus Linguistics

(3 Units C: LH 30;PH 45)

Learning Outcomes

At the end of this course, student can:

1. define and describe the main perspectives on the analysis of language from the point of view of digital and corpus linguistics;
2. demonstrate knowledge of similarities and differences between digital and corpus linguistics;
3. describe the difference between quantitative and qualitative corpus linguistics;
4. describe the difference between diachronic and synchronic corpus-based research;
5. identify the differences in conducting corpus research on monolingual vs. multilingual corpora; identify the different levels of analysis in corpus linguistics (phonetic/phonological, morphological, lexical, syntactic/pragmatic, discourse);
6. analyze applications of corpus linguistics (dictionary/grammar creation, education, writing, language acquisition, language teaching);
7. develop skills in corpus collection, searching, annotation and analysis. apply basic statistical techniques to corpus analysis.

Course Contents

Digital and Corpus Linguistics. Data mining, data visualization, design process, digitization, databases, searches, linguistics on the web and digital tools. Examples and techniques for analysis. Phonetic/phonological, morphological, lexical, syntactic, semantic/pragmatic, discourse. Different perspectives in the corpus-based analysis of language (qualitative vs. quantitative; diachronic vs. synchronic; monolingual vs. multilingual). C Use of common techniques, tools and software packages.

LIN 308: Cognitive Linguistics

(2 Units C: LH 30)

Learning Outcomes

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

1. use basic concepts in their analysis such as categorisation, semantic frame, prototype, metaphor, metonym and blending
2. use semantic lexical databases as WordNet and FrameNet with knowledge of the strong and weak sides of the underlying theories
3. critically make use of methods developed within corpus-based cognitive linguistics
4. actively and independently participate in seminar discussions by presenting research assignments in cognitive linguistics

Course Contents

Survey of ideas and methods of 'cognitive linguistics', that have developed in the last two decades as an alternative to formal models of language. Overview of basic theories within cognitive linguistics. Basic theoretical concepts such as categorisation,



frames/domains/semantic fields, prototypes, polysemy, metaphor, metonymy and blending and sense relations such as hyponymy, meronymy and antonymy. Different cognitive "schools" such as Langacker's cognitive grammar, Lakoff's metaphor theory and Fillmore's frame semantics, Croft's radical construction grammar and the usage-based model (the usage-based model structure of the vocabulary).

LIN 309: Computational Linguistics I

(3 Units C: LH 30;PH 45)

Learning Outcomes

1. Students will be familiar with concepts and vocabulary.
2. Students will be able to manage some of the main topics in natural language processing placing more emphasis on elementary empirical methods.

Course Contents

A general introduction to concepts, terminologies and basic principles of computational linguistics. Natural language processing problems and perspectives; Basic corpus linguistics; Fundamentals of probability calculus; N-grams and language models.

LIN 401: Phonological Theories

(3 Units C: LH 30; PH 45)

Learning Outcomes

1. Are familiar with concepts and vocabulary
2. Demonstrate knowledge of the major phonological theories and their application.
3. Are able to summarize the key principles of the major phonological theories.
4. Demonstrate ability to apply the theories to given data

Course Contents

In-depth account of the principles and practice in phonological theories. Evolution of phonological theories from earliest times to contemporary periods. Fundamental principles of the major theories, the points of convergence and divergence, strengths and shortcomings in the light of language data. Formal frameworks. Linear and non-linear frameworks. Theories such as Generative Phonology, Autosegmental Phonology, Lexical Phonology and Optimality Theory.

LIN 402: Syntactic Theories

(3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of this course, student:

1. are familiar with concepts and vocabulary;
2. demonstrate understanding through practical application to african language data;
3. are able to write a seminar paper using any of the frameworks.

Course Contents

Transformational generative grammar. Arguments for and against the DP hypothesis, modules and or sub theories of grammar. X-bar, Case, Control, Government, Binding, Bounding and Theta theories. Move alpha, trace theory, the projection principle and extended projection principle (EPP), constraints on movement, empty category principle, exceptional case marking (ECM), VP Shell or split VP hypothesis, split CP hypothesis. Copious exercises to illustrate each concept.



LIN 403: Acoustic Phonetics**(3 Units C: LH 30; PH 45)****Learning Outcomes:**

At the end of this course, student:

1. have knowledge of concepts and vocabulary;
2. are able to use available software for analysis;
3. are able to analyse and interpret diverse wave forms and spectrograms;
4. demonstrate understanding of relationship of acoustic phonetics to articulatory and perceptual correlates;
5. are able to apply knowledge to other fields.

Course Contents

Introduction to the fundamental principles of acoustics relevant to the study of human speech sounds. Basic understanding of properties of speech sound waves, instrumentally using acoustic analysis software. Acoustic displays such as waveform graphs, fundamental frequency graphs, and spectrograms. Effective use of these displays for transcribing speech sounds and understanding their phonetic properties in the context of descriptive phonetic and/or phonological fieldwork. Complex interrelationships among acoustic, articulatory, and perceptual correlates of speech sounds.

LIN 404: Computational Linguistics II**(2 Units C: LH 15; PH 45)****Learning Outcome**

At the end of this course, student:

1. will be able to manage some of the main topics in natural language processing;
2. learn advanced empirical methods.

Course Contents

Natural language processing problems and perspectives. Basic corpus linguistics. Fundamentals of probability calculus. N-grams and language models. Advanced empirical methods in natural language processing. Methods for evaluating application performances in computational linguistics. Computational phonetics (audio sample properties-phones and formants. Frequency analysis-spectrograms, suprasegmental phenomena). Computational morphology (generation and morphological analysis, tabular lexica, techniques based on finite state automata). Computational syntax (part-of-speech tagging, grammars for natural languages, context free grammars, dependency grammars, tree banks). Computational semantics (lexical semantics. WordNet, FrameNet, Word Sense Disambiguation, Distributional Semantics Models, Sentence semantics and meaning representation). Applications. Automatic identification of prosodic prominence, stylometry, dialectometry.

LIN 406: Language Acquisition and Second Language Learning (2 Units C: LH 30)**Learning Outcomes**

1. are familiar with concepts and vocabulary;
2. demonstrate understanding of the theories of language acquisition and language learning;
3. are able to review texts and language learning materials;
4. are able to carry out contrastive and error analysis of language outputs of learners.



Course Contents

Approaches to the study of language acquisition and language learning. Theorists such as Piaget, Stern, Vygotsky, Skinner and other contemporary theorists. Linguistics approach, learning theory approach and information theory approach to language behavior. Language and cognition. The Whorfian hypothesis and related matters. Study of mother tongue and second language learning, analogy and interference theory, some socio-psychological variables in second language learning. Aphasia and neurophysiological variables in language learning. Case studies, contrastive and error analysis, learning challenges and remediations, different kinds of data and language testing methods.

LIN 407: New and Created Languages

(2 Units C: LH 30)

Learning Outcomes

The students will understand the:

1. concepts of pidgins and creoles;
2. various theories of pidgin and creole origins;
3. concept of mixed languages;
4. concept of artificial languages: CONLANGS and Machine human interface languages.

Course Contents

Concepts of pidgins and creoles. The origins of pidgins and creoles. The creole continuum, the concepts of mixed languages, subculture languages, Conlangs, Roila and Machine Human Interface Languages. a language that has been artificially created. Constructed languages. Robot Interaction Language (ROILA).

LIN 409: Forensic Linguistics

(3 Units C: LH 30; PH 45)

Learning Outcomes

Upon successful completion, students will have the knowledge and skills to:

1. explain the role of expert evidence relating to language in court, and review and assess the strength of evidence presented by expert witnesses;
2. explain the different types of linguistic data that can be used as evidence;
3. select and apply appropriate methods for identifying authorship of texts;
4. explain the potentials and limits of forensic voice identification;
5. explain how to develop profiling templates to support security forces based on linguistic and other characteristics;
6. identify the cultural and linguistic group dynamics and features that have forensic relevance;
7. explain, and argue for the role of language and linguistics in legal system.

Course Contents

Role of language in the rapidly growing field of forensic science. Forensic Linguistics applications in legal and criminal investigation, military, government and business. Contribution of forensic linguistics to literary historical and cultural studies. Issues in voice comparison, speaker profiling, authorship analysis, disputed utterance, plagiarism, transcription, translation-interpreting, interrogation and verballing, the nature of linguistic evidence and the role of languages and linguistics in legal proceedings. Computational and statistical tools in linguistic analysis.



Learning Outcomes

The student is able to:

1. design and complete a linguistic project within a specified timeline;
2. develop research proposal, frame research questions and methodology and write literature review;
3. demonstrate knowledge and capacity to frame theoretical framework.

Course Contents

The student's maturity in linguistics should be reflected in this course. Under the direction and supervision of a lecturer, the student is expected to choose a research area of his/her interest within which a specific topic with the guidance of a supervisor, develop tools for collecting data, follow ethical procedures in obtaining data, develop frame methodologies, choose the theoretical frameworks that are relevant, write an original essay, defend the work before a panel of experts.

Minimum Academic Standards**Service-Learning Requirement**

Final Year Project shall be selected as a solution to an identified societal problem. Students will be required to interact with local communities, public service units or private sector organizations to identify a problem, develop a proposal, defend it and carry out a project as a response to the problem. Such a problem may be a business idea which will be implemented by the student. Each department is required to develop a service learning policy and strategy which will be implemented.

Continuous assessment will incorporate interventions by students over a duration, in addition to the usual subject-based continuous assessment.

Equipment

3 Computerized Speech Laboratory and accessories.
30 high-end Digital sound recording equipment
5 High fidelity Cameras/ video recorders
2 Multimedia projectors
2 Public address systems
Display monitors
Smart Boards, internet enabled
Multimedia recording and viewing equipment
Soundproof recording studio
40 Computer terminals and accessories

Staffing

1. Minimum of 2 professors/ senior lecturer cadre each for the following units: phonology, syntax, sociolinguistics/applied linguistics, computational/ digital linguistics, comparative and historical linguistics, yoruba, igbo, hausa.
2. 4 other academic staff across other cadres for each of the areas of emphasis.

Academic staff: Trained scholars with Master's and Ph.D. degrees in Linguistics or Linguistics with Nigerian or foreign language as a language of exemplification.

Non – Academic staff:

Two (2) Laboratory technologists



One (1) Laboratory technician
One (1) Departmental Secretary/manager
One (1) Support/secretarial staff
One (1) cleaning staff

Library

1. Access to digital resources and linguistic archives and databases;
2. Reading rooms with 30 computer terminals fully internet enabled;
3. Library and Information

Physical Space

1. 10 Lecture rooms with smart boards, multimedia projectors, public address system and internet access.
2. Phonetics laboratory, virtual laboratories and tools
3. 2 seminar rooms.
4. Studios/ audio – visual rooms
5. Learning and teaching technologies
6. Offices spaces for academic and non-academic staff academic and administrative spac



B.A. Modern European Languages B.A (French)

Overview

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

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

Philosophy

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

Objectives

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

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



Employability Skills Emphasised

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

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

21st Century Skills Emphasised

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

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

Unique Features of the Programme

Among the unique features of the programme are:

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

Admission and Graduation Requirements

Admission Requirements

4-Years or Eight-Semester Degree programme

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

Direct Entry

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

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



Graduation Requirements

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

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 101	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
FRN 101	Introduction to a Second Foreign Language	2	C	30	-
FRN 102	Laboratory Exercise	2	C	15	45
FRN 103	Introduction to French Grammar	2	C	30	-
FRN 104	Introduction to Composition Writing in French	2	C	30	-
FRN 105	Initiation into Translation	2	C	30	-
FRN 106	Introduction to Literary Appreciation	2	C	30	-
FRN 107	Introduction to French Literary Genres-Prose	2	C	30	-
FRE 108	Introduction to Negro-African Literature in French	2	C	30	-
FRE 109	Nigeria and Her Francophone Neighbours	2	C	30	-
FRE 110	History of the French Language	2	C	30	-
Total		24			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-



FRE 201	Entrepreneurial French	2	C	30	-
FRE 202	Translation (Thème and Version)	2	C	30	-
FRE 203	Introduction to French Phonetics and Phonology	2	C	15	45
FRE 204	Essentials of French Grammar	2	C	30	-
FRE 205	Introduction to Practical Writing in French	2	C	30	-
FRE 206	Survey of French Metropolitan Literature-Prose, Drama and Poetry	2	C	30	-
FRE 207	Oral Literature in Francophone Africa	2	C	30	-
Total		22			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolutions	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
FRE 301	Advanced Studies in French Phonetics	2	C	15	45
FRE 302	Introduction to Creative Writing	2	C	30	-
FRE 303	Translation	2	C	30	-
FRE 304	Intermediate Practical Writing in French	2	C	30	-
FRE 305	Francophone African Literature-Colonial Era	2	C	30	-
FRE 306	French Literature of the 19 th Century: Prose	2	C	30	-
Total		20			

400 Level

Course Code	Course Title	Units	Status	LH	PH
FRE 400	Project	6	C	-	-
FRE 401	Advanced Oral French	2	C	15	45
FRE 402	Advanced Translation	2	C	30	-
FRE 403	Advanced Creative Writing in French	2	C	30	-
FRE 404	Advanced Practical Writing in French	2	C	30	-
FRE 405	20 th Century Metropolitan French Literature-Prose	2	C	30	-



FRE 406	Post-Independence Francophone African Literature: Prose	2	C	30	-
FRE 407	Francophone African Experience	2	C	30	-
Total Core		20			

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C; LH 30)

Learning Outcomes

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

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



Course Contents

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

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

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FRE 102: Laboratory Exercise: (2 Units C: LH 15; PH 45)

Learning Outcomes

The course enables the student to:

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

Course Contents

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



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

The course enables the student to:

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

Course Contents

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

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

The course enables the student to:

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

Course Contents

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

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

The course enables the student to:

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

Course Contents

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



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

FRE 106: Introduction to Literary Appreciation

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

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

FRE 107: Introduction to French Literary Genres: Prose

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

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



FRE 108: Introduction to Negro-African Literature in French (2 Units C: LH 30)

Learning Outcomes

The course enables the student to discuss:

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

Course Contents

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

FRE 109: Nigeria and her Francophone Neighbours (2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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



terms of national interests. Survey of possible areas of future cooperation between Nigeria and her Francophone neighbours.

FRE 110: History of the French Language

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to discuss the:

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

Course Contents

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

200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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



philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

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

Course Contents

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

FAC 201: Digital Humanities: Application of Computer to the Arts **C: LH 30)**

(2 Units

Learning Outcomes

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

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

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.



FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

FRE 201: Entrepreneurial French

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

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

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

(2 Units: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

What is 'thème'? What is 'version'? Meaning of literal translation. Problems of literal translation. Meaning of literary translation. Difference between literary translation and translation of scientific materials. Techniques of literary translation. Techniques of translation of non-literary



materials. Cultural factors in the art of translation. Role of dictionary in translation. Illustration of literary translation from English to French with a representative novel e.g. Chinua Achebe's *Things Fall Apart* and from French to English e.g. Camara Laye's *L'enfant noir*.

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

(2 Units

Learning Outcomes

The course enables the student to:

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

Course Contents

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

FRE 204: Essentials of French Grammar

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

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

FRE 205: Introduction to Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

1. explain the meaning of Practical Writing and the differences between it, Composition and Creative Writing;
2. recognise the importance of Practical Writing in French studies and in the student's life in future;



3. identify the areas of interest of Practical Writing;
4. discuss the difference between informal and formal letters in French;
5. discuss the writing of curriculum vitae in French;
6. appraise the challenges in choosing Practical Writing as a career;
7. assess the consequences of plagiarism.

Course Contents

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

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

Learning Outcomes

The course enables the student to:

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

Course Contents

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

FRE 207: Oral Literature in Francophone Africa

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

Meaning of oral literature. Importance of oral literature. State of oral literature of Francophone African communities before the arrival of Europeans. Elements of oral traditions of French-speaking African communities- proverbs, maxims, tales, myths, legends etc. Role of traditional African story-tellers eg. the old Senegalese story-teller



Amadou Koumba. Role of traditional African tale-collectors and writers eg. Birago Diop and Bernard Dadié. Study of samples of traditional African tales. Lessons from the traditional African tales and their relevance to the contemporary era. Aesthetic qualities of the traditional African tales as manifested in the works of the story-tellers.

300 Level

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

GST 312 Peace and Conflict Resolution

(2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;



5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

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

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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



FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to demonstrate:

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

Course Contents

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

FRE 301: Advanced Studies in French Phonetics

(2 Units C: LH 15: PH 45)

Learning Outcomes

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

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

Course Contents

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

FRE 302: Introduction to Creative Writing

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

Meaning of creative writing. Differences between fictional and non-fictional writings. Examples of creative writing- novel, tale, drama, short story, poem. Differences between a novel, a novella and a short story in French. Analysis of samples of non-fictional documents e.g. political speeches, company reports, government reports. memorandum of understanding.



Themes of creative writing e.g. political, economic, social, religious etc. Commitment in creative writing. Gender themes in creative writing. Styles of creative writing. Printing challenges of materials of creative writing. Challenges of marketing materials of creative writing. Consequences of plagiarism. Associations of creative writers.

FRE 303: Translation

(2 Units C: LH 30)

Learning Outcomes

The course enables the student to:

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

Course Contents

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

FRE 304: Intermediate Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FRE 305: Francophone African Literature - Colonial Era

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. discuss the evolution of Francophone African literature;
2. identify some of the major first generation Francophone African writers who wrote on the colonial theme;



3. discuss assimilation and indirect rule;
4. analyse the variety of themes treated by the first generation of Francophone African writers;
5. assess the French colonial policies that inspired the Francophone African novelists of the colonial era;
6. discuss the uniqueness of the work of the individual writers.

Course Contents

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

FRE 306: French Literature of the 19th Century: Prose (2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

400 LEVEL

FRE 400: Project (6 Units C: PH 270)

Learning Outcomes

The course will enable the student to:

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

Course Contents

General introduction to academic research. Introduction to research in the Arts/ Humanities. Choice of research topic. Choice of supervisor. Techniques of documentation for research in



the Arts/Humanities. Importance of books in research. Role of internet in research. Identification of research problems-objectives, justification, scope and limits of the research. Literature review. Referencing/bibliography; Structure and format of research. Plagiarism.

FRE 401: Advanced Oral French

(2 Units C: LH 15; PH 45)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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

FRE 402: Advanced Translation

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

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

Course Contents

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



errors. Use of software in translation. Career in translation/interpretation. The translation/interpretation market in Nigeria. Establishing translation/interpretation business in Nigeria.

FRE 403: Advanced Creative Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. identify and develop viable themes for fiction;
2. evaluate the stylistic qualities of any creative work;
3. review materials of creative writing;
4. discuss plagiarism
5. analyse the challenges of printing creative materials;
6. recall the challenges of marketing creative materials.
7. analyse copyright issues;
8. discuss censorship.

Course Contents

Writing full-length publishable and saleable creative works e.g. short stories, plays and poems. Choice of genre. Choice and development of themes. Development of plot. Structure of the creative material. Importance of vocabulary. Aesthetic quality of the creative material. Originality in creative writing. Plagiarism. Copyright. Challenges of printing. Marketing materials of creative writing. Problem of censorship.

FRE 404: Advanced Practical Writing in French

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. analyse the process of applying for employment in French;
2. critique newspaper editorials in French;
3. recall the techniques of writing advanced level report for official purposes
4. assess the relationship between Practical Writing and other disciplines;
5. evaluate the prospects of career in Practical Writing in French in Nigeria;
6. assess the state of Practical Writing in the Departments of French of Nigerian universities.

Course Contents

Content and language of application for employment. Writing newspaper editorial. Writing complex reports for private organisations and government agencies. Advanced diplomatic reports and correspondences. Reports of international organisations. Relationship between Practical Writing and other disciplines of the Arts/Humanities. Practical Writing and the Social Sciences, Sciences and Technology. Practical Writing and entrepreneurship. Career in Practical Writing. Practical Writing in the Curricula of Nigerian universities.

FRE 405: 20th Century French Metropolitan Literature- Prose (2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. assess the 20th century French Metropolitan literature generally;
2. identify major novelists of French Metropolitan literature of the 20th century;
3. recognise the major literary movements of French Metropolitan literature of the 20th century;



4. appraise the historical forces that influenced the works of the novelists;
5. analyse commitment in the 20th century French novel;
6. critique the gender dimension of the 20th century French novel.

Course Contents

Survey of 20th century French literature with emphasis on the novel. Study of the 20th century French literary movements: 'existentialisme', "absurde", "nouveau roman" etc. Representative writers of the 20th century literary movements- Jean-Paul Sartre, Camus, André Gide, Alain Robbe-Grillet etc. Thoughts of the 20th century French novelists that contributed to shaping the literary landscape of France in the century. The two world wars and their manifestations in the 20th century novel. Other 20th socio-political events that affected the development of the 20th century French Metropolitan novel. Commitment in the 20th century French novel. Gender issues in the 20th century French Metropolitan prose. In- depth study of the selected novels of the giants of French Metropolitan novel of the 20th century.

FRE 406: Post-Independence Francophone African Literature- Prose (2 Units: LH 30)

Learning Outcomes

The course will enable the student to:

1. analyse the evolution of the post-independence African novel;
2. identify the various generations of post-independence Francophone African novelists;
3. analyse the socio-political realities that inspired the writing of the post-independence Francophone African novels;
4. discuss the themes and styles of post-independence Francophone African novels;
5. compare the works of Francophone African writers in exile
6. discuss gender issues in post-independence Francophone African novels;
7. compare post-independence Francophone African novels with their films in terms of theme and style.

Course Contents

Overview of post-independence Francophone African novel. Representative writers of the post-independence Francophone African novel and their works- Ahmadou Kourouma, Alioum Fantouré, Tierno Menenembo, Williams Sassine, Aminata Sow Fall, Calixthe Beyala and Fatou Kéita etc. Post-independence Francophone African novelists and the politics of post-independence Francophone Africa. Themes of the post-independence Francophone African novels. Comparison of themes of novels of the post-independence Francophone Africa with those of the colonial era. Language and styles of the post-independence Francophone African novelists. Exile of writers and novels in exile. Women writers in post-independence Francophone Africa. Gender dimensions of post-independence African novel. Post-independence Francophone African novels and their films.

FRE 407: Francophone African Experience (2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. discuss the politics of Francophone African countries since they attained independence in 1960;
2. assess the performance of post-independence Francophone African leaders in terms of respect for human rights and socio-economic development
3. analyse the rate of coups d'état in post-independence Francophone Africa;
4. appraise the policies of France towards her former colonies in the post-independence era;



5. assess the performance of Francophone African countries in ECOWAS, African Union and the United Nations;
6. evaluate the status and role of Francophone African countries in Francophone bodies e.g. Conseil de l'Entente, Francophonie.

Course Contents

Overview of the politics of Francophone African countries since they attained independence from France in 1960. Roles of Francophone African politicians e.g. Sékou Touré, Léopold Sedar Senghor, Félix Houphouët-Boigny among several others at the dawn of independence and in the post-independence era. Tyranny/accusations of tyranny in Francophone African politics. Economic situations of Francophone African countries in the post-independence era. Coups d'état in Francophone African countries. Francophone African Organisations- the 'Fédération du Mali', 'Conseil de l'Entente', CEAO. Francophone African countries in the 'Francophonie' the International Organisation of the Francophonie (OIF), the Agence Universitaire de la Francophonie and the Association Internationale de Maires Francophones (AIMF) among others. The politics of the CFA. The politics of the proposed single ECOWAS currency and the CFA. Francophone African countries and ECOWAS. Francophone African countries and the African Union. Francophone African countries and the United Nations.

Minimum Academic Standards

Equipment

Five categories of equipment are needed for teaching purposes, for office use and for administrative work (staff research etc).

Equipment for General Teaching Purposes

Equipment needed for general teaching purposes include:

1. smart boards in all classrooms;
2. desktop computers and laptops;
3. projectors.

Equipment for French Language Laboratory

1. Adequate number of booths
2. Adequate number of headsets
3. Computers
4. Internet facilities
5. Television sets
6. Over- projectors
7. Radio/tape recorders
8. Video cameras
9. French language learning software

Office Equipment

H.O.D's Office

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. Air conditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair



10. A wall to wall carpeting
11. 1 car
12. 1 notice board
13. 1 blackboard
14. 1 desktop computer

Each Lecturer's Office

1. 1 table
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop computer
8. 1 set of upholstered chairs for Professor's Office
9. 1 wall to wall carpeting for Professor's Office

Equipment for Staff Common Room

1. At least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. 1 electric kettle
5. At least 30 teacups, plates, tumblers, etc
6. At least 4 sets of cutlery
7. 4 trays
8. 1 cupboard
9. Tv set with receiver

Equipment for Administrative Work

For administrative work, staff research etc. the following items of equipment are required:

1. one 25-seater bus
2. a station wagon
3. one video camera
4. one tape- recorder

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time staff for the commencement of any of the academic programmes. There should be a reasonable number of staff, of not less than 70%, with Ph.D. degrees as well as with sufficient professional experience where necessary. With a minimum load of 15units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.



Academic Support Personnel

Teaching Assistants/Demonstrators to help lecturers in the conduct of tutorials and handle other related duties. These staff members should be bilingual (French and English) and computer literate.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departmental and Faculty offices. At the Departmental level, it is important to recruit very competent senior staff members that are bilingual (French and English) and computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable to the proper running of the laboratories, are required. It is important to recruit very competent senior technical staff members to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance. The technical support personnel should be bilingual (French and English) and computer literate.

Library

The bilingual nature of the French programme demands that it should have a rich and reliable departmental library. The library should be well stocked with classical and current books in French and English for use of staff and students. The online materials must be centrally handled by the University's main library. The library personnel should be a mixture of senior and intermediate staff members who must be bilingual and computer literate. The Departmental library must be provided with adequate equipment and facilities to enable it function properly as the centre of academic activities in the Department. The following are required in the French Department library:

Library Personnel

4 librarians- 2 in the senior staff and 2 in the intermediate staff categories. All departmental librarians must be bilingual (English/French) in order to ease the task of cataloguing, classification and location of materials in the library.

Journals

Physical Holdings in the Departmental library

1. Current French dictionaries and encyclopaedias e.g. *Le petit Larousse, Le petit Robert*;
2. Current bilingual (English/French) dictionaries and encyclopaedias e.g. *Larousse-anglais-français, Larousse-français-anglais*;
3. Classical and current creative works in the three genres of French Metropolitan literature;
4. Classical and current critical works on the three genres of French Metropolitan literature;
5. Classical and current research/teaching materials on creative and critical works of French Metropolitan literature;
6. Classical and current books on the geography, history, politics, civilisation and culture of France;
7. Classical and current books in French and English on French grammar, linguistics, translation, creative and practical writings;
8. Classical and current books on the three genres of Francophone Caribbean literature;
9. Classical and current books on Francophone Caribbean history, culture, civilisation and politics;
10. Classical and current books on Maghrebian creative works, history, culture, civilisation, politics;



11. Classical and current books on the three genres of Francophone African literature and on Francophone African history, culture, civilisation and politics;
12. Classical and current books on African history, culture, civilisation and politics;
13. Classical and current books on the geography, history, culture, civilisation and literatures of other Francophone entities.e.g. In Canada, Belgium, Switzerland etc.;
14. Classical and current books on French studies from other Francophone sources;
15. Copies of current journals of Departments of French of Nigerian Universities;
16. General reading materials on literature, linguistics, history, culture and civilisation with bias for French studies.

University E-Library

1. The university must subscribe to JSTOR. Constant internet connectivity essential.
2. Online reading, research and teaching materials on creative and critical works on french Metropolitan literature;
3. Online materials on French history, politics, civilisation and culture;
4. Online materials in French and English on French linguistics, translation, creative and practical writings;
5. Online materials on the three genres of Francophone Caribbean literature;
6. Online materials on Francophone Caribbean history, culture, civilisation and politics;
7. Online materials on Maghrebian creative works, history, culture, civilisation and politics;
8. Online materials on the three genres of Francophone African literature and rancophone African history, culture, civilisation and politics;
9. Online general reading materials on African history, culture, civilisation and politics;
10. Online materials from other Francophone sources;
11. Online versions of current journals of Departments of French of Nigerian Universities;
12. Online materials on French studies from sources other than Francophone.

Space

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities.

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC recommends the following physical space requirement:

	m ²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85



B.A. Modern European Languages B.A (German)

Overview

The B.A German language Core Curriculum and minimum Academic Standards (CCMAS) is the new curriculum approved by the National Universities Commission (NUC) for use in all Nigerian Universities for the training of pre-service employees with competence in the spoken and written German language. The B.A German programme here can compare with any B.A German Curriculum from the best Universities globally. The main goal of language acquisition and learning and as skills required for the 21st century knowledge based and digital economy - all have been incorporated into the curriculum.

Besides the general courses, the B.A German programme (CCMAS) contains (60 units) of core courses of the German language. It is expected that the Universities will Generate and include other courses that will reflect their local needs and mandate, to make up for the minimum 12.0 units required for graduation by the students. The B.A German programme CCMAS is organized around the preliminaries, the course structure and semester arrangements. The course content for all the courses as well as learning outcomes for individual courses are also outlined as guide for content delivery. The aim is to produce pre-service German language graduates with good competence and facility and skills fit for work in the area of their study in the 21st century.

Philosophy

The programme aims at producing graduates with multilingual competence and especially graduates, whose German language competence would be needed to help access the great innovative achievements of the Germans, not only in the humanities, but also in technology, medicine, engineering, international trade, and commerce etc. As part of the global village and to take advantage of the innovative achievements documented in the German culture and language, good knowledge of the German Language would be of great advantage.

Again, as a communicative animal, language draws people together, opens up new horizons of values, and creates new avenues for mutual understanding and friendliness tolerance among peoples.

Objectives

In line with the above philosophy, the objectives of the B.A. German Programme are, to:

1. enable students acquire basic german grammar i.e. acquire the basic grammatical structures and lexis of the language.
2. acquire the phonetical aspects of the alphabets and their structural features.
3. acquire oral and aural comprehension.
4. enable students practice in group and take part in inter-personal discussions for the acquisition of correct use of grammar and vocabulary.
5. enable students to be introduced to german-speaking societies. this includes having an overview of the customs, beliefs of the germanic tribes, overview of the geography, culture and outlook of the contemporary german speaking people.
6. introduce students to reading and analysis of simple german texts.
7. enable students to listen and have practical training in the phonology and phonetics of the german language.
8. intensive listening and participation in dialogues, conversations, interviews through videos, films, laboratory practice etc.
9. enable students participate effectively in textual analysis, techniques of translation, with



practical work from German into English with emphasis on lexical, syntactic and semantic structures of both languages.

10. students are to be introduced to literary appreciation and the reading of simple texts in German.
11. structural exercises, essay writing, structure of contemporary German (Rechtschreibung by Duden is here highly recommended) and finally introducing students to contemporary German life, society, politics etc.
12. comparative literature in English and German should be selected and studied.

Unique Features of the New Programme

The unique features of the programme include:

1. development of scientific literacy among the students;
2. development of cultural sensitivity and skills to handle local epistemologies;
3. development of digital skills that will enable teaching remotely when necessary; and
4. developing entrepreneurial skills for the knowledge based and digital economy among the graduates.

Employability Skills

The graduate of B.A German should be equipped with the following employability skills:

1. ability to establish and run a language teaching and learning out;
2. ability to work as translator of German language texts into other language/s;
3. opportunity to work in outfits like tourist-centres, foreign embassies, airline offices etc;
4. serve as teachers in schools and universities or serve as laboratory assistants in language teaching facilities;
5. work as journalists in radio, television and newspaper outfits etc; and
6. work in libraries and archival facilities.

21st Century Skills

The B.A (German) programme CCMAS has the capability of inculcating into the Pre-service German graduates the following 21st century skills:

1. Communication and advocacy skills;
2. Initiative and enterprise skills;
 - i. Skills to establish and run private language learning outfits.
 - ii. Ability to have access to modern technological gadgets like computers, laboratory equipment etc.
 - iii. Ability to adapt to be able to work in various capacities as opportunities offers themselves.
3. problem solving skills; and
4. information technology.

Admission and Graduation Requirements

Admission Requirements

Four-year Degree Programme

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language and Literature in English at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level.



A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and Literature in English.

Graduation Requirements

The degree programme has a 4-year (8 semesters) duration for UTME applicants and a 3-year (6 semesters) for direct entry applicants. Graduates are expected to have completed, passed and earned minimum credit units of 120 for UTME and 90 for Direct Entry, including the compulsory and required courses as may be offered by the department. Graduates are also expected to obtain a minimum CGPA of 1.00.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Cultures	2	C	30	-
GER 101	Basic German Grammar I	2	C	30	-
GER 102	Oral and Aural Comprehension I	2	C	30	-
GER 103	Basic German Grammar II	2	C	30	-
GER 104	Oral and Aural Comprehension II	2	C	30	-
GER 105	Speech and Conversation I	2	C	30	-
GER 106	Introduction to German Speaking Societies	2	C	30	-
GER 107	Introduction to reading and text analysis	2	C	30	-
GER 108	German as a second Foreign Language I	2	C	30	-
Total		22	C		

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	-
GER 201	German Grammar III	2	C	30	-
GER 202	Listening Comprehension I	2	C	30	-
GER 203	Speech and Conversation II	2	C	30	-
GER 204	German Grammar IV	2	C	-	90
GER 205	Listening Comprehension II	2	C	30	-
GER 206	Speech and Conversation III	2	C	30	-
GER 207	Composition writing, writing in German	2	C	30	-
GER 208	Reading Comprehension and	2	C	30	-



	Textual Analysis				
GER 209	Practical Translation	2	C	-	90
GER 210	Introduction to Literary Appreciation	2	C	30	-
	Total	26			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 311	Peace and Conflict Resolutions	2	C	30	-
ENT 312	Venture Creation	2	C	30	-
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
GER 301	Advanced German Grammar I	2	C	30	-
FRE 302	Listening Comprehension and Speech	2	C	30	-
GER 303	Advanced German Grammar II	2	C	30	-
GER 304	Listening Comprehension	2	C	30	-
GER 305	Speech and Conversation	2	C	30	-
GER 306	Essay Writing	2	C	30	-
GER 307	Reading and Text Comprehension	2	C	30	-
	Total	20			

400 Level

Course Code	Course Title	Units	Status	LH	PH
GER 401	Practice German	2	C	30	90
GER 402	Structure of Contemporary German	2	C	30	90
GER 403	Applied Linguistics	2	C	30	-
GER 404	Translation from German to English	2	C	30	-
GER 405	Translation from English to German	2	C	30	-
GER 406	German Literature Prose	2	C	30	-
GER 407	Long Essay/Project	6	C	30	-
	Total	18			

Course Contents and Learning Outcome

100 Level

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;



4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (pre-writing, writing, post-writing, editing and proof-reading; brain-storming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making, mechanics of writing, etc). comprehension Strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology (ICT) 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, etc.

GST 112: Nigerian Peoples and Cultures

(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 arts and culture in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political entity;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian state towards nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and
8. list and suggest possible solutions to identifiable Nigerian environmental, cultural, social and moral problems.

Course Contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political entity (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation-building (military interventions in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development. Law: definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conduct. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation); Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC),



Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

GER 101: Basic German Grammar I

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. explain the grammatical structures of the German Language;
2. pronounce the German alphabet;
3. analyse the features of writing system;
4. interpret the application and use of the German language;
5. identify the grammar, phonology, phonetics of the German people, their environment, economy, culture etc.;
6. comprehend and facilitate reading, discussion and understanding nation, international and global, social and economic issues;
7. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
8. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

Students is able to recognise German in written a spoken form; Learn to recognize the German alphabets and their phonetical representation; Know how the alphabets are written and how to pronounce them; German numerals and their pronunciation; the articles; der (masc)die(fem) das neuter gender; and the indefinite articles(mas) Eine (fem) ein (neuter) gender; how to make simple sentences in German.

GER 102: Oral and Aural Comprehension

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. identify sound system of the language;
2. operate audio visual aid in learning;
3. solve problem and research method;
4. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
5. appreciate values, beliefs, customs and other cultural issues of other people;
6. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
7. Ability to teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Use of audio visual aid in learning; German sound system; use of audio and video taped programmes in laboratory.

GER 103: Basic German Grammar II

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. identify the peculiarities of the German grammar;
2. explain German Lexis and sound system;



3. apply and use the German language;
4. interpret grammar, phonology, phonetics of the German people, their environment, economy, culture etc.;
5. comprehend and facilitate reading, discussion and understand nation, international and global, social and economic issues;
6. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and,
7. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course contents

Here the students learn the conjugation of verbs according persons (1st-3rd person) singular and (1st-3rd person) singular and 1st -3rd person plural, beginning the verb to be. Learns about the tenses- present, imperfect, perfect and future tenses. Learns about the use of conjugations like and, but, since, etc. Learns about the adjectives; pronouns, verbs, prepositions and their applications

This course is continuation of Ger 101. It has to do with composition-how to write and compose German sentences.

GER 104: Oral and Aural composition I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. identify sound system of the language;
2. operate audio visual aid in learning;
3. solve problem and research method;
4. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
5. appreciate values, beliefs, customs and other cultural issues of other people;
6. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
7. Ability to teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Use of audio visual aid in learning; German sound system; use of audio and video taped programmes in laboratory.

GER 105: Speech and Conversation I

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. practice in groups
2. participate interpersonal discussions
3. apply the correct use of rules of grammar and vocabulary
4. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life.
5. appreciate values, beliefs, customs and other cultural issues of other people.
6. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature.
7. teach, research and introduce others to the use of laboratory Equipment and other forms



of gadgets for effective learning of the German or other languages

Course Contents

The structures are made to practice in groups. Engage in discussions involving everyday life; teach the correct use of grammar and the right vocabulary and how to use and pronounce the words.

GER 106: Introduction to German Speaking Societies (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain customs, beliefs, practices of German speaking people;
2. Knows how the Germanic tribes are
3. Learns about the geographical features, institutions, peculiarities of the German speaking societies
4. Have a grasp of the application and use of the German language
5. Apply grammar, phonology, phonetics of the German people, their environment, economy, culture etc.
6. comprehend and facilitate reading, discussing and understanding nation, international and global, social and economic issues.
7. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language.
8. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

An overview of the custom, belief system, distribution of the Germanic tribes, the geographical position of the German speaking societies e.g Austria and Switzerland etc.

GER 107: Introduction to reading and text analysis (2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. analyse simple German texts;
2. read and pronounce German;
3. acquires vocabulary and how to use them;
4. recognise and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
5. appreciate values, beliefs, customs and other cultural issues of other people;
6. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
7. teach, research and introduce others to the use of laboratory equipment and other forms of gadgets for effective learning of the German or other languages.



Course Contents

Analysis simple sentences, how to read, to comprehend, acquire German vocabulary and how to use them.

GER 108: German as a second foreign language

(2 Units C: LH 30)

Learning outcomes

At the end of this course, students should be able to:

1. analyse simple german texts;
2. read and pronounce German;
3. acquires vocabulary and how to use them;
4. recognise and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
5. appreciate values, beliefs, customs and other cultural issues of other people;
6. read works, texts and journals in german with its attendant opportunity to open up new horizons of knowledge that are rife in the german language literature; and
7. teach, research and introduce others to the use of laboratory equipment and other forms of gadgets for effective learning of the german or other languages.

Course Contents

In this course students learn about the cases-nominative, accusative, genitive, dative cases. Learns how the prepositions, like in, into, on, towards, at etc. Learns about the adverbs, adverbs of time, place. Learning about timing and how to read the times on the clock using 'vor' and 'nach' after the different hours. Learns how to conjugate verbs according to the persons Learn how to decline the nouns, again according to the different gender and number

200Level

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 asses 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.

GST 222: 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.

FAC 201: Digital Humanities: Application of computer to the Arts (2 Units C: LH 30)

Learning Outcomes

This course enables the student to:

1. acquire basic knowledge of computer for research, publishing, networking and application of various tools
2. facilitates writing and documenting of work
3. the b. a german programme should equip the students with a good grasp and facility in the application and use of the german language
4. knowledge of the grammar, phonology, phonetics of the german people, their environment, economy, culture etc.
5. knowledge of comprehension and facility in reading, discussing and understanding nation, international and global, social and economic issues.
6. ability to translate, interpret and evaluate texts written in german and be able to translate them into english or any other language.
7. ability to work as german facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.



Course Contents

Digital humanities, also known as Humanities Computing is an interface between computing and the disciplines in the Arts/Humanities. It is methodological by nature and interdisciplinary in scope, using the techniques of data analysis and digital representation to look at traditional questions in the humanities and the social sciences. It exposes the students to the application of the computer in the various programmes in the Arts discipline. Again, it focuses on the entrepreneurial research, publishing, networking and the application of various tools and the new media.

FAC 202: The Arts and other Disciplines

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. appreciate the relationship between arts as a discipline and the other disciplines and the connection between them;
2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory equipment and other forms of gadgets for effective learning of the German or other languages.

Course contents

The relationship between the Arts and the other disciplines such as the Social Sciences, Sciences, Technology, Engineering, Mathematics, Medicine, etc. is investigated, to establish the connection between these disciplines and the intellectual terrain as a whole. Emphasis is placed on multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with the other disciplines to help to see and make connections across disciplines and perspectives.

GER 201: German Grammar III

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. consolidate what they have already studied in German Grammar I and II
2. develop a good grasp of the application and use of the German language
3. express grammar, phonology, phonetics of the German people, their environment, economy, culture etc.
4. comprehend reading, discussing and understanding nation, international and global, social and economic issues.
5. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language.
6. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.



Course Contents

Expansion of the German Grammar, its peculiar structure and sound system.

GER 202: Listening Comprehension I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. articulate German phonetics and phonology;
2. listen and practice in the laboratory;
3. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
4. appreciate values, beliefs, customs and other cultural issues of other people;
5. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
6. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

This offers and acquaints the students with German phonetics and phonology

GER 203: Speech and Conversation II

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. organize themselves in groups to practice German;
2. Begin to develop oral communication skills and interests;
3. develop a good grasp and facility in the application and use of the German language;
4. express the phonology and phonetics of the German people, their environment, economy, culture etc.;
5. comprehend reading, discussion, and understanding nation, international and global, social and economic issues;
6. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
7. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

At this level group interactions are organized for the purposes of developing and enhancing communication skills

GER 204: German Grammar IV

(2 Units C: PH 90)

Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate good understanding of the German grammar;
2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.



Course Contents

Expansion of the German Grammar, its peculiar structure and sound system.

Ger 204: German Grammar IV

(2 Units C: PH 90)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate use of prepositions in the different cases;
2. conjugate regular and irregular verbs according to the persons singular and plural;
3. explain the use of conjunctions; and
4. express the tenses-present, imperfect, perfect and future tenses and how they are used in sentences.

Course Contents

Here practice of the German Grammar is intensified. Expansion of the German Grammar, its peculiar structure and sound system.

GER 205: Listening Comprehension II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. comprehend and participate in German dialogues and conversations;
2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Practice in listening to dialogues and discussions; Listening to videos, films and then laboratory practice; The B. A German programme should equip the students with a good grasp and facility in the application and use of the German language; Knowledge of the grammar, phonology, phonetics of the German people, their environment, economy, culture etc; .Knowledge of comprehension and facility in reading, discussing and understanding nation, international and global, social and economic issues; Ability to translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; Ability to work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

GER 206: Speech and Conversation III

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
2. appreciate values, beliefs, customs and other cultural issues of other people;
3. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
4. teach, research and introduce others to the use of laboratory Equipment and other forms



of gadgets for effective learning of the German or other languages.

Course Contents

This course sets forth what is in GER 203 above

GER 207: Composition writing in German

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. compose texts in German;
2. exhibit confidence in the use of the vocabulary and application of the rules of the German language grammar;
3. demonstrate a good grasp in the application and use of the German language;
4. explain the use of grammar, phonology, phonetics of the German people, their environment, economy, culture etc.;
5. comprehend and facilitate reading, discussion and understanding of national, international and global, social and economic issues;
6. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
7. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

GER 208: Reading Comprehension and Textual analysis

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. reads with greater confidence
2. analyse texts because there is good knowledge of the rules of grammar and vocabulary
3. recognize and address local epistemologies and common misconceptions;
4. appreciate values, beliefs, customs and other cultural issues of other people;
5. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
6. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Specific selected texts are analysed

GER 209: Practical Translation

(2 Units C: PH 90)

Learning Outcomes

At the end of this course, students should be able to:

1. translate from English to German and from German to English;
2. interpret more German vocabulary and rules of Grammar;
3. express the grammar, phonology and phonetics of the German people;
4. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
5. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.



Course Contents

Here techniques of translation are expressed

GER 210: Introduction to Literary Appreciation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. appreciate selected German literature;
2. mention names German authors;
3. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
4. appreciate values, beliefs, customs and other cultural issues of other people;
5. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
6. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

A survey of German literary trends especially in the 20th century. Selected texts are appreciated and analysed

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, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 Units C : LH 30)

Learning Outcomes

At the end of this course, the student 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 others;
4. identify the essential variables in research methods;
5. formulate good research proposal;
6. conduct original research/long essay at the final year; and
7. write a report/the long essay/research project devoid of plagiarism and other ethical issues.



Course Contents

Meaning and characteristics of research. Research methods. Types of research in the Arts disciplines. Approaches to research, problems, proposals, techniques of data collection, analysis and interpretation. Criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques. Research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. capture complexity by means of a single general statement;
2. do systematic thinking from principles through application to conclusions;
3. analyse complex data to minimal units;
4. make out underlying patterns in art phenomena; and
5. utilise evidence to organize and explain complex phenomena in the humanities.

Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the Arts and Humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of Humanities scholarship. Evaluation of the merits of scholarly works.

GER 301: Advanced German Grammar I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. demonstrate greater confidence in the use of the German Grammar;
2. perfectly apply the rules of the German Grammar;
3. illustrate grammar, phonology, phonetics of the German people, their environment, economy, culture etc.;
4. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
5. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

The structure of German complex sentences-sentences involving main (haupt) and subordinate clause (neben) satze; apply divisible verbs (the so-called (trennbareverben) i.e separable verbs these are verbs with suffixes like ein, vor, um, auf.

GER 302: Listening Comprehension and Speech

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. comprehend and render texts dictated to him/her;



2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Content

Intensive listening and speech practice through the use and application of television, films and laboratory practice.

GER 303: Advanced German Grammar II

(2 Units C: LH 30)

Learning Outcomes

This is a continuation of GER 301 as is expressed above

Course Contents

The subjunctive mood-the structure and application of irreal sentences involving should (sou) would (wurde) etc

The student learns how to construct sentences in the subjunctive mood, using moods like, muss, sou, mochte, wurde sou, musste etc

GER 304: Listening Comprehension

(2 Units C: LH 30)

Learning Outcomes

Again, this is a continuation of GER 302

Course Contents

This course furthers what is expressed in GER 302

GER 305: Speech and Conversation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. practice in groups is enhanced;
2. explain the rules of the German grammar;
3. express themselves more with German vocabulary;
4. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
5. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course contents

Group practices are organized, interpersonal discussions are organized. Emphasis is expressed on greater acquisition of vocabulary and the rules of grammar



GER 306: Essay Writing

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. write in different text genres: CV, formal and informal letters, term papers and letters of inquiry;
2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

CV writing, formal and informal letters, term papers, etc.

GER 307: Reading and Text Comprehension

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. identify developments in German speaking societies, like Austria, Switzerland etc.;
2. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language;
3. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

A survey of the developments in German speaking societies- Austria, Switzerland. It tries to analyse texts in these variants of the German Language.

400 Level

GER 401: Practice German

(2 Units C: PH 90)

Learning Outcomes

1. recognise German Grammar, the syntax and structures of the German sentence types;
2. listen and comprehend German language effectively;
3. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
4. appreciate values, beliefs, customs and other cultural issues of other people;
5. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
6. teach, research and introduce others to the use of laboratory equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Advanced grammar, syntax the structures of sentences and expressions; listening and text comprehension.



GER 402: Structure of Contemporary German**(2 Units C: PH 90)****Learning Outcomes**

At the end of this course, students should be able to:

1. recognise major trends in the German school of linguistics: Valenz' grammar, textual, textual linguistics, special and technical languages (Fachsprachenlinguistic);
2. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language; and
3. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

Major trends in the German School of linguistics. Valenz's grammar, textual linguistics, special and technical languages (Fachsprachenlinguistic).

GER 403: Applied Linguistics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. demonstrate application of linguistics in the teaching and learning of German as a foreign language;
2. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. appreciate values, beliefs, customs and other cultural issues of other people;
4. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
5. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

The practical application of linguistics is made in the teaching and acquisition of German as a foreign language

GER 404: Translation from German to English**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. adequately use words and vocabulary in rendering texts from German to English and vice versa;
2. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language.
3. work as German facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Content

Here techniques of translations are exposed to the student.



GER 405: Translation from English to German**(2 Units C: LH 30)****Learning Outcome**

Same as in Ger 404

Course Contents

Same as in Ger 404

GER 406: German literature Prose**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain some selected texts, from the 18th century to the present day;
2. discuss the variants of written German;
3. recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
4. appreciate values, beliefs, customs and other cultural issues of other people;
5. read works, texts and journals in German with its attendant opportunity to open up new horizons of knowledge that are rife in the German language literature; and
6. teach, research and introduce others to the use of laboratory Equipment and other forms of gadgets for effective learning of the German or other languages.

Course Contents

Exposure of students to some selected texts from the 18th century to the present day.

GER 407- Long Essay**(6 Units C: PH 270)****Learning Outcomes**

At the end of this course, students should be able to:

1. apply the rules of grammar, vocabulary and skills of writing in working on some specific topic;
2. Display the knowledge of comprehension and facility in reading, discussing and understanding of nation, international and global, social and economic issues; and
3. translate, interpret and evaluate texts written in German and be able to translate them into English or any other language.

Course Contents

- An independent essay on a topic on either literature, language or civilisation approved by the Department

Minimum Academic Standards**Equipment**

Three categories of equipment are needed for teaching purposes, for office use and for administrative work (Staff research, students' field work etc.).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include:

1. smart boards in all classrooms
2. computers and laptops
3. projectors etc.



Language Laboratory

1. Audio-visual facilities-cassettes, recorders

Office Equipment

H.O.D's Office

1. 1 good photocopying machine and scanner
2. 1 type setting machine
3. 2 filing cabinets
4. Airconditioner
5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 typewriter
10. 1 typist table and chair
11. A wall to wall carpeting
12. 1 car
13. 1 notice board
14. 1 black board
15. 1 desktop computer

Each lecturer's Office

1. 1 table
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1desktop
8. 1 set of upholstered chairs for professor's office
9. 1 wall to wall carpeting for professor's office.

Equipment for staff commom room

1. At least 3 sets of sofa 10 center tables or side stools without chairs
2. 1 refrigerator
3. 1 electric kettle
4. At least 30 teacups, plates, tumblers etc
5. 4 trays
6. 1 cupboard
7. Tv set with receiver

Staffing

1. Academic staff: The minimum staff required must be such that it can handle all the compulsory courses, the required electives etc. The department must have at least one Professor among the staff, irrespective of the size and age of the Department. Staff-rank mixes and |ratio should be based on the 20:35:45 guidelines, for the Professorial Cadre, Senior lecturer and Lecturer I and below respectively, staff/student ratio for German should aim at 1:30.
2. Non-academic staff: the Department should have at least the following supporting staff- an administrative secretary, a secretary for a maximum of 2 professors, a computer



operator, a driver for each Departmental Car, messengers/cleaners.

Library

There is need for a departmental library where current and up to date textbooks are made available for all the course in the department are made available for all the courses in the department. Professional journals, \periodicals, representative materials and other library resource materials should be in place. The library should be fully equipped and computerized with internet facilities to enable the users access the materials.

Classroom, Workshops and Offices.

There should be adequate spacing to cater for the needs of the department, and this should include at least the following; an office for the HOD, one office for each lecturer, a Departmental conference room and a staff-common room, offices for the non-academic staff depending on their number and responsibilities. There should be adequate classroom spaces for the Departmental courses and at least one large lecture theatre for about 500 students
N.B There are NUC specifications in this regard, that need to be followed.



B.A. Modern European Languages (Russian)

Overview

The Russian language programme is meant to train high level specialist in Russian, building the students' proper foundation in the area of Russian language. It will make the students to have sufficient knowledge and skill in Russian, facilitate the flow of verbal communication. It is designed to help the students in developing their linguistic skills and become proficient in the use of Russian language. The students who successfully complete the degree programme are expected to cater for the man-power need of the country.

The programme will not only help to promote the study of Russian in Nigerian universities, but will also give more strength to the cordial and bilateral relation existing between Nigeria and Russia.

Philosophy

The B.A. programme in Russian language is designed to produce highly competent and qualified graduates in Russian language, and literature as well as translation. Graduates who will be capable of assuming roles in the teaching and researching in the different national literatures written in Russian. This unique focus has led the program to form strong academic partnerships with the foreign countries whose language we are teaching/learning. Students after graduation, are expected to possess enough potential and a wealth of knowledge and linguistic skills that will make them marketable and prepared to face the challenges of the twenty-first century.

Objectives

The chief aim of the programme is:

1. to produce graduates that are able to contribute meaningfully to the building of african economic community and the world at large.
2. equipped for leadership positions in the areas of international cultural exchanges.
3. to produce graduates, professionals capable of communicating effectively in russian.
4. help in developing the students' skill and proficiencies in writing excellent essays in any examination.
5. have sufficient knowledge and skill in russian; facilitate the flow of verbal communication, to face the challenges of the 21st century.

Unique Features of the Programme

The Russian language has the quality of being one of its kind, an extra-ordinary, and a strange foreign language studied in Nigeria universities. The Russian language programme is unique. It is an exotic language in Nigeria. Its uniqueness can be seen from the fact that our students are multi linguals and multicultural individuals. They speak a language that is not common and they can feature anywhere as they are rich in foreign culture.

1. It is designed to demonstrate that language is a resource much like natural resources, an aspect of the culture industry, relevant to socioeconomic development. Consequently, it will create a shift in students' orientation, attitudes and the practice of Russian while at the same time catalyzing the sustenance of Language as human heritage.
2. A practical oriented Russian degree Programme, with emphasis on Translation, Practical Writing, Creative Writing and Entrepreneurial Russian and the marketing of their products.
3. Integration of technology in the delivery process of the Russian degree programme and Practical Exposure to the use of e-learning to aid Russian language comprehension.



Employability Skills

We are training our students in such a way that they can be self-employed, despite the fact that they can be employed to teach the Russian language in Nigerian universities where the language is offered, they can work as translators and interpreters in international organizations, they can also work with the ministry of internal/external affairs, they are also very useful in oil and gas sector as Russia is one of the largest producer of oil and Gas (Russian Gas-prom is in Nigeria). The graduate of Russian will possess employable skills in the following fields:

1. teaching
2. international research
3. translation/interpretation
4. bilingual secretarial services
5. bilingual journalism
6. bilingual publicity
7. diplomacy
8. international tourism
9. international communication
10. aviation industry
11. security services
12. hospitality/entertainment industry

The various programmes of the Department will equip students for careers in translation and interpretation, journalism, banking publishing, civil and diplomatic service tourist industry, oil and gas industry, teaching in public/private institutions. Others are strategic leadership positions in international organizations like Economic community of West African States (ECOWAS) African Union (AU) United Nations (UN) World Health Organisation (WHO) organization of oil Exporting Countries (OPEC) United Nations Educational Scientific and Cultural Organisation (UNESCO) etc.

21st Century Skills

The Russian language curriculum programme is designed to suit the yearnings of the 21st century entrepreneurial potentials. The skills are:

Digital Literacy

Our students are all computer literate. ICT programme should be a serious business in our department. Data should be provided and serious students to make proper use of it in the study of foreign languages.

Creativity

Most of our students are creative in nature some with creative personalities can endeavour to making compilation of Igbo, Yoruba, Hausa, English and Russian dictionary, they can make comparisons of English, Russian and Igbo idiomatic expressions, proverbs and words of wisdom for example.

Critical Thinking

Language as a social science has always prepared the students to develop critical thinking hence they are exposed to many areas of life. As linguists a good number of them specialize in literary criticism, to restrain the evolution of literature work.

Communication Skill

The most important aspect of language is the ability to communicate. Our students are well prepared and they should be fluent, and proficient users of the Russian language. They make contacts and communicate with the native speakers online and they travel to the states of the former Soviet Union for their year abroad programme.



Information Literacy

As our students interact with the native speakers online, they acquire all the necessary potentials like information literacy etc. they should watch Russian films, listen to their radio and watch Russian television.

Digital Citizenship

Globalization has made every individual digital compliant especially the youths. Our students have followed the band wagon. We are all digitalized hence we possess the digital citizenship.

Team Work

Our students work together, share their experiences and ideas and make impacts on one another, we do exchange programmes, Teachers go to Russia, Ukraine, Belarus etc to update their knowledge of the Russian language, students also go for the year abroad immersion program. We also invite other specialist to come and teach the language in our university in form of sabbatical leave programme we also attend conferences both national and international and we exchange knowledge and ideas.

Flexibility

We exchange programmes, we invite other teachers on special academic programmes, write journal articles together, attend international and national conferences and exchange ideas that has to do with the development of our careers.

Admission and Graduation Requirements

Admission Requirements

Four-year Degree Programme

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language and Literature in English at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level.

A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and Literature in English.

Graduation Requirements

The admitted students graduate after four years of intensive study in the university. After the second year they are required to travel to Russian or other states of the former USSR, for the year abroad programme (immersion programme). This is one of the prerequisites for graduation. Owing to the covid-19 outbreak, the embassies are refusing entry visas the department should make alternative arrangement within the university for the immersion programme for the 300 level students. In final year, the students are required to give their exam write projects on a carefully selected topic, with a supervisor. The services of an external examiner is also needed. After completion the student will defend the project before the award of a degree certificate (B.A. honours).



Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	-
GST 112	Nigerian Peoples and Culture	2	C	30	-
RUS 111	Russian Grammar 1	2	C	30	-
RUS 121	Introduction to composition in Russian I	2	C	30	-
RUS 131	Reading in Russian 1	2	C	30	-
RUS 112	Russian Grammar II	2	C	30	-
RUS 122	Introduction to Composition in Russian II	2	C	30	-
RUS 132	Reading in Russian II	2	C	30	-
RUS 162	Russian phonetics	2	C	30	-
RUS 164	Oral Russian II	2	C	30	-
	Total	20			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	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	-
RUS 211	Russian Grammatical Structure	2	C	30	-
RUS 221	Comprehension and stylistics I & II	2	C	30	-
RUS 231	Russian literature in perspective I & II	2	C	30	-
RUS 233	World literature in Russian I	2	C	30	-
RUS 234	World literature in Russian II				
RUS 212	Russian Grammatical structure II	2	C	30	-
RUS 252	Culture and civilization of Russian speaking countries	2	C	30	-
	Total	22			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	30	-
FAC 301	Research Methods in Arts	2	C	30	-
FAC 302	Theory in the Humanities	2	C	30	-
CDR 341	Course on Entrepreneurship	2	C	30	-
RUS 311	Advance studies in Grammar I & II	2	C	30	-
RUS 331	Russian literature in translation	2	C	30	-
RUS 333	Introduction to Russian prose	2	C	30	-
RUS 351	Russian culture and civilization	2	C	30	-
RUS 361	Advanced studies in Russian phonetics	2	C	30	-
RUS 322	Essay writing in Russian	2	C	30	-
RUS 334	Russian literature of Soviet era	2	C	30	-
RUS 334	Literature and philosophy	2	C	30	-
RUS 336	Introduction to translation I & II	2	C	30	-
RUS 342	Communication skills I & II	2	C	30	-
Total		26			

400 Level

Course Code	Course Title	Units	Status	LH	PH
RUS 431	19 th Century Russian Literature	2	C	30	-
RUS 441	Advanced Translation I & II	2	C	30	-
RUS 481	Research Methods	2	C	30	-
RUS 434	Contemporary Russian Literature	2	C	30	-
RUS 436	Russian Fiction	2	C	30	-
RUS 462	Advanced oral Russia	2	C	30	-
RUS 492	Project in Russian	4	C	-	180
Total		16			



Course Contents and Learning Outcomes

GST 111- Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and,
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and,
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

RUS 111: Russian Grammar I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain various parts of speech; and
2. decipher the syntactical functions of such aspects.

Course Content

A study of Russian grammar and syntax with the aim of preparing students for Russian grammatical rules, composition and translation courses.

RUS 112: Russian Grammar II

(2 Units C: LH 30)

Learning Outcome

At the end of these courses, students should be able to:

1. identify the most important aspects of the grammatical rules; and
2. identify sentence structure and patterns.

Course Contents

A continuation of RUS III. Study of standard Russian grammar and syntax. Analysis of standard Russian structures.

RUS 121: Introduction to Russian Composition I

(2 Units C: LH 30)

Learning Outcomes

At the end of these courses, students should be able to:

1. focus on topic for proper understanding;
2. discuss different types of comprehension passages;
3. build logical reasoning and competence skills in writing;
4. compose a well-defined incident or series of related incidents;
5. use precise language and specific details, appropriately;
6. justify the correct use of figurative language to promote writing;
7. describe with different documentation styles; and
8. demonstrate high-quality of creative writing skills.

Content Contents

The course is designed to introduce students to the basic techniques of composition in Russian. Emphasis is on free composition on selected topic.



RUS 122: Introduction to Russian Composition II**(2 Units C: LH 30)****Learning Outcomes**

At the end of these courses students should be able to:

1. integrate language skills;
2. expose to composition writing in Russian;
3. be able to translate from russian into English;
4. translate from english into Russian; and
5. analyse simple sentence structures in russian.

Course Contents

The course is a continuation of RUS 121 and involves the study of the syntax and usage of modern Russian in essay writing, with emphasis on narrations.

RUS 131: Readings in Russian I**(2 Units C: LH 30)****Learning Outcomes**

At the end of these courses, students should be able to:

1. acquire improved reading and comprehension skills.
2. read and understand everyday russian in newspapers, academic materials and literature.
3. read and understand russian characters with more ease and speed.

Course Contents

Study of Russian texts selected from different media, including Internet, social and cultural milieu, newspapers, journals and magazines, introducing students to varieties of written Russian.

RUS 132: Readings in Russian II**(2 Units C: LH 30)****Learning Outcomes**

At the end of these courses, students should be able to:

1. understand written texts and passages in russian.
2. fluent in reading texts selected from different media, including internet, social and cultural ethics, newspapers magazines etc.

Course Contents

A continuation of RUS 131 at a more advanced level using selected texts from Russian and soviet authors and a number of technical texts. Study of Russian texts selected from different media, including Internet, social and cultural milieu, newspapers, journals and magazines, introducing students to varieties of written Russian.

RUS 164: Oral Russian II**(2 Units C- LH 30)****Learning outcomes**

At end of these courses students are expected to:

1. be good in debates and conversational interactions designed to encourage oral participation;
2. master laboratory exercise and practical phonetics;
3. be fluent in spoken Russian; and,
4. engage in conversational interaction with other russian speakers.



Course Content

This is a continuation of RUS 161. Student shall be required to identify and differentiate more complex sounds and transcribe higher levels of phonetic symbols.

200 Level

GST 212 Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and,
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world: and
8. state the basic principles of e-commerce.

Course contents

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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc.; an investigation of the connection between the disciplines and the general intellectual terrain; multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines; making connections across disciplines and perspectives.



RUS 211: Russian Grammatical Structure I**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. develop their communication in Russian by improving their listening, speaking, writing and reading abilities;
2. build their knowledge and broaden their vocabulary;
3. apply grammatical structures, including descriptive complements, that support communication at the intermediate level of proficiency; and
4. compose descriptive, narrative, and expository pieces.

Course Contents

A more intensive study of Russian grammar and syntax, and analysis of more difficult structure.

RUS 212: Russian Grammatical Structures II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. improve their communication in Russian by advancing their listening, speaking, writing and reading abilities;
2. deepen their knowledge and broaden their vocabulary;
3. apply advanced grammatical structures, including descriptive complements, that support communication at the intermediate level of proficiency; and
4. compose longer descriptive, narrative, and expository pieces.

Course Contents

A more advanced continuation of RUS 211. Students shall be introduced to more complex texts. Such as II conjugation of Russian verbs grammatical cases etc.

RUS 221: Comprehension and Stylistics I**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. improve the reading comprehension ability through the reading tasks;
2. read some comprehensions within some given time frame and also be able to summarise same; and
3. write good compositions in Russian with new advanced words.

Course Contents

The course is designed to introduce students to the elements of basic stylistics through the analysis of simple texts.

RUS 222: Comprehension and Stylistics II**(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, the students should be able to:

1. translate unseen passages/texts; and
2. have a knowledge of a wider range of grammar, vocabulary and complex sentences.



Course Contents

Advanced course in Stylistics through analysis of more complex texts than the ones for RUS 221.

RUS 231: Russian Literature in Perspective I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. read and translate russian texts;
2. demonstrate knowledge of russian vocabulary, sound structure, and syntax;
3. write critical/analytical papers using primary texts to substantiate their arguments;
4. know of the roots of a large portion of the russian literature;
5. understand that the logic of the functioning of another language has a major and positive impact on our own minds; and,
6. understand the works of major russian writers.

Course Contents

A survey work on major landmarks in Russian literature, from its origin to the 17th Century.

RUS 233: World Literature in Russian I

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. students should be able to analyze the literature of non-Russians in Russian Language;
2. they should be able to relate this to the works of non-Russians in Russian Language; and,
3. they should be able to understand the influence of non-Russian language to modern Russian Literature.

Course Contents

This course treats all literary genres and familiarizes students with literatures written by non-Russians in Russian language.

RUS 234: Russian Literature in Perspective II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. posses deeper knowledge of Russian language, literature and culture; and
2. survey work on major landmarks in Russian and soviet literature.

Course Contents

A survey work on the major landmarks in Russian literature from 18th to the 21st Centuries.

RUS 2521: Culture and Civilization of Russian speaking countries (2 Units C: LH 30)

Learning Outcome

At the end of this course, students should be able to:

1. explain the origin and migration history of the Russian people;
2. State the relationship between the Russian language and the peoples of Russian speaking countries;
3. differentiate between traditional and modern Russian society; and,



4. appraise the outcome of Russian impact on the people of Russian speaking countries.

Course Contents

This course emphasizes the study of the culture, civilization and contemporary life in Russian speaking countries. (Former Soviet Union).

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, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;



6. implement the requirements for establishing and managing micro and small enterprise;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year; and
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should have:

1. ability to capture complexity by means of a single general statement;



2. systematic thinking from principles through application to conclusions;
3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena; and
5. ability to 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.

CDR 341: Courses on Entrepreneurial Development and Research (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify entrepreneurship opportunities in Russian programme;
2. state the significance of entrepreneurship in Russian programme;
3. explore entrepreneurship opportunities in Russian programme;
4. discuss the qualities of successful entrepreneurs;
5. analyse the characteristics of successful entrepreneurs;
6. explain the type of entrepreneurship Russian study, and
7. identify the factors affecting entrepreneurship in the study of Russian Language.

Course Contents

In this era of mass unemployment, one needs to be self-employed after graduation. Entrepreneurship; refers to the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. It is the willingness to start and own a new business. The process involves identification, evaluation and implementation of new business prospects. The innovation forms an integral part of the process. The process results in employment generation and improves the living standard of the people and influence the growth and development of the economy.

Students are taught how to establish a business of their own and then be self-employed. After the course the students will learn various skills that will help them to be self-employed.

RUS 354: Russian Club

(2 Units C: LH 90)

Learning Outcomes

At the end of the course, the students should be able to:

1. be exposed to different types of Russian life styles;
2. students will put into practice what they learnt in culture and civilization classes: and,
3. participate in debates, songs speech presentations etc.

Course Contents

This course is designed to give students an opportunity to put into practice, all the skills learnt so far in a more relaxed atmosphere, and offers them a broad variety of activities – drama, cine-club, poetry, reading, debates, choral groups, etc.



RUS 361: Oral Expression and comprehension in Russian (2 Units C LH 30)

Learning Outcomes

At the end of this course students should be able to:

1. acquire the adequate communication skills;
2. oral expression and conversational interaction; and
3. communicate fluently in Russian.

Course Contents

This is a course based on the reading and study of a variety of texts and aims at an increased competency in reading comprehension through oral exercises and exposes.

RUS 362: Russian Phonetics and Phonology (2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:

1. master phonetic transcription; and
2. oral expression and will be good in Russian sound production through oral exercises and laboratory work.

Course Contents

This course deals principally with the practical application of Russian phonetics. Students are taught phonetic transcription which is then used in oral exercise and in the analysis of standard Russian pronunciation.

RUS 301: Advanced Russian I (2 Units C: LH 15)

Learning Outcomes

At the end of this course students should:

1. students know how to find the correct pronunciation of doubtful Russian words from dictionaries; and
2. read a complete work (novel or play) of moderate length by major Russian writers.

Course Contents

A more advanced level of RUS 201 and RUS 202. The course will involve reading at least one complete work (novel or play) of moderate length by major Russian writers. Passages illustrating the history and culture of Russian and Russian speaking countries will also be studied. Exercises on phonetic transcription will be done with the aim of making the students know how to find the correct pronunciation of doubtful Russian words from dictionaries. Emphasis will be placed on the review of the major points of Russian grammar.

RUS 302: Advanced Russian II (2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:

1. students know how to find the correct pronunciation of advanced doubtful Russian words from dictionaries;
2. read a complete work (novel or play) of by more major Russian writers; and
3. be able to master exercises on phonetic transcription, vocabulary development and the usage of words in different occasions.



Course Contents

A continuation of RUS 301. At least one complete work (a novel or book-length essay) by a major Russian author will be studied along with Russian passages on history, philosophy, religion, the sciences etc. Emphasis will be placed on the general review of main grammatical points and phonetic transcription.

RUS 311: Advanced studies in Russian Grammar I**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course students should:

1. acquire knowledge of Russian syntax, lexicology semantics;
2. help him/her to know the rules that govern the Russian language;
3. ascertain how Russian sentences are generated and how the current standard of usage is maintained; and
4. the student will know grammar principles and their practical application

Course Contents

Intensive study of Russian syntax and exercises involving clause analysis.

RUS 312: Advanced studies in Russian Grammar II**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course students should:

1. increase their knowledge of Russian syntax, lexicology semantics;
2. help him/her to master the rules that govern the Russian language;
3. ascertain how Russian sentences are generated and how the current standard of usage is maintained; and
4. the student will master grammar principles and their practical application.

Course Contents

Trends in Russian semantic structures from traditional to the modern structural approaches.

RUS 322: Essay Writing in Russian**(2 Units C: LH 30)****Learning Outcomes**

1. After graduation, the students will master how to compose stories; and
2. And write essays in Russian.

Course Contents

Intensive course in Russian composition emphasizing practical skills of students in composing in the language.

RUS 331: African Literature in Translation**(2 Units C: LH 30)****Learning Outcome**

After the course the students will know how to translate African Literature written in Russian.

Course Contents

General introduction to major authors and works in African Literature, with illustrations taken from a wide variety of passages in the various genres.



RUS 334: Russian literature of the 18th Century (Soviet Era) (2 Units C- LH 30)

Learning Outcomes

1. Demonstrate good knowledge of 18th Century Russian Literature,
2. Apply theories of criticism to analyse the contemporary literature,
3. Identify and explain the effect of globalization on the development of contemporary Russian Literature.

Course Contents

This course focuses on the major authors and major trends/movements of the 18th Century Russian literature (soviet era).

RUS 341: Introduction to Translation I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:

1. learn some methods and skills needed for literary translation from Russian into English;
2. practice with variety of text; and
3. be knowledgeable in the use of the language and will increase his/her skills in translation studies.

Course Contents

Exercise in correct translation of texts from Russian into English including the handling of different meanings in the two languages.

RUS 342: Introduction to Translation II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:

1. learn special methods and skills needed for literary translation from Russian into English;
2. practice with variety of text; and
3. be proficient in the use of the language and will increase his/her skills in translation studies.

Course Contents

Continuation of RUS 341, with translations from English into Russian.

RUS 351: Russian Culture and Civilization

(2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:

1. be conversant with Russian culture and civilization of Russian speaking Nations; and
2. understand the cultural, political and social history of Russian, as a background to the themes dealt with in Russian literature and by contemporary Russian media.

Course Contents

A general survey of the cultural, political and social history of Russian, as a background to the themes dealt with in Russian literature and by contemporary Russian media. The students will be conversant with Russian culture and civilization of Russian speaking Nations



RUS 361: Advanced Studies in Russian Phonetics**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should will be able to:

1. be conversant with phonetics of the russian language;
2. be familiar with such aspects as morphemes, allomorphs, phonemes, as well as the sound system of russian language; and
3. demonstrate knowledge of the language lab and its benefits in the study of sounds.

Course Contents

The aim of this course is to bring students to a very high level of Russian sound production and discrimination, through oral exercises and laboratory work.

RUS. 361: Advanced studies in Russian phonetics.**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student should will be able to:

1. perfect phonetics of the Russian Language;
2. have advanced understanding of aspects as morphemes, allomorphs, phonemes, as well as the sound system of Russian Language; and
3. demonstrate advanced knowledge of the language lab and its benefits in the study of sounds.

Course Contents

This course will bring students to a very high level of Russian sound production. It grantees their ability in acoustic analysis.

RUS 363: Communicative Skill I**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course students should be able to:

1. acquire the needed communication skills;
2. communicate fluently in Russian;
3. participate in practical application of russian language; and
4. oral expression and conversational interaction.

Course Contents

Debates, songs and games, oral presentations, recitations, etc. will form the base of this course.

RUS 364: Communicative Skills II**(2 Units C: LH 15)****Learning Outcomes**

At the end of this course students should be able to:

1. acquire advanced communication skills;
2. communicate fluently in Russian;
3. participate in practical application of russian language; and
4. oral expression and conversational interaction.

Course Contents

More advanced skills in activities in Russian 363 requiring assignment of serious topic for debates, discourse, etc.



RUS 411: Applied Linguistics I**(2 Units C: LH 30)****Learning Outcome**

At the end of this course, the student should be able to:

1. understand the basics of applied linguistics, including error analysis and contrastive analyses;
2. be able to discuss modern ideas and approaches to teaching of russian language as second language; and
3. have ability to analyze difficulties expected to face native language speaker when learning russian.

Course Contents

This course focuses on the analysis of problems related to sounds, signals, prosody, communication and grammatical structural of Russian language.

400 Level**RUS 412: Applied Linguistics II****(2 Units C: LH 30)****Learning Outcome**

At the end of this course, the student should be able to:

1. have advanced understanding of the basics of applied linguistics, including error analysis and contrastive analyses;
2. be able to discuss modern ideas and approaches to teaching of russian language as second language; and
3. have ability to analyze difficulties expected to face native language speaker when learning russian.

Course Contents

A continuation of RUS 411. Applied Linguistics will be used to acquaint students with the socio-pedagogical context of learning lexis, vocabulary and understanding the various problems raised by stylistic forms.

RUS 421: Advanced Essay writing in Russian**(2 Units C: LH 30)****Learning outcomes**

1. The student is able to write in different text genres: CV, formal and informal letters, term papers and letters of inquiry;
2. Ability to recognize and address local epistemologies, common misconceptions and alternative conceptions and other ways of life;
3. Ability to read works, texts and journals in Russian with its attendant opportunity to open up new horizons of knowledge that are rife in the Russian language literature; and
4. Must have known how to write long essays on a given topic in Russian.

Course Contents

A more advanced level of RUS 321. Training will be given to students in the logical presentation of ideas and arguments by means of relatively long written compositions.



RUS 431: 19th Century Russian Literature

(2 Units C: LH 30)

Learning Outcomes

1. Demonstrate good knowledge of 19th Century Russian Literature,
2. Apply theories of criticism to analyse the contemporary and 19th century Russian literature,
3. Identify and explain the effect of globalization on the development of contemporary Russian Literature.

Course Contents

This course involves a study of the various genres and literary schools of 19th Century Russian literature.

RUS 433: Soviet Literature

(2 Units C: LH 30)

Learning Outcomes

At the end of this course students should be able to:

1. discuss the roots of Soviet literature;
2. discuss the influence on modern day Russian literature;
3. read and comprehend several titles of Soviet literature; and
4. cultural influence on literature .

Course Contents

This course involves a study of various genres and literary movements of Soviet literature.

RUS 434: Contemporary Russian Literature

(2 Units C: LH 30)

Learning Outcomes

At the end of the course students should:

1. knows about major trends in contemporary russian literature;
2. equip the students with a good grasp and facility in the application and use of the russian language;
3. knowledge of the grammar, phonology, phonetics of the german people, their environment, economy, culture etc.;
4. knowledge of comprehension and facility in reading, discussing and understanding nation, international and global, social and economic issues;
5. ability to translate, interpret and evaluate texts written in russian and be able to translate them into english or any other language; and
6. ability to work as russian facilitators in tourist centers, hotels, airports, teachers in language outfits and in embassies.

Course Contents

A study of the major trends from 20th Century Russian literature as illustrated by representative literary works.

RUS 435: Poetry and Theatre of selected Soviet authors **(2 Units C: LH 30)**

Learning Outcomes

At the end of this course students should develop the capacity to:

1. analyse different poetic forms in the Russian language;
2. examine characteristics of Russian poetry;
3. analyse elements of Russian poetry;



4. study of the poetic and theatrical genres of some selected Soviet authors
5. identify the socio-cultural functions of Russian poetry in the society;
6. analyse different styles of writing poetry; and
7. adopt appropriate tools for documentation and analysis of Russian poetry.

Course Contents

A study of the poetic and theatrical genres of some selected Soviet authors

RUS 436: Russian Fiction

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. evaluate modern Russian fiction, taking into cognizance the western and traditional theories and techniques; and
2. explain the underlying reasons for the evolution of this category of literature, its theme, style and the effect of globalization on them.

Course Contents

A study of Russian fiction writers and some of their major works.

RUS 437: Literary criticism in Soviet Russia

(2 Units C: LH 30)

Learning Outcome

students will master how to analyze literary texts and draw conclusions where necessary

Course Contents

This course lays emphasis on the structures and forms of literary texts, structuralism, sociology of literature,

RUS 441: Advanced Translation I

(2 Units C: LH 30)

Learning Outcome

At the end of this course students should be able to translate from English to Russian

Course Contents

Translation from English into Russian and vice-versa at an advanced level.

RUS 442: Advanced Translation II

(2 Units C: LH 30)

Learning outcomes

At the end of these courses students will master how to translate from English into Russian and vice-versa at an advanced level.

Course Contents

This deals theoretically and practically with how a Russian/English bilingual can approach the process of translation from one language into another. It is also designed to teach how the meaning of a certain discourse can be expressed in different words in Russian language, such as a stylistic change and summary writing.

RUS 454: World Literature in Translation

(2 Units C: LH 30)

Learning Outcomes

At the end of this course students should:



1. demonstrate ability to translate literature from other languages to Russian; and
2. explain the functions and the processes of, as well as the techniques involved in translation as espoused by different scholars.

Course Contents

This introduces students to world literature written in various languages but translated into Russian. It will make students to be conversant with foreign literary works written and be translated into Russian.

RUS 462: Advanced Oral Russian

(2 Units C: LH 30)

Learning Outcome

At the end of this course:

1. students will master how to engage in conversation in Russian;
2. be fluent and tackle any problem in oral expression; and
3. acquire enough communication skills.

Course Contents

Exercises involving the presentation in Russian, exposes related to individual project topics students are expected to express themselves in an oral manner, by way of using the language fluently in conversational interaction. A deep knowledge of spoken communication, good knowledge of idiomatic expression and vocabulary development.

RUS 481: Research Methods

(4 Units C- PH 180)

Learning outcomes

1. The students will be exposed to the challenges of research.
2. They will be guided towards a successful planning and execution of their research projects;
3. At the end of these courses students will have the skills needed to write research project; and
4. Be able to pick any topic on his/her area of specialization and make an intensive research work.

Course Contents

This course introduces students to procedures and skills needed to engage in research projects. This includes explanation of what research means and why research is important; it also deals on how to go into searching for and documenting information, etc.

Minimum Academic Standards

The department should possess a reasonable number of equipment class rooms, with chairs and tables for the students and the teacher, film projector etc.

Staffing

The Russian section should have a minimum of ten students per teaching staff, with their offices equipped with chairs, tables fans, air conditioners, Refrigerator, book shelf, white boards etc.

The H.O.D's office should be equipped with TV- set, Refrigerator, fan, bookshelf, chairs table, photocopier, computers. Radio, public address system etc.

The department to have large seminar rooms, with fans, public address system, TV- set etc.



Library

The department to have a big library well equipped with standard book in modern European languages. Plus the ultra-modern university library with the latest e-learning equipment. The students should make use of the departmental library and the university library.

Classroom

Five big classrooms where the students take their lectures in accordance with the academic time table. The classrooms to be equipped with chairs, reading-tables, fans, Smart boards, white boards for writing and film/slid boards.

The department should have a big workshop where office equipment and other necessary things are stored. The academic staff should organize workshop and seminar from time to time to up-date their knowledge on modern innovations.

Space

There should be adequate spacing to cater for the needs of the department which should include at least the following: an office for H.O.D and office per lecturer, a department conference room and a staff common room (general office) for the non-academic staff depending on their numbers and duties.

There should be adequate classroom spaces for the departmental courses and at least one large theatre to fit 500 students.

The NUC guidelines are as follows:

H.o.D and each professor	18.5m ²
Other academic staff	13.5m ²
Other series staff	13.5m ²
Research space allowance	16.5 m ² /member of staff.
Classroom space	0.7 m ² /student.
Other department, office and storage space	0.7 m ² /students.
Seminar room	0.2 m ² /student.
Workshop	7.5 m ² /student.

The Language Laboratory

The department should possess a big modern language laboratory where students go for their practical language. They make use of what Russians call lingua phone cabinet, where they put in their ear phone to listen to native speakers. They also listen to recorded speeches and also watch films, and make use of the available computers.



B.A Music

Overview

This is a four-year Degree Programme or a three-year Programme (in the case of Direct Entry candidates) intended for students with, at least, a little background of Rudiments of Music. The first three years will be followed more or less by all students, with most of the courses being required of all student majors. In the last year, however, the student will take all the courses pertinent to his/her concentration or specialisation but only elect courses from other areas to complement or complete his/her programme. It should be noted that in the second semester of the third year of the Programme, students are expected to embark on Industrial Work Experience at a Music Studio or electronic media (radio or television) house to study Music Production and Commercialisation. Furthermore, each student is expected to participate in at least two performing groups each year – preferably one vocal and one instrumental. A student may of course take more, even if not (necessarily) for credit towards graduation. In addition to the overall outcomes of the Programme, the descriptions and outcomes of each of the courses are outlined against them.

The knowledge acquired in the study of Music equips the graduate of the course, as expected, to stand out in the portrayal of contemporary social realities using performance for change and development. These graduates are teachers, entrepreneurs in different artistic endeavours such as Music Technology, Composition, Performance, Production and Management, who express both the scientific and artistic dimensions of music with grace and integrity, codify the cultural traditions of Nigeria at home and outside its shores. Thus, a Music graduate displays a well-grounded knowledge of his/her profession, studies, and engages in business in diverse fields of human endeavour.

Philosophy

The fundamental concern of setting up a B.A. (Music) Degree Programme in an African university should be to possess an African focus while, at the same time, striving to attain international standard.

The philosophy of the B.A. Degree Programme in Music is to provide a solid foundation for the student in the different areas of Music, namely:

1. acoustics and music technology;
2. rudiments of music;
3. theoretical courses – harmony, counterpoint, analysis;
4. history and form of western music;
5. african music and ethnomusicology;
6. keyboard work – piano, keyboard harmony;
7. individual performance – instrument/voice;
8. group performance – ensembles, chorus, bands;
9. music education courses; and
10. aesthetics and criticism courses.

Objectives

The Music programme is designed to prepare the students for the development of creative skills for performance, education, cultural development, job creation and other national goals. Consequently, the objectives of the Programme are, among others, to:

1. prepare and produce graduates of music who will be competent to musicianship both in the international sense and also in their own African and National tradition. Graduates must have an understanding of the Arts and Science of Music as tools for the



- appreciation, analysis and practice of world music, and be able to communicate these principles to others;
2. increase the understanding and fluency in writing within the musical language of "common practice tonality" as well as various techniques for composing and performing music over the centuries;
 3. develop creative skills and talents in students with a view to preparing them for self-employment and entrepreneurship in music industry, broadcasting, communications, entertainment, film cinematography and allied professions;
 4. lay a foundation for further studies at post-graduate levels leading to advanced engagements in music research laboratory studio and functional exploration of music in relevant organisations and institutions such as Museums, Arts Councils, Religious, Teaching/Pedagogy and Mass Communication Media etc.; and
 5. prepare students for professions in the practice and/or teaching of Music at various levels of education, broadcasting, media houses and other avenues of private and public music use, and in entertainment.

Unique Features of the Programme

Among the unique features of the B.A Music Programme not emphasised in the BMAS are:

1. cognitive abilities and skills: relating to intellectual tasks including problem solving in the specific discipline;
2. the graduate of Music should have cognitive abilities and skills in the specific area and the ability to appreciate and in appropriate contents create in Music;
3. practical Skills: relating to the conduct of laboratory or fieldwork or both in the specific discipline;
4. the graduate of Music should be either skilled in vocal and/or instrumental performance or in its appreciation;
5. general skills: relating to non-subject specific competencies, e.g., computer literacy, numeracy, problem solving, communication skills interpersonal skills, organizational skills, IT skills and life-long learning abilities; and
6. the Long Essay, as a project that inculcates in the student the skills and techniques of research, information gathering, organisation of ideas, project-writing, referencing, bibliography, etc.

Employability

In the last year of studies, the student may have a concentration in one or more aspects or branches of music, to enable him/her take his/her place as a practitioner of the art of Music. The Nigerian situation suggests the following possibilities or areas of specialisation:

1. music education – for the teaching of music at the primary, secondary and teacher training levels;
2. theory and composition – the music creator who will compose new music for community use and for posterity;
3. musicology – the researcher into traditional and other music, who will discover and disseminate information concerning music to other, specialists and non-specialists;
4. music technology – the builder of musical instruments and maintainer/repairer of existing ones, who may design and develop authentic and "new" instruments for public use, taking into account the need to "standardise" african instruments;
5. music production and management – the music producer and sound/studio engineer in recording studio or electronic media houses, who is competent with regard to arranging, sequencing, laying of tracks, mixing and mastering recorded music; and
6. performance – a person who will reach a professional standard of performance as an instrumentalist, singer or conductor (musical director), to take his/her place in the world



of music making for the entertainment and edification of the community and the world at large.

21st Century Skills

The graduate of Music of our new twenty-first century should take full advantage of technological development especially the computer revolution that has advanced the study of Music. He/she should also be innovative in being a problem-solver, a good communicator and organiser.

Admission and Graduation Requirements

Admission Requirements

Because of the specialised nature of musical training, students of music should meet the following minimum standards prior to admission:

Entry to Part One (100Level)

In addition to passes in five subjects at Credit level including English language and an acceptable score in the UTME, candidates must have any one of the following:

1. a credit level pass in music at the senior secondary school level;
2. a pass at grade v or higher of the associated board of the royal schools of music (abrsn), musical society of nigeria (muson) or other comparable body; or
3. a pass at an audition or aptitude test in music set by the admitting department. the test will normally include a demonstration of the ability to play an instrument or sing.

Direct Entry (200 level)

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level.

A minimum of a credit at the University/National Diploma or NCE in Music with other three SSC credits passes.

Graduation Requirements

The requirements for graduation are the same as those stipulated for other Arts Discipline. A student shall qualify for the award of a degree when he/she has:

1. completed and passed ALL the courses he/she registered for, including all compulsory courses and required/elective courses as may be offered by the University/Faculty;
2. obtained a minimum CGPA specified by the University but not less than 1.0; and
3. earned the minimum credit units of not less than 120 for UTME.

In order to prepare holders of the B.A. (Music) with lifelong skills and versatility the approach to the study of Music should cover six (6) major areas, namely:

- i. theory of music;
- ii. history, form and literature of western and oriental music;
- iii. african music and ethnomusicology;
- iv. practical musicianship – performance;
- v. specialisation – stress area; and
- vi. other related courses.

The student will be judged by the combination of theoretical and practical attainments appropriate to Music in the usual categories of Excellent (First Class), Very Good (Second Class Upper), Good Enough (Second Class Lower), Fair (Third Class).



Global Course Structures

100 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Culture	2	C	30	-
MUS 101	Music as an Art and Science	2	C	30	-
MUS 112	Rudiments of Music	2	C	30	-
MUS 121	Foundations of Musicianship I	2	C	30	-
MUS 122	Tonal Harmony I	2	C	30	-
MUS 131	Survey of History of Western Music	2	C	30	-
MUS 142	African Music I	2	C	30	-
MUS 151	Basic Piano Studies I	1	C	-	45
MUS 162	Elementary Instrument or Voice	1	C	-	45
MUS 171	University Chorus I	1	C	-	45
MUS 174	University Band/Orchestra I	1	C	-	45
MUS 175	African Instrumental Ensemble I	1	C	-	45
	Total	21			

200 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
GST 211	Environment and Sustainable Development	2	C	15	45
GST 222	Peace and Conflict Resolution	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
FAC 201	Digital Humanities: Application of Computer to the Arts	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	-
MUS 221	Foundation of Musicianship II	2	C	30	-
MUS 222	Tonal Harmony II	2	C	30	-
MUS 223	Modal Counterpoint	2	C	30	-
MUS 231	Western Music before 1750	2	C	30	-
MUS 241	African Music II	2	C	30	-
MUS 242	Music of other World Cultures	2	C	30	-
MUS 251	Basic Piano Studies II	1	C		45
	Total	25			



300 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
GST 311	Entrepreneurship	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methodology in the Arts	2	C	30	-
FAC 302	Theories in the Arts	2	C	30	-
MUS 302	Introduction to Music Technology	2	C	30	-
MUS 324	Tonal Counterpoint	2	C	30	-
MUS 327	Analysis of Tonal Music	2	C	30	-
MUS 331	Western Music, 1750 – present	2	C	30	-
MUS 351	Elementary Key-Board Harmony	1	C	-	45
MUS 363	Choral Conducting	1	C	-	45
MUS 364	SIWES	6	C	-	90
	Total	26			

400 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
MUS 421	20th Century Compositional Techniques	2	C	30	-
MUS 422	Fugue	2	C	30	-
MUS 425	Orchestration	2	C	30	-
MUS 427	Analysis and Analytical Method for 20th Century Music	2	C	30	-
MUS 441	African Music III	2	C	30	-
MUS 442	Contemporary African Music	2	C	30	-
MUS 443	Project in Music	6	C	-	270
MUS 451	Key-Board Harmony and Accompaniment	1	C	-	45
MUS 490	Criticism and Musical Scholarship	2	C	30	-
	Total	21			

Course Structure 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 and listening; and
7. write simple and technical reports.



Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.



MUS 101: Music as an Art and Science:**(2 Units C: LH 30)****Learning Outcomes:**

On completion of this course, the student should be able to:

1. identify the non-specialised scientific properties of musical sound;
2. identify the psychological aspects of music in its elemental tools; and
3. identify the inter-relationship of the elements of music in sound production.

Course contents

Music as a humanistic expression. Elemental tools of rhythm, melody, harmony and tone colour. Scientific properties of musical sound (such as frequency and intensity) and their psychological counterparts (such as pitch and volume). Elementary discussion of musical acoustics.

MUS 111: Rudiments of Music:**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify musical terms, signs and symbols;
2. identify the component units of rhythm (time signature, meter, tied notes and dotted notes);
3. coordinate three elements of music (rhythm, melody and harmony) on the staff;
4. read and write simple tunes in staff notation; and
5. identify the technical name of each of the degrees in an octave.

Course contents

Music theory, including notation of rhythms, scales, intervals, chords, and general rudiment of music. Components units of rhythm (time signature, meter or metric grouping, tied notes and dotted notes). Components units of melody (alphabetical names of lines and spaces of staff, clef, key signature, intervals, and scales). Musical terms and basic musical forms.

MUS 121: Foundations of Musicianship I**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. coordinate sight and sound in music notation;
2. sight read simple rhythmic, melodic and harmonic lines; and
3. develop the ability to employ the knowledge of rudiments of music into the sound realm.

Course contents

Ear Training, including notation of rhythms, scales, intervals, and chords. Sight singing and rhythmic coordination of sight and sound. Melodic, harmonic and rhythmic dictation (including African tunes). The rhythmic knowledge up to divided beats (both in simple and compound time signatures). The melodic knowledge up to intervals (simple and compound), scales (major and minor) up to four sharps and flats. The harmonic knowledge up to triadic chords and their inversions.

MUS 122: Tonal Harmony I**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify the rules of melodic writing;



2. identify the rules of harmonic writing;
3. construction of triads on each degree of a scale – major or minor;
4. compose simple beautiful melodies to given lyrics; and
5. harmonise such melodies for a 4-part SATB voices.

Course contents

Elementary diatonic harmony in 2, 3 and 4 parts employing a harmonic vocabulary up to and including the chords of the Dominant 7th. The rules of melodic writing. The rules of harmonic writing. Construction and identification of triads on each degree of a scale (both major or minor). Composition of melody to a given lyrics. Harmonisation of melodies for a 4-part SATB voices.

MUS 131: Survey of History of Western Music

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. identify the periods of Western music history;
2. identify the music types peculiar to each period;
3. identify the important musical centres of each period; and
4. identify the notable composers associated with each musical type or genre.

Course contents

General survey of the history and development of Western Music. Musical forms from the earliest times to the present day. The periods of Western Music history (Antiquity, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century). Musical types and forms of each period. Musical centres of each period. Notable composers of each period and their major works.

MUS 142: African Music I

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. identify the nature and forms of musical performances in traditional African communities;
2. classify African traditional musical instruments;
3. identify the functionality of traditional music in Africa (South of the Sahara);
4. examine the influences of external cultures on African media of performances (vocal and instrumental); and
5. identify the classification and usages of African traditional musical instruments.

Course contents

Role and function of music among the peoples of black Africa. The nature and forms of music musical performances in traditional communities. Classification of traditional African musical instruments. Influences by external forces. African musical instruments and performance techniques.

Practical Performance

MUS 151: Basic Piano Studies I

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop appropriate fingering techniques on the piano;
2. develop the ability to play each hand independently;



3. coordinate the two hands by playing on the Great staff;
4. interpret musical signs and terms on the piano; and
5. play simple piano pieces, hymns and others.

Course Contents

Instruction in basic keyboard skills for beginners. Class piano lessons, with about 4 hours of individual (private) practice per week required of each student. Appropriate fingering techniques in playing scales and other exercises. Independent playing of either the right hand and the left hand. Coordination of the two hands by playing on the Great staff. Interpretation of musical signs and terms on the piano. Playing simple piano pieces and hymns.

MUS 162: Elementary Instrument or Voice

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop sight-reading skills;
2. develop correct phrasing techniques or appropriate breadth control;
3. develop appropriate techniques of diction, intonation, attack and release; and
4. perform the techniques on instrument of choice or voice.

Course Contents

Individual or class lessons, with about 4 hours of (private) practice each week required of the student. Development of sight-reading skills. Phrasing techniques or appropriate breadth control. Appropriate techniques of diction, intonation, attack and release. Techniques on instrument of choice or voice.

Ensemble and Performing Groups

MUS 171: University Chorus I

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop a collaborative or group participation culture in singing;
2. develop the ability to follow the conductor's baton or hand;
3. develop appropriate techniques of diction, intonation, attack and release during performance; and
4. maintain correct pitches of voice part in the ensemble.

Course contents

A large (or fairly large) mixed voice chorus performing music by African and Western composers is basic here. Following the baton or hand of the conductor for appropriate entries and or cues. Appropriate techniques of diction, intonation, attack and release. Techniques on voice part in the ensemble (Soprano, Alto, Tenor or Bass).

MUS 174: University Band/Orchestra I

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop a collaborative or group participation culture in instrument playing;
2. identify the key and pitch of transposition – for transposing instruments;
3. develop correct fingering techniques on the instrument of choice; and
4. perform under the leadership of a conductor.



Course Contents

Routine band (or orchestra) experience employing materials suitable for school and community use. The key and pitch transposition of each transposing instrument. Correct fingering techniques on the instrument of choice. Performance under the leadership of a conductor. Study and performance of works from the repertoire of the orchestra and/or concert band.

MUS 175: African Instrumental Ensemble I

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop a collaborative or group participation culture in African musical instruments playing;
2. perform in both free and strict rhythms;
3. develop appropriate improvisator skills during performance;
4. perform techniques on traditional instrument playing and dance; and
5. perform appropriate dance steps for each musical type.

Course Contents

Utilisation of various combinations of indigenous and other African musical instruments in order to achieve authentic and “new” African orchestral sound. Opportunities for improvisation and experimentations under the supervision of the instructor will be provided. Traditional and/or choreographed dances may be performed by the group.

200 Level

GST 212 Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.



ENT 211 : Entrepreneurship and Innovation**(2 Units C: LH 15: PH 45)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Content

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 (DH) 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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.



FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc.; an investigation of the connection between the disciplines and the general intellectual terrain; multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines; making connections across disciplines and perspectives

MUS 221: Foundation of Musicianship II

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. sing in time and show develop sense of rhythm; and
2. coordinate sight and sound in music notation.

Course contents

Further Ear Training. Higher drills in the coordination of sight and sound. Sight singing and more difficult melodic, harmonic and rhythmic dictation (including African tunes) than in MUS 121. A higher level of difficulty of melodic, harmonic and rhythmic dictation (including African tunes). The rhythmic knowledge up to sub-divided beats (both in simple and compound time signatures) and syncopation. The melodic knowledge up to compound intervals (simple and compound), scales (diatonic and chromatic) up to seven sharps and flats. The harmonic knowledge up to seventh chords and their inversions.

MUS 222: Tonal Harmony II

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. compose melodies with embellishments to given lyrics;
2. harmonise such melodies for a 4-part SATB voices;
3. develop a thorough knowledge of 7th, 9th, 11th, and 13th chords; and
4. develop the skills of employing the figured bass and its interpretation.

Course contents

Practice in homophonic writing employing an increased harmonic vocabulary than MUS 122, including 7th, 9th, 11th and 13th chords, Suspensions and Modulations. Composition of melody to a given lyrics. A higher level of harmonisation of melodies for a 4-part SATB voices. The figured bass.



MUS 223: Modal Counterpoint**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. compose simple beautiful melodies to given Cantus Firmus or Fixed melodies;
2. have a thorough understanding and proper interpretation of the medieval and renaissance periods of Western European music;
3. identify the peculiarities in each of the species of Modal Counterpoint; and
4. appreciate the special nature of African melodic lines and tonal structures.

Course contents

Species Counterpoint in 2 or more parts in the five commonly employed ecclesiastical modes. Rules of melodic writing. Rules of harmonic writing in Modal Counterpoint. Study of some of the works of 16th Century composers, such as Palestrina, Lassus, Morley and Byrd.

MUS 231: Western Music before 1750**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify the characteristics of the musical sound of each period;
2. appreciate music intelligently; and
3. identify the major composers, musical types as well as musical centers in each period.

Course contents

History of Western Music in some details, including the study of musical forms, from antiquity to the death of Bach and Handel. The course will be divided into sections: a. Antiquity and Medieval. b. Renaissance, and c. Baroque.

MUS 241: African Music II**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify the unity in diversity of the musical traditions in African music (South of the Sahara);
2. identify the rhythmic, melodic and harmonic devices employed by performers of traditional African music; and
3. identify the roles and usages of music in traditional setting in Africa.

Course Contents

Historical, literary and aesthetic aspects of African music, with particular reference to specific Nigerian culture groups. Similarities and differences among various linguistic and religious groups within Nigeria. Cross-cultural fertilization within and beyond Nigeria, Musical areas, distribution of instruments and performance techniques, etc.

MUS 242: Music of other World Cultures**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify musical types from cultures other than Africa and the Western World;
2. employ elements of music in those cultures in their compositions;
3. become more musical and intelligently perceptive; and



4. develop solid foundation for continued learning in the area of interest.

Course contents

Survey of the music of various cultures of the (non-Western) world, such as American, Indian, Arabic, Chinese, Hebrew, Japanese and Nordic music. Individual characteristics of each of the cultures. Types of vocal music in culture. Classification and function of musical instruments.

MUS 251: Basic Piano Studies II

(1 Unit C: PH 45)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop sight reading skills;
2. analyse and interpret music effectively;
3. interpret musical signs and terms on the piano; and
4. play simple pieces of classical music as well as hymns and others.

Course Contents

Further keyboard work, including the introduction of chord drills and harmonisation of melodies using the material of MUS 121-123, in four-voice harmony and free style of accompaniment. Interpretation of harmonic vocabularies of piano works of different musical types.

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, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Content

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among others;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.



Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

1. ability to capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena; and
5. ability to 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.

MUS 302: Introduction to Music Technology:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. construct some musical instruments;
2. develop the skills to maintain and repair musical instruments;
3. identify the effect of climate on musical instruments; and
4. develop the skills of tuning the piano.

Course Contents

Physical properties of musical instruments. Introduction to the care and maintenance of commonly used musical instruments. Musical instruments and the various climatic conditions. The tuning of the pianoforte.

MUS 324: Tonal Counterpoint:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop the appropriate skills required for each contrapuntal work;
2. write contrapuntal pieces such as 2-part and 3-part inventions; and
3. develop the skills to write at least the Exposition section of a 3-voice or 4-voice fugue.

Course Contents

The art of combining vocal and/or instrumental parts with contrapuntal techniques employed from Bach through the Romantic composers, including imitation, canon, invertible counterpoint, augmentation and diminution. Writing of the fugue.



MUS 327: Analysis of Tonal Music:**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify the structural design of a piece of music – either miniature or monumental;
2. identify various compositional devices employed by composers at various eras of Western music; and
3. identify the various elements of music as employed in compositions. These include rhythm, melody, harmony, texture, and form.

Course Contents

Analysis of musical structures. Characteristics of the Western classical traditions – from chorales to chance music of the twentieth century. Systematic approach to basic analytical tools through representative literature. An overview of various methods of musical analysis, with special reference to the works of Tovey and Schenker.

MUS 331: Western Music, 1750 – Present:**(2 Units C: LH 30)****Learning Outcomes**

On completion of this course, the student should be able to:

1. identify the sonic nature of each of the periods of Western music after the death of Bach and Handel;
2. identify the various composers and their works in each of these periods; and
3. identify the major events and centres of activities in each period.

Course Contents

History and forms of Western music in some details from the death of Bach and Handel to the present. The course will be sub-divided into three main periods: (a) Classical, (b) Romantic, and (c) 20th Century. Notable composers and genres they are associated with. Major events and centres of activities in each period.

MUS 351: Elementary Key-Board Harmony:**(1 Unit C: PH 45)****Learning Outcomes**

On completion of this course, the student should be able to:

1. synthesis the various aspects of some technical courses such as MUS 121, 122-123, etc, taken previously;
2. develop the skills to modulate into related keys;
3. develop the skills to transpose; and
4. improvise freely in any style or musical type.

Course Contents

Chord drills and harmonisation of melodies using the materials of MUS 121-123, 221-223, in four voice harmony and free style accompaniment. Detailed study of transposition, modulation and improvisation.

MUS 364: SIWES**(6 Units C: PH 270)****Learning Outcomes**

At the end of the Student Industrial Work Experience Scheme (SIWES), with electronic media (radio or television), recording and production studios, they must have compulsorily familiarized themselves with, and learnt skills in the practical areas of recording (analogue and



digital), mixing, mastering, producing and directing. They are also expected to be acquainted with the use of studio and recording equipment, computers and consumables for:

1. the display of the knowledge of industry-based guidance and supervision;
2. employment and employability activities and skills in music production related fields after school to contribute to the economy as producers, sound or studio engineers, directors, studio administrators, etc;
3. confident and sustainable application of theory in practical situations on the job for a smooth transition from school to work situations;
4. media editing skills for professionalism in broadcasting, film, radio, jingles productions, among other media skills;
5. a clear reflection of the learnt ethics of private and public service like order, organisational harmony, discipline, time, etc., before transiting into it; and
6. the knowledge and application of how to write a report of field, on-site and in-plant activities.

400 Level

MUS 401: Acoustics and Psycho-Acoustic of Music: (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. build appropriate and adequate concert hall and studio;
2. identify the psychological aspects of music and its advanced tools;
3. produce the desiderata for speech and music hall and studio; and
4. develop a solid foundation for continued learning in the area of interest.

Course Contents

The Physics of musical sounds and musical instruments, sound waves, vibrations, fractional vibrations. Frequency, amplitude, phase, harmonics and harmonic series, formants, transients, consonance, dissonance. Thresholds of audibility, perception of change - pitch, volume, tone colour, psychological effects of acoustic features. Mathematical calculations of musical sound productions – just intonation, Pythagorean scale, equal temperament, comma; elementary acoustic phonetics, etc.

MUS 402: Music Technology (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. construct and build a more complex musical instrument;
2. develop the skills to maintain and repair musical instruments; and
3. develop the higher skills of tuning the piano.

Course Contents

The arts and science of constructing and building musical instruments. The concept and design, tools, materials, storage and maintenance, actual design and building of "original" instruments under the supervision of the instructor. Higher skills of Piano tuning.

MUS 421: 20th Century Compositional Techniques (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. construct tone row and its various inversions;



2. develop the skills to utilise different 20th Century compositional devices; and
3. analyse works of masters of 20th Century composition.

Course Contents

Survey of the various processes of musical composition in the present era, using atonality, serialism, 12-tone, chance, electronic and computer techniques, among others. Examination of some works of the major composers of this century, such as Bartok, Stravinsky, Schonberg, Berg, Webern, Dallapiccola, etc.

MUS 422: Fugue:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. compose well defined exposition for 3-voice and 4-voice fugues;
2. identify the compositional devices that are employed in the middle section of a fugue; and
3. bring back home all the devices employed in the middle section and return home in the recapitulation with either a coda or codetta.

Course Contents

Application of the techniques of tonal counterpoint to fugal composition for students that choose Music Composition as their area of specialisation. Composition of 3-voice and 4-voice fugues. Compositional devices employed in the Middle Section of a fugue. Techniques employed in bringing back in the Recapitulation. Techniques of writing a coda or codetta.

MUS 425: Orchestration:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. identify the tonal registers of all musical instruments;
2. identify various conventions of notation;
3. engage manuscript layout intelligibly; and
4. engage in reduction of orchestral pieces for medium ensembles or enlarge piano pieces for large ensembles such as military band and symphony orchestra.

Course Contents

Study of instrumentation with an examination of the possibilities and limitations of the commonly used Western orchestra instruments. Conventions of notation, scoring and arranging for various ensembles, small, medium and large. Exercises to include both Western orchestral and African instruments.

MUS 427: Analysis and Analytic Method for 20th Century Music (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. engage contemporary tools of analysis for post-tonal music;
2. apply the computers techniques for the analysis of various styles of 20th Century music; and
3. analyse works of masters of 20th Century composition.



Course Contents

An examination of some contemporary tools of analysis for post-tonal music, including the set complex theory. The application of computers techniques for the analysis of music in general.

MUS 429: Composition:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. compose original works of different styles – both Western and African musical traditions;
2. develop the skills to utilise different types of musical instruments;
3. analyse works of traditional African musicians as well as those of masters of all periods of Western music history.

Course Contents

Musical creativity and composition for voices and instruments. Various styles and genres – both Western and African – emphasis on musically logical use of Western and African compositional devices. Judicious use of different styles of instrumental combination.

MUS 431: Special Topic in the History of Western Music: (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. synthesise the various aspects of musical genres or musical types taken previously;
2. develop a critical thinking;
3. produce objective argument; and
4. develop a high level of music appreciation.

Course Contents

Topics will include Bach, Haydn and Mozart, Beethoven, Chamber Music, The Symphony, The Concerto, Opera, English, Church Music. The Development of the Pianoforte, 20th Century Composers, etc.

MUS 432: Historiography of Music:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop the techniques for documenting the history of music;
2. develop a critical thinking;
3. produce objective argument; and
4. develop a high level of music appreciation.

Course Contents

Development of techniques for documenting the history of music. Methods of documenting history of music. Types of documentation. The use of archival materials for documentation. Music appreciation.

MUS 441: African Music III:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. synthesise the various aspects of musical elements, genres or musical types of African music taken previously;



2. produce objective argument; and
3. develop a high level of music appreciation.

Course contents

Quality of the music of the peoples of black Africa. An analysis of its theoretical peculiarities with special reference to form, rhythm, melody and scales, harmony, and instrumentation. Problems of notation and transcription.

MUS 442: Contemporary African Music:

(2 Units C: LH 30)

Learning outcomes

On completion of this course, the student should be able to:

1. develop requisite skills to cope with the trends in contemporary African music;
2. develop the requisite for objective argument on composed art music and popular music; and
3. develop a high level of music appreciation.

Course Contents

Trends in contemporary African music, including composed art music and popular music. Objectives and techniques employed by African art music composers, and influences leading to the music of today in Africa. Contemporary music makers and their works.

MUS 443: Projects in Music:

(6 Units C: PH 270)

Here, a research work is undertaken, under supervision, of on an aspect of Music, leading to a long paper or short "dissertation". This is based on the area of specialisation of each student, namely: Theory and Composition, Performance, Musicology, Music Production and Management, Music Technology, and Music Education.

MUS 451: Key-Board Harmony and Accompaniment

(1 Unit C: PH 45)

Learning outcomes

On completion of this course, the student should be able to:

1. accompany all categories of styles of vocal and instrumental groups and solos;
2. develop the requisite skills for realisation in accompanying solo and group performances;
3. develop much higher skills to modulate freely; and
4. improvise freely in any style or musical type.

Course Contents

Harmonisation of melodies and free style accompaniment, accompanying of vocal and instrumental groups and solos. Modulation from different keys freely - both major or minor. Improvisation in any style or musical type. Keyboard skills for the classroom teacher will be facilitated.

MUS 481: School Music Methods:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop various methods of teaching music at all levels;
2. analyse and interpret musical works (performance and composition) effectively; and
3. develop the ability to impart the knowledge of theoretical and practical areas of music.



Course Contents

Methods of teaching music in the Primary, Secondary and teacher training institutions, with particular reference to Nigeria. Analysis and interpretation of musical works (either performance or composition). Imparting knowledge of theoretical and practical areas of music.

MUS 484: Teaching and Supervision of Instrumental Music (2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. impart the knowledge of ensemble performance;
2. combine musical instruments of different sections of the orchestra in a musically logical manner;
3. identify the peculiarities of musical instruments with regard to transposition; and
4. develop the principle of teaching and supervising instrumental music.

Course contents

Basic orchestra and band instruments (and of one in particular), with a view to equipping the student with the principles and practice of teaching and supervising instrumental music at all levels. Transposing instruments and their intervals of transposition.

MUS 485: African Music in Schools:

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. develop a critical thinking;
2. produce objective argument; and
3. develop a high level of music appreciation

Course Contents

This is a seminar class to discuss and discover solutions to the problems of adopting African music for Schools as well as composition and research procedures. Engagement of issues such as tuning and tuning system, improvisation, and performance techniques.

MUS 490: Criticism and Musical Scholarship

(2 Units C: LH 30)

Learning Outcomes

On completion of this course, the student should be able to:

1. evaluate musical performances, composition, and scholarly works;
2. harmonise and employ Western and African aesthetics; and
3. develop interdisciplinary horizon.

Course contents

Theory of Western Aesthetics in the humanities and its relevance and application to Africa. Evaluation of works and performances, and the communication of this evaluation in good literary style. The bibliography and style, the writing for scholarly journals, editing of articles and scores.

Key to Courses

- Acoustics and Music Technology;
- 0 General Courses (Rudiments);
- 1 Theoretical Courses – Harmony, Counterpoint, Analysis;
- 2 History and Form of Western Music;



- 3 African Music and Ethnomusicology;
- 4 Keyboard work – Piano, Keyboard harmony;
- 5 Individual performance – instrument/voice;
- 6 Group performance – ensembles, choirs, bands;
- 7 Music Education Courses; and
- 8 Aesthetics and Criticism Courses

Related Courses

In addition to General Studies and other specified requirements for each university, students of Music should take courses, where possible and available, in related areas including:

1. education;
2. linguistics;
3. philosophy and logic;
4. english and/or other european languages and literature;
5. african languages and literatures;
6. theatre arts and dance;
7. mass communication;
8. sociology;
9. fine arts and architecture
10. religious studies.

Apart from assisting the students in a better understanding of his/her own Discipline of Music; these necessary requirements will ensure a balanced education in the student.

Minimum Academic Standards

Equipment

Adequate sound equipment such as:

1. 2 pairs of mid-range passive/active speakers;
2. 2 pairs of sub-speakers, 32-channel digital mixers;
3. 4 slave amplifiers, a feedback destroyer;
4. a 32-gram equalizer;
5. a sound effect, an amplified power surge;
6. a cross-over amplifier;
7. 6 pairs of connecting cables;
8. sets of uni-directional and multi-directional microphones, as well as microphone stands, etc.; and
9. sets of Western and African musical instruments should be provided for teaching solo and ensemble performance classes.

Staffing

Statements on the minimum expectations of resource capacity to enable effective teaching and learning in respect of the programme.

Academic Staff

Each Department or Unit should have a good component of teachers of history, form, genres and styles of Music and of vocal and instrumental works.

Because of the practical nature of the programme, a relatively low staff/student ratio of 1:10 is therefore recommended. This ratio aims at providing effective teaching, guidance, and interactive sessions through the intricacies of activities associated with the programme.

It is required for the teaching of practical – instruments and singing – a one-on-one interaction between teacher and student is recommended. So that the student gets a one-hour or at least



a half-hour individual (private) lesson a week. By virtue of its being a performing as well as an Academic Art, music generally requires more teachers per student than other programmes in the Faculty.

Qualified teachers should be available to teach practical instructions in the following areas.

1. Theory;
2. History;
3. Keyboard and Keyboard Harmony;
4. Singing;
5. African Music Research; and
6. Musical Instrument Playing etc

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Non-Academic Staff

The need for technologists of Music and of basic laboratory as well as Artistes (Instrumentalists and Voice experts) who serve as Instructors and teaching assistants should always be recognised. Full advantage should be taken of the technological resources of our new computer age. This should be in line with the general guidelines, concerning staffing requirements.

Library

Adequate and up-to-date books, journals, audio tapes, video tapes, videodiscs, digital audio-visual players, etc. should be provided for both the teacher and the taught to enhance teaching and learning. Music equipment, both in the scientific sector and in the ethnic sectors, tend to be expensive but their provision is crucial to the successful teaching of Music. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Classroom, Laboratories, Workshops, and Offices

Adequate spaces for classrooms, laboratories, rehearsal/performance halls, staff common rooms, etc., should be ensured. In addition, adequate space for offices, music and performance studios as well as audio-visual laboratories and music recording studios (digital/analogue) are mandatory for effective teaching and learning. The Classrooms (at least 4 in number), each equipped with:

1. wide blackboard ruled with music staves;
2. piano;
3. record player with good speakers;
4. tape recorder/player, with good speakers; and
5. cassette recorder/player, with good speakers.

Main Rehearsal Rooms – Apart from the teaching Classrooms, terraced, for rehearsals of Choirs, Band, Orchestras and Instrumental Ensembles.

Music Listening Rooms – for listening to tapes and records with facilities for multiple listening with earphones.

Viewing (Dark) Room – a terraced mini-hall for viewing of films, filmstrips, video tapes, slides, etc., with proper screening and projection facilities, projectors, T.V. sets, V.T.R.S. etc.

Concert Hall – A fairly large hall to seat 200 to 250 or more people, with adequate lighting, dressing room risers and a large stage capable of accommodating fairly large performing group such as choirs, orchestras, dance groups etc. The stage should have an orchestra pit to facilitate the performance of Operas and Dance-Dramas. The Concert Hall should be equipped with a full Organ, a Grand Piano, and Public Address Systems.



Practice Rooms: There should be up to 20 (if possible) practice Rooms, each equipped with a piano and a fixed Music Stand (chain to the room), where students may make the necessary practice for their art.

Staff Rooms – Each member of the teaching staff should have his own office, equipped with a spacious working desk and a piano large enough for him to carry out practical teaching of instrument or a voice or keyboard – harmony to one or two students in his personal office.

Senior Staff Common Room – There should be a Common Room for Senior Staff.

The NUC recommends the following physical space requirement:

	m2
Professor's Office18.50
Head of Department's Office18.50
Tutorial Teaching Staff's Office13.50
Other Teaching Staff Space7.00
Technical Staff Space7.00
Secretarial Space7.00
Seminar Space/per student1.85
Laboratory Space7.50



B.A Philosophy

Overview

In the beginning, the quest for knowledge, in all fields of human endeavour, was conducted under the broad rubric of Philosophy, so much so that Philosophy was perceived as an all-encompassing discipline. To date, that ubiquitous character of the discipline is still reflected in commonplace usages such as the "Philosophy of Government, Philosophy of Education, Philosophy of Life, etc", with a variety of connotations. In the academic world, the conception is more specific. Still, in Universities, all over the World, Philosophy programmes are located in the Faculties of Arts, Social Sciences or even the Natural Sciences, reflecting the multi-dimensional character of the discipline. In a number of cases, Philosophy is studied under General Studies Units. More important, it would seem that there is a universal agreement concerning the supremacy of Philosophy, as it is the general practice for all disciplines to crown their highest attainments, in knowledge and research, with the degree of Doctor of Philosophy (Ph.D)

This is a four-year degree programme intended for students without any initial background in Philosophy. The first year (100 level) of the Programme introduces the student to the rudiments of Philosophy, its history, branches, major theories, schools of thought, trends and dominant personalities/thinkers. In the second and third year (200 and 300 levels) the Programme takes the student to the core areas of Philosophy, covering the various orientations in the subject and detailed analysis of the major theories propounded over the years. The final year of the Programme involves an in-depth study of the major doctrines and personalities, giving the student an opportunity to initiate his own thoughts in the subject. The student also begins to learn the art of writing and formulating theoretical doctrines in Philosophy. In addition to the overall outcomes of the Programme, the descriptions and outcomes of each of the courses are outlined against them.

Philosophy

The philosophy of the B.A Degree Programme in Philosophy is to provide a solid foundation for the student in the traditional quadrivium of Philosophy, namely:

1. epistemology and metaphysics;
2. history of philosophy;
3. logic, and
4. values (including ethics, aesthetics, social and political philosophy).

Objectives

The B.A. Degree Programme in Philosophy will de-emphasize abstractions and system building and seek instead to bridge the gap between academic/professional philosophy and social practice in Nigeria, specially and Africa as a whole.

The objectives of the Programme are, among others, to:

1. seek to discover and/or create and establish the specially African contribution to global philosophy;
2. take cognisance of the existence of other "philosophies" and introduce the student to them, for example, Oriental Philosophies, comprising Chinese Philosophy, Indian Philosophy, etc.; and
3. run courses that would be of interest to other Departments and Disciplines as a way of encouraging an inter-disciplinary approach to the study of philosophy and of recognising the wide-ranging nature of the subject, for instance, the Philosophy of Science, Philosophy of the Social Sciences, Philosophy of History, Philosophy of Law, etc.



Unique Features of the Programme

Among the unique features of the B.A Philosophy Programme are:

1. recognition and emphasis on the historical origins of philosophy, from ancient to modern times, in europe, asia and africa;
2. emphasis on the core areas of philosophy such as logic, metaphysics, epistemology and ethics, as practised by top universities of the world;
3. a recognition of the ubiquitous character of philosophy by the inclusion of courses such as the philosophy of science, philosophy of the social sciences, philosophy of language, philosophy of religion, philosophy of law, philosophy of history, etc.;
4. shift of emphasis from pure, speculative and analytic philosophy to practical or applied philosophy and discussions relevant to the realities of contemporary life; eg. research and teaching of courses in applied or practical ethics, philosophy of law, social and political philosophy, etc;
5. domestication of western philosophy; with the introduction of courses in african philosophy and research into indigenous nigerian thought systems, at all level, of the programme; and
6. the long essay, as a project that inculcates in the student the skills and techniques of research, information gathering, organisation of ideas, project-writing, referencing, bibliography, etc.

Employability Skills

Unlike some other programmes, Philosophy does not equip the student with any specific vocational skills. Instead, it trains him or her to think critically and by so doing, aides his or her adaptation to vocations and professions that are difficult for others to access. That is what adds value to the employability status of a Philosophy graduate.

21st Century Skills

The capacity to reason and think critically is the focus of Philosophy and it is an attribute that is fundamental to the intellectual development of man. This fact is not time-bound; it has never changed over the years and it is not likely to change in the years to come. However, human society has experienced technological innovations, especially in the areas of Information and Communication Technology (ICT), Artificial Intelligence (AI), Digital Literacy, etc., generally referred to as 21st Century skills. These innovations are the products of the creative human mind, cultivated and nurtured by the tools of Philosophy.

Admission and Graduation Requirements

Admission Requirements

The admission requirement for Philosophy is five Senior Secondary Certificate (SSC) credit passes in relevant subject areas including English Language. Acceptable UTME score is also required.

Direct Entry

For Direct Entry students, Five SSC (or its equivalent) credit passes two of which must be in Advanced Level, Ordinary Diploma with upper credit, or NCE obtained with merit level pass.

Graduation Requirements

Philosophy requirements for graduation are the same as those stipulated for other Arts Discipline. A student shall qualify for the award of a degree when he/she has:

1. completed and passed all the courses he/she registered for, including all compulsory courses and required/elective courses as may be offered by the University/Faculty;



2. obtained a minimum CGPA specified by the University but not less than 1.0;
3. earned the minimum credit units of not less than 120 for UTME.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Culture	2	C	30	-
PHL 101	Introduction to Philosophy	2	C	30	-
PHL 102	Arguments and critical thinking	2	C	30	-
PHL 103	Elementary Ethics	2	C	30	-
PHL 104	History of Philosophy	3	C	45	-
PHL 105	Introduction to Social and Political Philosophy	2	C	30	-
PHL 106	Introduction to African Philosophy	2	C	30	-
PHL 107	Ancient Philosophy	2	C	30	-
PHL 108	Introduction to Oriental Philosophy	2	C	30	-
	Total	21			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
FAC 201	Digital Humanities	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	-
PHL 201	Mediaeval Philosophy	2	C	30	-
PHL 202	Introduction to Logic	2	C	30	-
PHL 203	Theories of Ethics	3	C	45	
PHL 204	Social and Political Philosophy	2	C	30	
PHL 205	Introduction to Epistemology	2	C	30	-
PHL 206	Introduction to Metaphysics	2	C	30	-
	Total	21			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	-	90
FAC 302	Theories in the Arts and Humanities	2	C	-	90
PHL 301	Early Modern Philosophy	2	C	30	-
PHL 302	Symbolic Logic	2	C	30	-
PHL 303	Professional Ethics	2	C	30	-
PHL 304	Contemporary Analytic Philosophy	2	C	30	-
PHL 305	Contemporary Issues in African Philosophy	3	C	45	-
PHL 306	Existentialism and Phenomenology	2	C	30	-
PHL 307	Philosophy of Social Sciences	2	C	30	-
	Total	21			



400 Level

Course Code	Course Title	Units	Status	LH	PH
PHL 401	Late Modern Philosophy	2	C	30	-
PHL 402	Further Logic	2	C	30	-
PHL 403	Classics in Ethics	3	C	45	-
PHL 404	Epistemology	2	C	30	-
PHL 405	Philosophy of Mind	2	C	30	-
PHL 406	Marxist Philosophy	2	C	30	-
PHL 407	Seminar	2	C	30	-
PHL 408	Philosophy of Science	2	C	30	
PHL 410	Long Essay	6	C	-	270
	Total	21			

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Content

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;



2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Content

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

PHL 101: Introduction to Philosophy

(2 Units C: LH 30)

Learning outcomes

At the end of PHL 101, the student would have:

1. had a general idea of Philosophy and what Philosophers do;
2. learnt the historical origins of Philosophy; and
3. known developments from ancient to modern times; major doctrines, eras and dominant personalities/thinkers.

Course Contents

The inevitability of Philosophy (why study Philosophy?); the nature and meaning of Philosophy (Philosophy as worldview; Philosophy as critical thinking; Philosophy as rational enquiry; Philosophy as reconstruction of ideas). Styles and methods of Philosophy. A brief survey of the branches of Philosophy. Current trends in Philosophical Thoughts, etc

PHL 102: Arguments and Critical Thinking

(2 Units C: LH 30)

Learning outcomes

The impact of PHL 102 on the student is that he is able to:

1. the explain nature of arguments;
2. identify flaws in arguments;
3. develop the capacity to differentiate between valid and invalid arguments, and
4. acquire the habit of critical thinking.



Course Contents

Nature of arguments. Validity and invalidity. Definitions, formal and informal fallacies. Deductive and inductive arguments, etc. Structured arguments and differentiation between logical and illogical reasoning.

PHL 103: Elementary Ethics

(2 Units C: LH 30)

Learning Outcomes

After going through PHL 103, the student should be able to:

1. explain the basic ethical concepts of good, bad, right and wrong;
2. have a grasp of the grounds upon which certain actions are judged to be right and others as wrong, and
3. imbibe the positive effect of such knowledge/capacity in his/her conduct.

Course contents

This course introduces the students to Axiology, the Philosophy of Values; it examines some of the fundamental principles of Ethics; involves a brief introduction to the major ethical theories; definitions of good, bad, right and wrong; the principles of justice and conscience. Knowing what is good and doing what is good, etc.

PHL 104: History of Philosophy

(3 Units C: LH 45)

Learning outcomes

At the end of the course, the student would have:

1. been exposed to the philosophical thoughts and ideas of the eminent philosophers discussed;
2. known the major philosophical doctrines analysed;
3. acquired some skills in the art of philosophising;
4. known the application of philosophical ideas to the practical issues of day-to-day living.

Course Contents

An examination of the origins of major philosophical thoughts and ideas, from ancient times to medieval period and contemporary times. Philosophers for analysis include the pre-Socratics: Thales, Anaximander, Anaximenes, the Sophists, etc. Others are: Socrates, Plato, Aristotle, St Thomas Aquinas, Hegel, Kant, Locke, Humes, Descartes and Karl Marx, A. J Ayer, Fukuyama, etc. Major African Philosophers include Leopold Senghor, Nkrumah, Awolowo, Azikiwe, Nyerere, Wiredu, etc. Movements and theories of philosophy include Idealism, Empiricism, Rationalism, Existentialism, etc.

PHL 105: Introduction to Social and Political Philosophy (2 Units C: LH 30)

Learning outcomes

At the end of PHL 105, the student would have acquired:

1. a good understanding of what Social and Political Philosophy is all about;
2. knowledge of the notions of society, origin of the state, the individual and society, political obligations, leadership, and
3. an understanding of his/her role as a citizen and helps in shaping his/her relationship with other constituents of society.



Course Contents

The State and the citizen. The nature of man and the origins of the state. The concepts of political obligation. The ideal state and the individual. History of political thought and some of the existing political theories, from ancient to modern times. From Athenian democracy to contemporary Social and Political theories. Politics, the state and the African experience.

PHL 106: Introduction to African Philosophy

(2 Units C: LH 30)

Learning outcomes

Among the outcomes of PHL 106 are that the student:

1. becomes aware of the rich philosophical heritage of African cultures;
2. can analyse the biased viewpoint that European life is characterised by reason while that of Africa is marked by emotion;
3. is armed with the tools for analysing various aspects of African thought, and consequently, develops greater faith in Africa, its traditional systems of governance, cultural values, religions, morality, etc.

Course Contents

Is there an African Philosophy? What is Philosophy as a general concept? The debate on the existence or otherwise of African Philosophy: what qualifies a discipline to be Philosophy? Traditional versus contemporary African Philosophy. Are there universal criteria for identifying African Philosophy? Methodologies and orientations in African Philosophy. Contemporary doctrines in African Philosophy. Problems of cross-cultural comparison - translation, rationality, etc. Social and Political Philosophy in Africa. Ethics and Religion in African Culture, etc

PHL 107: Oriental Philosophies

(2 Units C: LH 30)

Learning outcomes

At the end of this course, the student would have been exposed to:

1. other philosophical cultures;
2. knowledge of continental philosophies and a deeper understanding of his/her own indigenous Philosophy; and
3. broader horizons and understanding of other thought systems, cultures, beliefs, moral systems, socio-political thoughts and practices.

Course Contents

What is an Oriental Philosophy? Major Oriental Philosophies in the world. Methods, orientations and insights into Oriental Philosophies. Instances of Oriental Philosophies: Buddhist, Hindu and Confucian Philosophies. Unique features of Oriental systems of logic, world-views, religions, cultures, social institutions, politics and ethics. A comparative analysis of Oriental Philosophies with other major World Philosophies, eg. European Philosophy, American Philosophy, African Philosophy, etc.

PHL 108: Ancient Philosophy

(2 Units C: LH 30)

Learning outcomes

At the end of this course students should be acquainted with the:

1. pre-socratic philosophers, their cosmology and epistemology;
2. original forms and styles in which philosophical issues were formulated; and
3. knowledge of the evolution of philosophical ideas, from ancient to contemporary times.



Course Contents

The beginnings of Western Philosophy, from the Pre-Socratics to Roman times. Original issues raised by Ancient Philosophers. Fusion of subject matter: cosmology, epistemology and ethics. The doctrines of Graeco-Roman Philosophers – e.g. Thales, Anaximander, Anaximenes, etc. Evolution of philosophical ideas, from ancient to modern times.

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15: PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.



Course Content

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 (DH) 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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc.; an investigation of the connection between the disciplines and the general intellectual terrain; multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines; making connections across disciplines and perspectives



PHL 201: Medieval Philosophy

(2 Units C: LH 30)

Learning outcomes

Any student who has gone through PHL 201 should:

1. know the major philosophical doctrines that prevailed during the Medieval period, their origins and influence on contemporary thinkers;
2. be familiar with the premise that human nature hardly changes, and
3. be grounded in the philosophical tradition of ideas that relate to nature, man and society in modern times.

Course Contents

Philosophical thoughts of the Middle Ages, with emphasis on the key figures of the era, from St. Augustine to Williams of Ockham. Influence of the Church on philosophical thought and vice-versa, during this period.

PHL 202: Introduction to Logic

(2 Units C: LH 30)

Learning outcomes

The impact of PHL 202 on the student is that he/she is able to:

1. develop a better understanding of the structure of arguments and reasoning;
2. distinguish between valid and invalid inferences;
3. improve on his/her understanding of himself, other individuals and society in general, and
4. reason logically and, therefore, enhance his/her performance in other disciplines as well as day-to-day living.

Course Contents

Categorical propositions; quantity and quality; immediate inferences; tradition square of opposition; existential import; mode, figure and form of the categorical syllogism; rules test for categorical syllogism; etc.

PHL 203: Theories of Ethics

(3 Units C: LH 45)

Learning outcomes

After going through this course, the student would have:

1. been exposed to basic ethical issues currently experienced in day-to-day living – including issues that arise from racism, matters connected with the category of people classified as Lesbian, Gay, Bisexual and Transgender (LGBT). Ethical issues of abortion euthanasia, capital punishment, etc.;
2. acquired the capacity to contribute meaningfully and from a more informed perspective on the issues of morality; and
3. been positively influenced in his/her moral attitude and conduct.

Course Contents

Topics in current moral debates, with special reference to Africa and the Nigerian experience. Major ethical issues, for example in technology transfer; racism, ethnicity, abortion, capital punishment, Lesbian, Gay, Bisexual and Transgender (LGBT), etc. Such topics will be discussed in relation to standard ethical theories/new guiding principles, and with reference to the Nigerian experience in particular, and Africa in general.



PHL 204: Social and Political Philosophy

(2 Units C: LH 30)

Learning outcomes

PHL 204 is an advanced discussion of PHL 104, with concentration on selected themes in social and political thought, covering specific periods. The course provides the student with an opportunity to:

1. understand the political happenings in his own environment, the Nigerian political scene, and Africa in general; and
2. engage in rigorous intellectual work so much so that his/her capacity to successfully undertake this course is taken as an index of his/her preparedness for a higher academic work in philosophy.

Course Contents

Major themes and/or figures in the History of Social and Political thought, covering specified periods. From Athenian democracy to contemporary political thought. Plato's Republic, Aristotle conception of Man as a Political animal. The individual and the state. Contemporary issues in African Social and Political thought. Political theory and practice. Nigeria and the African experience.

PHL 205: Introduction to Epistemology

(2 Units C: LH 30)

Learning outcomes

PHL 205 creates, in the student the capacity to:

1. distinguish between different kind of knowledge and their sources, between false beliefs and verifiable beliefs;
2. be critical in evaluating various sources of information, and
3. be sceptical of unverified claims.

Course Contents

Types, sources, scope and justification of human knowledge. Relation of knowledge to belief and truth. Facts and factual knowledge. Scientific knowledge, Religious knowledge. Scepticism and Doubt, etc. Major schools of thought - Empiricism, Rationalism and Pragmatism.

PHL 206: Introduction to Metaphysics

(2 Units C: LH 30)

Learning Outcomes

After PHL 206, the students should be able to:

1. make a distinction between the physical and the non-physical (or spiritual);
2. understand the traditional mind-body problem;
3. know the nature of scientific knowledge as distinct from mere metaphysical claims; and
4. develop the capacity to cope with the realities and vicissitudes of life.

Course Contents

Major traditions and scope of Metaphysics. Metaphysical problems, e.g. the mind-body problem, appearance and reality. Differences between the world of common sense and the world of theory. Universals and particulars, etc. Differences between scientific and metaphysical explanations, etc.



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, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Content

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised



resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among others;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

1. ability to capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena; and
5. ability to 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.

PHL 301: Early Modern Philosophy

(2 Units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. be acquainted with the doctrines espoused by Early Modern Philosophers;
2. understand the substantial contributions of the early Modern thinkers to the evolution of Western Philosophy, and
3. appreciate the value of doctrines propounded by Early Modern Philosophers as major sources of intellectual empowerment to be treasured for life.

Course Contents

A historical survey of the contributions of the major figures in Western Philosophy, from the Seventeenth to the Nineteenth Century. Major thinkers to be discussed include Francis Bacon, John Locke, David Hume, Thomas Hobbes, Emmanuel Kant, Rene Descartes, etc.

PHL 302: Symbolic Logic

(2 Units C: LH 30)

Learning Outcomes

PHL 302 is expected to equip the student with:

1. logical skills for reasoning and argumentation;
2. ability to identify flaws and weaknesses in any presentation, whether oral or written; and
3. the powerful tool of logic, which is adaptable for use, and applicable in all aspects of human endeavours, and across disciplines.

Course Contents

Introduction to the tools and techniques of formal logic. Propositional and first order quantificational logic. Emphasis on formal tests for validity of arguments. (Pre-requisite: PHL 202.)

PHL 303: Professional Ethics

(2 Units C: LH 30)

Learning Outcomes

Beyond conceptual awareness acquired in PHL 103, what the student learns from PHL 303 are:

1. the practical challenges that confront the practitioners of various professions, especially Medical Practitioners, Engineers, Lawyers, Accountancy, Journalism, etc ;
2. preparedness and competence in tackling the ethical issues discussed, in whatever profession he/she goes into, apart from being a counsellor after graduation; and
3. more important, his/her attitude is positively influenced by the ethical principles and doctrines discussed.

Course Contents

Application of the principles and methods learned in PHL 103 to various professions generating moral/ethical challenges to practitioners; a devotion to ethical issues arising from medical practice, law, business, accountancy, engineering, journalism, etc.



PHL 304: Contemporary Analytic Philosophy

(2 Units C: LH 30)

Learning Outcomes

PHL 304 is the most advanced course in Analytic Philosophy. After the course, the student should have:

1. been exposed to the doctrines and ideas discussed by notable Analytic Philosophers which have, for ages, remained the most profound as well as most sophisticated in the analytic tradition.
2. developed the capacity for philosophical analysis; and
3. acquired the ability to excel in the other traditions of Philosophy.

Course Contents

20th Century Analytic Philosophy, with focus on one or more of the more influential figures or issues in the Analytic tradition, including Carnap, Wittgenstein, Frege, Russel, Quine, etc.

PHL 305: Contemporary Issues in African Philosophy

(3 Units C: LH 45)

Learning Outcomes

The course is a test of the student's capacity for academic work in African Philosophy. Upon completion of the course, the student should:

1. have a full grasp of the major philosophical issues in the African life experience and cultural context.
2. have an in-depth understanding of man and society in the context of African worldview, and
3. have expanded his/her ability for original thought, in various aspects of African thought systems.

Course Contents

Major issues of philosophical interest in the African life experience. Topics range from metaphysical to socio-political issues, with emphasis on the articulation of viewpoints peculiar to African thought. Comprehensive analysis of the concepts of man and society. An examination of some works of contemporary African Philosophers, etc.

PHL 306: Existentialism and Phenomenology

(2 Units C: LH 30)

Learning Outcomes

PHL 306 is a course that exposes the student to:

1. various critical areas of contemporary experience in practical life, human actions and issues involving notions such as determinism, freedom, choice, etc.; and
2. doctrines as original formulated by some of the world's acclaimed Philosophers.

Course Contents

Major themes in Existentialism and Phenomenology. Philosophers for discussion include Kierkegaard, Nietzsche, Sartre, Descartes, Heidegger and Buber. Themes include the meaning of life, the individual (or self) versus society. Existence or non-existence of God. Determinism, freedom, choice, etc.



PHL 307: Philosophy of the Social Sciences

(2 Units C: LH 30)

Learning Outcomes

PHL 307 is a course on methodology, in the end, any student who has studied PHL 307, should be able to:

1. have a good grasp of the methods of enquiry adopted by much of the the social sciences.
2. analyse the nature of man and society, a varieties of methods adopted depending on nature of the subject matter;
3. discuss other conceptual issues involved in the Social Sciences, and
4. have a sound understanding of the individual and society.

Course Contents

A philosophical inquiry into the methodology of the Social Sciences. Major problems encountered in the study of man and society. Topics for discussion include the concepts of causation, Deductive inferences in Science. Problems of induction, use and abuse of statistics. The place of ideological models in social studies, etc.

400 Level

PHL 401: Late Modern Philosophy

(2 Units C: LH 30)

Learning outcomes

PHL 401 is devoted to the most sophisticated in-depth analysis of Contemporary Philosophical Movements. After the course, the student is able to:

1. learn about the major views of the late modern philosophers;
2. develop critical thinking skills (including the capacity to digest and understand technical materials in philosophy;
3. evaluate philosophical arguments and exploring the relationships between different views, and
4. construct, analyse and argue for coherent views in different philosophical doctrines.

Course Contents

A study of major Contemporary Philosophical doctrines and Movements. Examples include Speculative Philosophy, Analytical Philosophy, Pragmatism, Positivism, Existentialism, Utilitarianism, etc. Major Philosophers for discussion include Marx, Mill, Bentham, Comte, Kierkegaard, Nietzsche, Schopenhauer, Hegel, Brentano, Bradley, etc.

PHL 402: Further Logic

(2 Units C: LH 30)

Learning outcomes

By the end of the course on Further Logic, the student should be able to:

1. undertake advanced logical analysis; and
2. acquire the most rigorous and sophisticated skills in the art of philosophical analysis.

Course Contents

A continuation of PHL 302. Theory of quantification. The logic of identity, definite descriptions and the logic of relations.



PHL 403: Classics in Ethics

(3 Units C: LH 45)

Learning outcomes

Classics in Ethical theories is an advanced course that should aid the student in:

1. understanding a selected number of profound ethical theories, formulated by major Philosophers over the ages.
2. interpreting/analysing complex academic doctrines; and
3. sharpening his/her learning capacity.

Course Contents

A critical evaluation of major ethical theories of the modern era; Authors for discussion include: Kant, Mill, Marx, Nietzsche and Bradley; what constitutes a moral agent? How do the classical theories in ethics enhance knowledge of man as a moral agent?

PHL 404: Epistemology

(2 Units C: LH 30)

Learning outcomes

At the end of this course, the student should:

1. understand the theories of leading Philosophers and their contributions to epistemology, and
2. be able to digest other academic materials, no matter how complex.

Course Contents

A detailed study of selected areas, topics and figures in Epistemology: The Continental Rationalists (Descartes, Leibniz and Spinoza), British Empiricists (Locke, Hume, and Berkeley) and more recent contributions to the Theory of Knowledge.

PHL 405: Philosophy of Mind

(2 Units C: LH 30)

Learning Outcomes

PHL 405 is an advanced course in Metaphysics and deals with the conceptual issues of reality.

At the completion of this course, the student should be able to:

1. understand and articulate the major issues in the Philosophy of Mind;
2. analyse and critically evaluate theories, arguments and presuppositions of prominent figures in the Philosophy of Mind;
3. skillfully argue for a philosophical position relevant to the materials covered in the course; and
4. critically engage in philosophical discussion and/or debate on any of the ideas or theories discussed during the course.

Course Contents

The conceptual problems of mind and consciousness. Relation between mental phenomena and the physical world. Knowledge of other minds. The mentalist and physicalist controversy—mind/body problem. Other topics include Brentano's Theory of Intentionality and Husserl's Phenomenology, etc.

PHL 406: Marxist Philosophy

(2 Units C: LH 30)

Learning Outcomes

PHL 406 normally attracts students with an ideological bent. At the end of the course, the students should be able to:

1. understand the basic theories of Karl Marx as originally formulated, and



2. articulate the complex interpretations of Karl Marx's philosophical doctrine by Marxist followers of different persuasions.

Course Contents

An examination of the basic theories of Karl Marx as originally formulated. Selected works of Karl Marx, with particular emphasis on contemporary developments and influence in the developed world. Impact of Marxism on development in the Western World. Marxism, African and other Third World Countries. Relevance of Marxism in the 21st Century and beyond.

PHL 407: Seminar

(2 Units C: LH 30)

Learning Outcomes

At the end of this course student will be able to:

1. present and discuss academic papers in a group, seminars, conferences and colloquia, and
2. assess each other's presentation.

Course Contents

Each student to register for one Seminar course. Seminars to be conducted in small groups or individually and to involve intensive study as well as a colloquium on selected problems or issues of interest, notable works or philosophical eras, as approved by the Department.

PHL 409: Philosophy of Science

(2 Units C: LH 30)

Learning Outcomes

PHL 409 is an advanced methodology course that inculcates in the student:

1. the capacity for philosophical analysis;
2. knowledge of the nature of basic epistemological concepts, such as truth, hypothesis, theory, scientific law, etc., and
3. the power of articulation and capacity for drawing inferences.

Course Contents

A philosophical investigation of the nature of scientific knowledge, with examples drawn from the physical sciences. The nature of scientific truth; hypotheses, theories, and scientific laws; paradigms in scientific discoveries and scientific revolutions; the experimental procedure; concepts of induction and probability.

PHL 410: The Long Essay /Project

(6 Units C: PH 270)

Learning Outcomes

The Long Essay is an individual project in which the student's capacities for originality, presentation of ideas and independent research, are assessed.

Course Contents

Long Essay: an independent and original research project in any area of the programme, as may be approved by the department. The length, style and format must conform to standards set by the Department.



Minimum Academic Standards

Equipment

Three categories of equipment are needed: for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include:

1. smart boards in all classrooms;
2. computers, laptops; and
3. projectors.

Office Equipment

H.O.D's Office

1. Photocopying machine and scanner
2. 1 type-setting machine
3. Filing cabinets
4. Air conditioner
5. 1 set of upholstered chairs
6. Office chairs and tables
7. Bookshelves
8. 1 refrigerator
9. A wall to wall carpeting
10. 1 notice board
11. 1 blackboard
12. 1 desktop computer

Lecturer's Office

1. 1 table
2. Chairs
3. 1 air conditioner
4. 1 filing cabinet
5. Bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for Professor's Office
9. 1 wall to wall carpeting for Professor's Office

Equipment for Staff Common Room

1. Sets of sofa
2. Centre tables or side stools with chairs
3. 1 refrigerator
4. 1 electric kettle
5. Teacups, plates, tumblers, etc
6. Sets of cutlery
7. Trays
8. 1 cupboard and
9. TV set with Receiver



Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time Staff for the commencement of any of the academic programmes. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. With a minimum load of 15Units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

The following are the major areas of specialisation to be provided for:

1. epistemology/metaphysics, logic, philosophy of science
2. value theories (ethics, aesthetics, social and political philosophy)
3. history of philosophy, african philosophy, comparative philosophy.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Non-Academic Staff

The Department should have at least the following supporting staff; an administrative secretary, a computer operator, a driver for each Departmental car, clerical officer, messengers/cleaners.

Library

In addition to the University library, there may be need for a departmental library where current and up-to-date textbooks should be available for all the courses in the Department. Professional journals, periodicals, representative materials and other library resource materials should be acquired. The library should be fully equipped and computerized with internet facilities to enable the users access e-materials.

Classroom, Laboratories, Workshops, and Offices

There should be adequate spacing to cater for the needs of the Department which should include : an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students.

The NUC recommends the following physical space requirement:

	m ²
Professor's Office	... 18.50
Head of Department's Office	... 18.50
Tutorial Teaching Staff's Office	... 13.50
Other Teaching Staff Space	... 7.00
Technical Staff Space	... 7.00
Secretarial Space	... 7.00
Seminar Space/per student	... 1.85
Laboratory Space	... 7.50



B.A Religious Studies

Overview

The course deals with the development of the knowledge of world religions and the appreciation of all religious traditions for peaceful co-existence and national development. The course sharpens the behavioural attributes and gives orientation on qualities of precision, politeness, ethics and good morals.

Philosophy

The course is designed to cover all the facets of religious phenomena as they affect the history, tradition, economic, social, political and ethics of man. The effect of this approach is to develop man in his existential reality to produce an all-round society in realizing life objectives.

Objectives

The programme is to;

1. acquaint students with the main contents of the major religious traditions commonly practised in Africa, namely: Christianity, Islam and Traditional Religion. The programme does not present any religious system as a sui generis exclusivist system; hence it also delves into other world religious phenomena such as Buddhism, Hinduism, Shintoism, Zoroastrianism and Jainism;
2. equip the products of this programme for the teaching career, administration, social work and offer them solid academic background for professional degrees in Journalism and Law;
3. orient students towards developing minds of a broad spectrum conducive to a pluralistic society such as Nigeria; and
4. prepares students for further studies in the discipline.

Employability Skills Emphasised

Graduates of this programme will possess literary and entrepreneurial skills which include ability to write books, ability to be involved in film production, drama, and documentation. They would also be able to project faith and morals through their literary works. They would be able to establish, run schools and get involved in economic activities in the different religions Familiarity with economic activities in the different Religions

21st Century Skills Emphasis

The program would lead to the development and acquisition of the following 21st century skills;

1. teamwork spirit;
2. digital literacy;
3. creativity;
4. communication skills; and
5. societal problem solving skills.

Unique Features of the Programme

At the end of the program the students will be equipped with the religious concepts that promotes creativity and the economic activities they can delve into in other to be self-employed. They would have been equipped with creative abilities and motivated to solve societal problems through Innovations and risk-taking for-profit, having been exposed to the all-encompassing issues in religious studies (health, dietary rules, economy, arts-and-crafts, literary education). Movement and activities of religions and practitioners internationally is one



of the unique features of the program. It will expose students to gender issues to enhance equality of males and females in religious practices and ensure contributions of both sexes to the overall development of the society in general. Religions and their teachings on sexuality is also emphasized to provide guidance and influence attitudes and value systems positively.

Admission and Graduation Requirements

Admission Requirements

4 Year Degree Programme

Five (5) Senior Secondary Certificate (SSC) (or its equivalent) credit passes including English Language and others from, CRS/IS/BK/Arabic/Government/ and any other subject in Arts in not more than two sittings are required.

Direct Entry Programme

1. A minimum of five credit passes in SSC, at least two of which must be at the Advanced Level and should include Christian Religious Studies/Islamic Studies.
2. Acceptable in lieu of the Advanced Level subjects are a Three-Year Diploma in Theology, Diploma in Cristian Religious Studies / Islamic Studies recognized by the University.

Graduation Requirements

Students must take 120 units and these include all the departmental core courses, faculty courses, and the general studies courses (70% of the 120 units) and the prescribed courses in the University (30% of the 120 units) before graduation.

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication In English	2	C	15	45
GST 112	Nigerian People and Culture	2	C	30	-
ATR 102	Survey of African Traditional Religion	2	C	30	-
CRS 101	Source of Christianity	2	C	30	-
CRS 106	Pauline Epistles	2	C	30	-
ISS 107	The Sunnah and the Hadīth of the Prophet	2	C	30	-
ISS 112	Source, Vocabulary and Pillars of Islam	2	C	30	-
REL 101	Hebrew Grammar	2	C	30	-
REL 104	Introduction to Social Anthropology of Religion	2	C	30	-
REL 105	Religion and Human Values	2	C	30	-
REL 108	Introducing Asian Religions	2	C	30	-
	Sub Total	22			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic And Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	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	
ATR 201	General Introduction to the Study of Religion	2	C	30	-
CLG 201	Introduction to Greek	2	C	30	
CRS 208	Introduction to the Gospels	2	C	30	-
REL 204	Comparative Religion	2	C	30	-
REL 206	Introduction to Sociology of Religion	2	C	30	-
REL 208	The Philosophy of Religion	2	C	30	-
	Sub Total	20			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	30	
FAC 301	Research Methods in Arts	2	C	30	
FAC 302	Theory in the Arts and Humanities	2	C	30	
REL 308	A Philosophy of the Existence of God	2	C	30	-
CRS 304	Systematic Theology	2	C	30	
REL 304	Interaction of Religions	2	C	30	-
REL 306	The Religion of China: Taoism	2	C	30	-
REL 307	Religion and Entrepreneurship	2	C	30	-
REL 310	Religious Research Methods	2	C	30	-
REL 313	Introducing the Psychology of Religion	2	C	30	-
REL 305	African Traditional Religion and Diaspora	2	C	30	
	Sub Total	22			

400 Level

Course Code	Course Title	Units	Status	LH	PH
CRS 405	The Gospel of St. John	2	C	30	-
ISS 413	Contemporary Islamic Groups in Nigeria	2	C	30	-
REL 401	Religion and Gender	2	C	30	-
REL 402	Ethics	2	C	30	
REL 403	Religion, Human Welfare and Economy	2	C	30	-
REL 408	Religion and the Nigerian Nation	2	C	30	-
REL 411	Theodicy	2	C	30	-
REL 412	Long Essay	6	C		-
	Sub Total	20			



Course Contents and Learning Outcomes

GST 111 : Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Content

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Content

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-



reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria peoples; trade, skills acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ATR 102: Survey of African Traditional Religion

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. explain the concept of the Supreme Being, divinities, spirits, ancestors and origin and nature of humanity; and
2. discuss the rites of passage and the concepts of salvation in African traditional Religion.

Course Content

The general African worldviews on the physical and spiritual realms; belief in a Supreme Being, divinities, spirits and ancestors; the origin and nature of humanity; the religious significance of 'passage'; the practices and concepts of salvation in African Traditional Religion; exploration of ways of bridging the gap between African Traditional Religion and Christianity; African Traditional Religion, the religious world the revealed word of God; common ground and a meeting point to share the gospel of Christ.

CRS 101: Source of Christianity

(2 Units C: LH 30)

Learning Outcomes

The students should be able to:

1. mention the prophecies about the messiah in the old testament; and
2. connect the prophecies to the fulfillment with birth of Jesus Christ.

Course Content

The prophecies about the coming Messiah in the Old Testament and its fulfillment in the birth of Jesus Christ.

CRS 106: Pauline Epistles

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, student should be able to:

1. analyze the origin, literature and theology of Ephesians and 1John or the Pastoral letters or Hebrews.
2. relate this to the life of the church in Africa.
3. translate some texts and bring out their theological significance.



Course Content

The literature and theology of some Epistles; either Ephesians and 1st John or the Pastoral letters or Hebrews. Their origins, literature and theology; relating study to the life of the Church in Africa, including prescribed texts in Greek and English.

ISS 107: The Sunnah and the Hadith of the Prophet (2 Units C: LH 30)

Learning Outcomes

At the end of this course, students will be able to

1. explain the life and teachings of the prophet and the significance of Sunnah over Bidah; and
2. discuss the importance of the Sunnah and the Hadith in the formation of Islamic theology.

Course Content

The life and the teachings of the Holy Prophet. The significance of Sunnah over Bid'ah. The six books of Hadith, Aspect of Sunnah Explanation of the Sunnah and Hadith is given. Their importance in the formation of Islamic Theology is pinpointed.

ISS 112: Source, Vocabulary and Pillars of Islam (2 Units C: LH 30)

Learning Outcomes

The students should be able to:

1. explain the economic, social and political situation in Arabia before revelation came to prophet Muhammed;
2. explain the life history of Prophet Muhammed and how he gathered his first companions.
3. explain the theological beliefs and practices in Islam.
4. identify the different Islamic groups in modern Nigeria.

Course Content

The economic, social and political situations in Arabia before revelation came to Prophet Mohammed; a brief statement in the life history of Prophet Mohammed and how he gathered the first companions around him; the theological beliefs and practices in Islam; the Articles of Faith namely: Belief in Allah, Belief in Angels, Belief in the Revealed Books, Belief in Prophets, Belief in Resurrection and Judgement and Belief in Predestination; This is followed by the five pillars of Islam, their practice and role in the lives of the Muslim faithful. The five pillars are: i) *The Shahada* (The Statement of Faith); ii) *Salat* (Daily prayers); and iii) *Zakat* (Obligatory Alms); iv) *Sawm* (The Ramadan Fast; and v) *Hajj* (Pilgrimage to the Holy land); Identification of the main darikas, such as the Sunnis, Shiites etc, in West Africa, together with their main teachings, Islamic groups in modern Nigeria and their revivalist inclinations.

REL 101: Hebrew Grammar (2Unit C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. explain the elementary aspects of Hebrew language; and
2. write the alphabets, a good number of vocabularies and translations.



Course Content

Survey of Africa-Asiatic Languages in Africa and Nigeria to which semantic languages are related; Hebrew alphabets with their numerical values; vocabulary and sentence constructions; intensive exercises in various conjugations and translations to and from English.

REL 104: Introduction to Social Anthropology of Religion (2 Units C: LH 30)**Learning Outcomes**

At the end of this course, the students should be able to:

1. discuss the institutions in a society;
2. distinguish Religious methods from Social Anthropology.

Course Content

The approach of social anthropology to investigation; the questions it seeks to answer; outlines of the institutions in a society; and distinguishing religious methods from those of Social Anthropology.

REL 105: Religion and Human Values**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. describe human dignity, population of Religious traditions, ethic, chauvinism and human rights issues;
2. explain probe Religion and human values like honesty, care for the needy, integrity, mutual respect, good name, hard work among others; and
3. analyse the effect of these on the society.

Course Content

Human dignity as opposed to whatever technological advantages man may accrue; the population of religious traditions, oral or written, which sanction this emphasis; Ethnic Chauvinism and Human Rights; questions on human healthy existence as honesty, care for the needy, integrity; mutual respect, good name as opposed to ill-gotten wealth, hard work, egotism and what effects these have on the immediate society and the nation at large.

REL 108: Introducing Asian Religions**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. describe Asian Religions; and
2. explain the Philosophical nature of the Religions.

Course Content

Introduction to major Asian religions: Hinduism, Buddhism, Shintoism, Jainism and Taoism and the philosophical nature of the religions.



200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Content

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; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the arts and other disciplines
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research
3. assess the interconnectivity between disciplines
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

ATR 201: General Introduction to the Study of Religion (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. discuss the complex nature of religious phenomena; and
2. analyse the approaches to the study of religion and some general theories of religion.



Course Content

The complex nature of religious phenomena, including religious knowledge and competing truth claims; a survey of religious thought and practice in global and local perspective; approaches to the study of religion and some general theories of religion; the diversity and complexity of religion/s as well as basic understanding of the study of religion.

CLG 201: Introduction to Greek

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. write Greek alphabet and the rules of Greek accent;
2. conjugate nouns, verbs and adjectives;
3. list a good number of vocabularies; and
4. interpret some bible passages from Greek to English and English to Greek.

Course content

The elements of the grammar of the Koine 'common' Greek of the New Testament; Greek alphabet, rules of Greek accent, conjugation, declension, vocabulary, tenses, moods etc.

CRS 208: Introduction to the Gospels

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. list the aims and objectives of the first four books of the New Testament;
2. describe the nature of the Synoptic problem and
3. explain the current proposed solution.

Course content

The aims and objectives to the first four books of the New Testament as centred on the Lord Jesus Christ; the birth of the Gospels; the nature of the synoptic problem and the current proposed solution.

REL 204: Comparative Religion

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. describe the history of Religion and their points of convergence ;and
2. demonstrate parallels in Christian theology, Islam, ATR, and Hinduism in selected topics of Salvation, Rewards, Punishment and Angelology.

Course Content

Comparative religion as History of religions. Analysis of points of convergence among religions not on hierarchical basis, but on points of complement, supplement and natural harmony; parallels in Christian Theology, Islam and Hinduism in selected topics; topics of salvation rewards and punishments as well as angelology are suggested for detailed study.

REL 206: Introduction to Sociology of Religion:

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. describe the relationship between Religion and society; and
2. analyse Sociological theories of Religion and the Social functions of religion.



Course Content

This course explores the relationship between religion and society; sociological theories of religion and social functions of religion.

REL 208: The Philosophy of Religion

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. analyse the task of philosophy of religion and the objectives, answering questions raised against religious themes and understanding, philosophical objections; and
2. examine specific aspects of inquiry like the issue of "proofs" of the existence of god, resurrection and afterlife.

Course Content

What is Philosophy of Religion? What are the objectives of Philosophy of Religion? The task of Philosophy of Religion; the main questions raised against religious themes and the philosophical objections.

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

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to eace & conflict management --- (religious, government, community leaders etc.). elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing. evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.



ENT 312 Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Content

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.



Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

1. Ability to capture complexity by means of a single general statement;
2. Systematic thinking from principles through application to conclusions;
3. Capacity to analyse complex data to minimal units;
4. Ability to make out underlying patterns in art phenomena; and
5. Ability to 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.

CRS 304: Systematic Theology

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. highlight the nature, sources, scope and function of Christian Theology
2. discuss themes like God, Jesus, Holy Spirit, salvation, church among others.

Course Content

The nature, sources, scope, function of Christian Theology; the theoretical frame work for doing theology; illustrations with themes from systematic theology (God, Jesus, Holy Spirit, Salvation etc.)

REL 304: Interaction of Religions

(2 Units C: LH 30)

Learning Outcomes

1. Stimulating students to accepting mutual respect.
2. Identifying social, economic and educational contributions to the nation.

Course Content

Accepting mutual respect, complementary and development across religious relations in Nigeria; identification of contributions of religions socially, economically and educationally (West and East) to the nation.

REL 305: African Traditional Religion and the Diaspora

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

1. interrogate the relation between culture and African Traditional Religion; and



- investigate the movement to and practice of African Traditional Religion in America.

Course Content

Definition and meaning of terms, the meaning of culture; elements of culture; relation between African culture and African traditional religion; their mutual influence; the movement and practice of African Traditional Religion in America.

REL 306: The Religion of China: Taoism

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

- describe Taoism; and
- analyse special themes like original sin and after life.

Course content

A detailed description of Taoism and special themes such as original sin and the after-life.

REL 307: Religion and Entrepreneurship

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

- identify the previous economic activities in the different religious;
- describe the religious concepts that promote creativity and profit making;
- identify the religious activities in contemporary situations and the business ideas;
- investigate film making, drama and documentary. and
- analyse religious dietary rules and application in establishment of eateries.

Course Content

The different religions and previous economic activities involved; The religious concepts that promote creativity; financial education; the art or science of innovation and risk taking for profit in business evolving from religions and religious activities in contemporary situation; Religion and film making, drama, documentary; Religious dietary promotions and eateries etc.

REL 308: A Philosophy of the Existence of God

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

- discuss the theistic proofs; and
- explore the possibilities of the Universe being a "Chance" and "brute fact".

Course Content

The theistic proofs; the possibility of the universe being of a "chance" and a "brute fact" ; the issue of "proofs" of the existence of God, the resurrection and the afterlife.

REL 310: Religious Research Methods:

(2 Units C: LH 30)

Learning Outcomes

The students should be able to;

- formulate research proposals;
- explore special methods of obtaining religious information;
- identify a definite method of documentation; and
- adopt the Departmental style sheet.



Course Content

Special Methods of obtaining religious information; data analysis; a definite method of documentation (whether MLA or Macmillan or any other type).

REL 313: Introducing the Psychology of Religion**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. list the aims and objectives of Psychology; and
2. examine how it seeks to explain religious phenomenon.

Course Content

The aims and objectives of psychology; religious phenomenon. How does psychology support religion?

CRS 405: The Gospel of St. John**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. explain the origin, purpose, date and contents of the Gospel of John; and
2. describe the uniqueness of John and should be able to do some exegesis of prescribed texts.

Course Content

The origin, the purpose, date, authenticity and contents of the Book of John; the material in John complements the Synoptic Gospels; the exegesis and textual criticism of the Gospel, with prescribed texts.

ISS 413: Contemporary Islamic Groups in Nigeria**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

3. identify the main darikas and their teachings; and
4. list the contemporary Islamic groups and discuss their revivalist inclinations.

Course Content

Identification of the main darikas; their main teachings within West Africa and Nigeria in particular; Islamic groups in modern Nigeria and their revivalist inclination.

REL 401: Religion and Gender**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. investigate Gender issues as they relate to the major religions of the world; and
2. describe terms like patriarchy, inequality, feminist group and theories.

Course content

Christianity, Islam, African Traditional Religion, Hinduism and Gender Issues: Patriarchy, Gender inequality, Feminist groups and Theories.



REL 402: Ethics**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. define Ethics; and
2. analyze some central themes from the Bible.

Course Content

Definition ethics generally; some of the central themes as pertaining to the biblical material; issues like Religion and Law; Religion and Sexuality Education; Marriage; Family Issues and Conflict Resolution.

REL 403: Religion, Human Welfare and Economy**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. list health issues and varieties of healings in the major religions of the world; and
2. analyze and compare the different economic activities propelled by the different religions like film making and others.

Course Content

The major religions of the world, health issues and varieties of healing. Religion and Economy, Religion and film making with other economic activities.

REL 408: Religion and the Nigerian Nation**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. identify the problems of religion and state;
2. analyze the contributions of religion to national ethical values; and
3. assess the contributions of religion to the state and the world at large.

Course Content

The problems of religion and state; assessment of contributions of Religion to National Development: new trends of investment in Education, industries and estates by various Religious organisations in Nigeria; the contributions of religion to national ethical values; positive and negative contributions of religion to state and the world.

REL 411: Theodicy**(2 Units C: LH 30)****Learning Outcomes**

The students should be able to;

1. discuss the concept of Theodicy; and
2. analyze the existence of evil vis-à-vis the claim that God is wholly good.

Course Content

The existence of evil in all forms vis-à-vis the claim that God is wholly good.



REL 412: Long Essay

(6 Units C: PH 270)

Learning Outcomes

The students should be able to;

1. demonstrate all they have learnt in research methods in practical terms and
2. conduct original research.

Course content

Students should properly be guided in types of research; Introductory issues; chaptalization; Outlining; literature review; and method of footnoting, etc.

Minimum Academic Standards

Academic Staff:

This should be according to the ratio of 1 lecturer to 30 students. Well-trained Religious Studies Scholars with M.A and Ph.D. qualifications are required in the Department. The expectation is ratio 20: 35:45 for Professors, Senior lecturers and others

Non-Teaching Staff

Departmental Secretary who would be Computer literate, Staff Assistant, (Messenger) and Cleaner;

Academic and Non-Academic Space

Adequate Lecturers' offices, classrooms, functional and well-equipped language laboratory, soundproof rooms and studios, audio-visual rooms.

Academic and Administrative Equipment

Language laboratory is needed for the teaching of Hebrew, Greek and other languages.

Equipment for language laboratory:

Computers, Keyboards, UPS, Headsets, Audio matrix, Swivel chairs, Ceiling fans and Air-conditioners.

The offices of Professors and Heads of Departments should have Ceiling fans and Air-conditioners, Refrigerators, and TV sets,

Library and Information Resources

Well-stocked Religious Studies books, journals, reference books in the main and departmental libraries and internet connectivity facilities. Others are tape recorders/players, public address system, computer units/ and other IT facilities.



B.A Shari'ah

Overview

The Bachelor of Arts Shari'ah programme is a comprehensive study of the law of Islam, that is balanced and targeted at the inculcation of a holistic understanding of this field of study and the manner of its application and adaptation to the challenges of modern times. This is achieved through a number of courses that delineate the history and development of the Shari'ah, its sources, principles, and application, together with a multi-disciplinary approach that covers Arabic language and different fields of Islamic studies and the humanities.

Studying B.A. Shari'ah will help in finding practical solutions to the problems of contemporary societies in general and contemporary Muslim societies in particular, through equipping students with the tools of doing *ijtihad*, which is that dynamic and potent tool in the study of the Shari'ah that has given it its dynamism across historical epochs and its continuous relevance in finding modern solutions to modern problems. A high level of competence in Shari'ah is no doubt a great service that the Nigerian university system can offer to the nation and the contemporary world at large.

It is envisaged that graduates of this programme will find great job opportunities in the judiciary, government departments involved in Shari'ah implementation programmes, Zakat collection and distribution, supervision and administration of endowments, as well as in the private sector especially in law firms, Islamic banks, Islamic insurance and Islamic fund management entities. They also be qualified and equipped to establish Shariah advisory firms that will make them self-employed as well as employers of labour.

Philosophy

The growing demand for Shari'ah compliance and application in the day to day activities of Muslims in Nigeria, in their homes and in the private and public sectors of the economy underscores the need to introduce a Bachelor of Arts in Shari'ah degree programme in Nigerian universities. The programme will provide training to students with a view to nurturing their academic, intellectual and administrative abilities in conforming to or complying with the Shari'ah, and applying it in modern and post-modern times and societies.

Objectives

The objectives of the programme are to:

1. Provide a training ground for producing qualified staff for the relevant private and public sectors where knowledge and expertise in the Shari'ah are required;
2. Improve the skills and knowledge of principal and supporting staff of the judiciary;
3. Prepare students for career opportunities in the private sector, including Islamic
4. banking and finance, and other financial and social institutions;
5. Foster and develop the ability of students in conducting academic research in Islamic juridical sciences, with a view to improving their capacity for further
6. research in the sources, principles and applications of the Shari'ah;
7. Ensure that graduates have the requisite skills and competencies to thrive as global citizens.

Unique Features of the Programme

1. The curriculum emphasizes innovative skills for effective teaching of the Shari'ah that is geared towards showing its relevance and potency in offering practical solutions to the problems of contemporary societies.
2. It also emphasizes the inculcation of critical thinking in students that will equip them with the tools of *ijtihad*, a type of objective and critical reasoning for finding innovative solutions based on knowledge of the fundamental objectives of the Shari'ah.



3. It stresses highlighting potential employment opportunities and areas of practical application of acquired knowledge.
4. It provides knowledge of the application of artificial intelligence in legal contracts.
5. It provides attraction to acquisition of entrepreneurial skills.

Employability Skills

The general skills that graduates of this programme shall possess will include competencies in computer literacy, quantitative reasoning, communication, interpersonal skills, Information Technology and Entrepreneurship, among others. At the same time they will be able to:

1. Recognize and analyze Shari'ah related challenges and evolve solutions accordingly;
2. Develop and implement Shari'ah related policies in both the private and public sectors of the economy and social life of the society;
3. Explain and resolve frequent and thorny issues arising from the routine and conventional practices of Shari'ah, and thus work in alternative dispute resolution;
4. Demonstrate knowledge and understanding of essential facts, concepts, principles and theories in the practice of Shari'ah;
5. Give decisive advice, legal, moral etc., in line with the principles of Shari'ah, and therefore work in the civil service, government Shari'ah implementing agencies, law firms, Islamic banking and finance institutions; and
6. Keep pace with developments in the applications of digital and information technology.

21st Century Skills

The programme will lead to the acquisition and development of the following 21st Century skills: Critical and analytical reasoning:

1. Communication skills;
2. Team work and collaboration skills;
3. Innovation and creativity;
4. Digital literacy;
5. Good moral conduct;
6. Cultural awareness;
7. Autonomy; and
8. Economic and financial literacy.

Admission and Graduation Requirements

Admission Requirements

The general requirements for admission into the B.A. Shari'ah programme are as follows:

4-Year Degree Programme

Candidates with minimum of Five Senior Secondary Certificate (SSC) (or its equivalent) credit passes in relevant subject areas including English Language, Islamic Studies and any other subject in the Arts (Humanities) and Social Sciences, at not more than 2 sittings, are qualified for admission into the 4-year degree programme. In addition, an acceptable score at the Unified Tertiary Matriculation Examination (UTME) is required.

Students without an SSC credit in Arabic language should register for compulsory Basic Arabic Courses.



Direct Entry Admission (DE): 3-Year Degree Programme

Five SSC (or its equivalent) credit passes including English, Islamic Studies and any other subjects in the Arts and Social Sciences subjects, two of which must be at Advanced Level and one must be Islamic Studies.

A recognised ND, NCE, Diploma/Degree in Islamic Studies or related fields like Qur'ānic or Ḥadīth Studies are acceptable into the Degree programmes in lieu of Advanced Level requirements.

Graduation Requirements

A student shall qualify for the award of B.A. Shari'ah when he/she **MUST** have:

1. Spent the required number of years commensurate to the mode of admission into the programme. i.e 4 years for UTME students and 3 years for Direct Entry students;
2. Completed and passed the prescribed number of courses including all Compulsory and Required courses;
3. Obtained a minimum CGPA of 1.00 on a five-point grading system where 40-44 is E; and
4. Earned the minimum credit units of not less than 120 for UTME students or 90 for Direct Entry students.

Global Course Structure

100 Level

Course Codes	Course Title	Units	LH	PH	Status
GST 111	Communication in English	2	30	-	C
GST 113	Nigerian People and Culture	2	30	-	C
ARA 101	Grammar I	2	30	-	C
SHA 102	Introduction to Study of the Ḥadīth	2	30	-	C
SHA 103	History of Islamic Law	2	30	-	C
SHA 104	Islamic Rites (<i>ʿIbādāt</i>)	2	30	-	C
SHA 106	Sources of Shari'ah	2	30	-	C
SHA 107	Textual Studies of Selected Verses of the Qur'ān	2	30	-	C
SHA 108	Introduction to the Exegesis of the Qur'ān (<i>Tafsīr</i>)	2	30	-	C
SHA 109	Contribution of West African Scholars to the Study of Shari'ah	2	30	-	C
Total		20			

200 Level

Course Code	Course Title	Units	LH	PH	Statu
GST 212	Philosophy, Logic and Human Existence	2	30	-	C
ENT 211	Entrepreneurship and Innovation	2	15	45	C
FAC 201	Digital Humanities: Application of Computer to the Arts (2 Units)	2	30	-	C
FAC 202	The Arts and other Disciplines	2	30	-	C
SHA 201	Islamic Family Law I	2	30	-	C
ARA 201	Grammar II	2	30	-	C
SHA 205	Islamic Law of Transactions (<i>Mu'āmalāt</i>) I	2	30	-	C
SHA 206	Textual Studies of Selected Ḥadīth	2	30	-	C



SHA 210	Principles of Islamic Jurisprudence ('Usūl al-fiqh) I	2	30	-	C
SHA 211	Sharī'ah in Contemporary World	2	30	-	C
SHA 212	Legislative Verses of the Qur'ān (Āyāt al-'ahkām) I	2	30	-	C
TOTAL		22			

300 Level

Course Code	Course Title	Units	LH	PH	Status
GST 312	Peace and Conflict Resolution	2	30	-	C
ENT 311	Venture Creation	2	15	40	C
FAC 301	Research Methods in the Arts	2	30	-	C
FAC 302	Theories in the Humanities	2	30	-	C
SHA 302	Islamic Family Law II	2	30	-	C
SHA 303	Prescribed Punishments (Hudūd)	2	30	-	C
SHA 304	Tort and Minor Crimes (Al-Qisās wa at-ta'zīr)	2	30		C
SHA 305	Islamic Law of Transactions (<i>Mu'āmalāt</i>) II	2	30		C
SHA 306	Islamic Constitutional Law	2	30		C
SHA 308	Field Work	2	30		C
SHA 310	Principles of Islamic Jurisprudence ('Usūl al-fiqh) II	2	30		C
SHA 311	Code of Conduct for Judges (Adabu al-Qādī)	2	30		C
SHA 312	Research Methodology	2	30		C
TOTAL		26			

400 Level

Course Code	Course Title	Units	LH	PH	Status
SHA 401	Sharī'ah in the Nigerian Legal System	2	30		Core
SHA 402	Law of Evidence (Al-Murafa'at) II	2	30		C
SHA 403	Law of Evidence (Al-Murāfa'āt) I	2	30		C
SHA 404	Islamic Law of Wasiyyah and Waqf (Bequest and Endowment)	2	30		C
SHA 405	Islamic Law of Succession (Al Mīrāth)	2	30		C
SHA 407	Islamic Law of War and Peace	2	30		C
SHA 409	Company and Property Law	2	30		C
SHA 411	Islamic Law of Banking and Finance	2	30		C
SHA 408	Project	6	270		C
TOTAL		22			

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;



6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course content

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC),



Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

ARA 101: Grammar I

(2 Units: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. enumerate types of Arabic sentences and word order therein;
2. distinguish various types of Arabic tenses.
5. Explain the types of Mansubaat and Marfuaat; and
6. to discover aspects of word case ending in Arabic sentences.

Course Contents:

The study of Basic Arabic Grammar including such aspects as types of sentence, some elements and factors that affect the word order therein, as well as the subjunctive (al-Mansubat and Appositives i.e. the Subject, Object of a sentence, Isin Inna and Khabar Kana (at-Tawabi') for example: adjectives, affirmation, substitution and conjunction. The course also includes intensive study the three Arabic tenses i.g. (Maadi Mudaar' and Amr).

SHA 102: Introduction to the Study of Ḥadīth

(2 Units: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise and describe the technical terms used in the field of Ḥadīth studies;
2. explain the principles behind acceptance or rejection of Ḥadīth reports; and
3. be equipped with the tools necessary for understanding Ḥadīth, which is the second source of the Sharī'ah.

Course Contents

The definitions of *Ḥadīth* and *Sunnah*, and their importance in Muslim life; the Bases of the Sunnah from the Qur'ān; the Roles Assigned to the Prophet in the Qur'ān; A Model; A Legislator; a Judge; and A Leader; the History of Ḥadīth: its Collection and Compilation; Science of Ḥadīth, Preservation and Classification; Elimination of Forgery and Fabrication; the six canonical collections of Ḥadīth.

SHA 103: History of Islamic Law

(2 Units C: LH 30)

Learning Outcomes:

At the end of this course, the students should be able to:

1. recognise the practical development of the Sharī'ah;
2. demonstrate the divergence of opinions among the schools of Islamic jurisprudence; and
3. demonstrate the richness and dynamism of the Sharī'ah.

Course Contents

Definition, nature and sources of Sharī'ah; History, evolution and development of Islamic Law -During the period of the Prophet (SAW), during the period of the Rightly-Guided Caliphs (*Khulafā'ur Rashidūn*), during the period of the successors of the companions (*Tābi'ūn*), the period of Four Schools of Law: Hannafī, Mālikī, Shāfi'ī and Hanbalī - ; General Introduction and Study of the most prominent Schools of Islamic Law - Hanafi School of Law, Maliki School of Law, Shāfi'ī School of Law, Hanbalī School of Law - ; Similarities and Differences between the Four Schools of Law.



SHA 104: Islamic Rituals (*Fiqh al-ʿIbādāt*)

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. to identify and describe the validity and invalidity of acts of worship; and
2. recognise the methodology and approach of studying the Shariʿah.

Course Contents

A comprehensive and detailed study, using the conventional method of the *Fuqaha*, of all the Islamic rituals and their roles in character building and more especially the following: Purification, Nature and Types; *Salah* and its various Forms; *Zakāh* and *Ṣadaqah*; *Ṣawm* and its various Types; *Hajj* and *ʿUmrah*; Slaughtering, *ʿUdhiya*, *Hadyy* and *ʿAqīqah*; Oaths and Vows (*Al-ʿAimān wal Nudhūr*)

SHA 106: Sources of Shariʿah

(2 Units C: LH 30)

Learning Outcomes:

Students are expected to:

1. recognise what constitutes a source of the Shariʿah and have the ability to use those sources;
2. Identify the prerequisites of doing *ʿijtihād* (providing judgements over which the primary sources are silent about); and
3. Recognise how to choose, based on principles, between the different opinions of the learned jurists.

Course Contents

The definition and scope of Islamic Law; The Sources of Islamic Law; Qurʾān; Sunnah; Ijmāʿ; Qiyas and Other Subsidiary Sources; The development of Islamic Law during the time of the Prophet and the Companions (*Sahābah*); The periods of *ʿijtihād* and *Taqlīd*.

SHA 107: Textual Studies of Selected Verses of the Qurʾān (3Units C: LH 30)

Learning Outcomes

1. Students will recognise how to derive judgements of the Shariʿah from verses of the Qurʾān and the differentiate between the different approaches of the jurists in doing so.

Course Contents

Textual studies of the Qurʾānic verses relating to: Righteousness (Q 2: 177); Justice and fairness (Q 4:58; 16:9); Ten Injunctions from the Surah al-ʿAnʿam (Q 6:151-153); Luqmān's advice to his son (Q 31:13-19); Some selected verses from Sūrat al-Hujrāt (Q 49); Tolerance and Peaceful Relations with Non-Muslims (Q 49:8)

SHA 108: Introduction to the Exegesis of the Qurʾān (Tafsīr) (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. Provide students with the tools of doing exegesis of the Qurʾān; and
2. Demonstrate how to apply their knowledge of the field in understanding the various approaches of Islamic jurists in using a proper understanding of the Qurʾān to arrive at independent judgements on new occurrences.



Course Contents

Characteristics of Qur'ānic legislation; Types of Quranic Exegesis (Tafasīr); Linguistics principles of Qur'ānic legislation: its wordings and sentences; Circumstances of Revelation (Asbāb al-Nuzūl); Ratiocinations in the Qur'ān (Ta'īl fi al-Qur'ān); Abrogated and abrogating verses (al-Naskh Wa al-Mansūkh).

SHA 109: Contributions of West African Scholars to the Study of Shari'ah (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. Expose the student to the rich Islamic legal tradition of the West African sub-region;
2. Demonstrate how the scholars of the region dealt in a juristic way with the peculiarities of the cultures and traditions of the region; and
3. honour the intellectual contribution of the region and address any inferiority complex that might be associated with the scholars and scholarship of the region.

Course Contents

The early beginnings and the introduction of Islam to West Africa - The contact with North Africa, The 'Ulamā' of Songhai, Ahmad Baba al-Tumbukti, Abdurrahman al-Sa'adī etc., Al-Maghili and the Kunta Ulama, The Borno 'Ulamā', Shaykh Muhammad Abd al Rahman al-Barnawi, etc, The rise of Shaykh Uthman ibn Fudi and his school, Shaykh Umar al-Futi and al-Bakka'i etc, Prominent Selected Nigerian Scholars e.g., Abdullahi Danfodiyo, Muhammad Bello, Ibn Furtua, etc; Islamic Scholarship in West Africa under colonial rule: - The Independent 'Ulamā' (e.g. Mahmud Salga, Abubakar Mijinyawa, etc), Islamic Scholarship in Formal Institutions, e.g (the Schools for Arabic Studies), Islamic Scholarship in Nigeria today.

200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics,



philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course content

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

FAC 201: Digital Humanities: Application of Computer to the Arts **C: LH 30)**

(2 Units

Learning Outcomes

At the end of the course, the students should be able to:

1. explain what Digital Humanities entails;
2. appraise the DH techniques tools for data analysis;
3. appreciate the importance of computers in the Humanities;
4. apply DH to interdisciplinary research;
5. appreciate the adoption of DH tools for entrepreneurship; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis;



application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, and Medicine. 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.

ARA 201: Grammar II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. acquire knowledge of the evolution of arabic grammar;
2. list some grammatical features related to nouns and verbs;
3. analyse the agent, the vocative, specification and adverbs;
4. identify subject and predicate in arabic sentences; and
5. formulate dual and plural nouns from singular.

Course Contents:

Historical background of Arabic Grammar, grammatical features related to nouns and verbs, such as the primary and secondary signs of declension (Calamat al-Icrab) the Dual and its concomitants; the study of nominative and accusative nouns, such as subject and predicate, the Agent, the Vocative, Specification and Adverbs.

SHA 205: Islamic Law of Transaction (Mu'āmalāt) I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify what validates, invalidates or vitiates contracts under the Shari'ah;
2. recognise the normative contracts of commercial transactions, and how they constitute the building blocks of civil and commercial cases under the Shari'ah; and
3. practice the application of Shari'ah in Islamic finance.

Course Contents

Definition and the Bases of Islamic Contracts; Fundamentals of Contract: Şigha (Offer and Acceptance), Contracting Parties and Subject Matter of Contracts; Conditions of Validity (Shurūt al-ʿaqd. Shurūt al-Sihhah. Shurūt al-Nafadh and Shurūt al-Luzūm); Conditions and Warranties: (Ash-Shurūt Fil-ʿAqd. Ash-Shart al-Saḥīḥ, ash-Shart al-Fasid and ash-Shart al-Bāṭil); Theories of Majlis al-ʿAqd and Khiyār al Majlis); Options: (Khiyār al-Shart. Khiyār ar-Ru'yah. Khiyār at-Ta'yīn. Khiyār al-ʿAyb. Khiyār al-Kammiyyah and Khiyār kashf al-Ḥāl, Khiyār al Ghabn)



SHA 206: Textual Studies of Selected Aḥādīth**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. recognize how legal rules are embodied in and derived from Ḥadīth texts;
2. demonstrate how scholars of Ḥadīth interpret contents; and context of Ḥadīth texts; and
3. use the books of Ḥadīth commentary and interpretation.

Course Contents

Hudūd (Al-Zina, Al-qadhf, As-Sariqah, Al-Khamr, Ar-Ridda, Al-Ḥirābah and Al-Baghy); Transactions (Muʿāmalāt): (Al-Bayʿ, Ar-Riba, Al-Salām, Al-Qard, Ar-Rahn, As-Sulh, Al-Ḥawālah, Ad-Damān, Ash-Sharikah, Al-Wakālah, Al-Ariyyah, Al-Ghasb, Ash-Shufāh, Al-Qirād, Al-Musāqāt, Al-ʿIjārah and Ihya' al-Mawāt.

SHA 201: Islamic Family Law I**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. identify the civil aspects of the Shariʿah; and
2. demonstrate proficiency in marriage counselling, family dispute resolution and adjudication.

Course Contents

Definition of Family in Islam: Importance, Basis from Qurʾān and Sunnah; Marriage: Preliminaries, Khitbah (Bethrotal), Contracts; Essentials - Ṣīgha (Offer and Acceptance), Shuhūd (Witnesses); Wilāyatu an-nikah (Marriage guardianship); Sadāq (Dowry); Impediments (Permanent and Temporary); Rights and Obligations of Spouses.

SHA 211: Shariʿah in Contemporary World**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain the debate behind Shariʿah implementation in modern times and its challenges and prospects;
2. Be familiar with the principal global and regional institutions that serve as the infrastructure institutions of Shariʿah knowledge and implementation in modern times.

Course Contents

Shariʿah in the contemporary world: Perception; Fears; and Reality; Muslims Quest for Shariʿah; Challenges of the implementation of Shariʿah in some Muslim countries; Modern Institutions and Organisations concerned with the Development of Shariʿah (Universities, Fiqh Academies of the Muslim World League and the Organisation of Islamic Conference, Councils of *Fiqh* etc).

SHA 212: Legislative Verses of the Qurʾān (ʿĀyāt al-Aḥkām)**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. Be familiar with the way rulings are derived from verses of the Qurʾān;



2. demonstrate the way to use the tools to derive rulings from verses of the Qur'ān; and
3. recognise the dynamic nature of the Qur'ān as a source of legislation.

Course Contents

Personal Status: (Al-Aḥwāl Al-Shakhsiyyah); Khitbah and Nikāḥ; Impediments to Marriage; Marriage Guardianship; Ṣadāq (Dowry); An-nafaqah (Maintenance); Aṭ-ṭalāq (Divorce); Al-khulʿ (-Redemption); Al-liʿān (Mutual Imprecation); Al-'Ila' (Vow of Continence); Az-zihār (Injurious Dissimulation); Al-'iddah (Waiting Period); An-Nasab (Blood Relationship); Al-ḥaḍāna (Custody of Children); Al-Mīrāth (Succession), Al-Wassiyyah (Bequest), Al-Waqf (Endowment); Constitutional Tenets: Sovereignty; Justice; Social System; Fundamental Rights.

SHA 210: Principles of Islamic Jurisprudence (Usul al-Fiqh) I C: LH 30)

(2 Units

Learning Outcomes:

This course is among the most important in the study of the Sharīʿah. At the end of this course, the students should be able to:

1. recognize the categories of Shari'ah rulings, both those dealing with requirements on legal persons and those dealing with conditions, validity and invalidity of rulings;
2. acquire the essential tools needed to understand texts of the sources of the Sharīʿah;
3. Students will be able to use deductive reason in the Sharīʿah and recognize the reasons behind juristic differences;
4. identify the qualities needed in a jurist to derive independent judgements and express legal opinion and the position of those who have not attained that qualification.

Course Contents

Definition of 'Usūl al-Fiqh, its evolution, development and compilation; The Law-giver (Hakīm), Legal rulings (Hukm) and their types, Legally responsible person (Mukallaf), Subject matter (Mahkum Bihi); Methodology of reconciliation between seeming contradictory proofs (At-Ta'āruḍ wa at-Tarjīḥ); Ijtihād, Taqīd and their Characteristics; Concept of Fatwa: Legal Verdict on Matters.

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 Phenomenon; Boundaries/boarder disputes; Political



disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKataf, Chieftaincy and Land disputes etc. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312 : Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (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

The course will enable the student to:

1. enumerate the types and approaches to research in the Arts;
2. explain the meaning, usefulness and characteristics of research methods;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field work to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

1. Ability to capture complexity by means of a single general statement;
2. Systematic thinking from principles through application to conclusions;
3. Capacity to analyse complex data to minimal units;
4. Ability to make out underlying patterns in art phenomena; and
5. Ability to 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-cultural theory, liberation theory, etc.; theoretical underpinnings as the essential foundation of humanities scholarship; evaluation of the merits of scholarly works.

SHA 303: Prescribed Punishments (Hudūd)

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify the principal crimes under Sharī'ah Criminal Law and their prescribed punishments;
2. distinguish between crimes with prescribed punishments and those that are left to the discretion of judges; and
3. recognise the conditions for exerting punishments on committed crimes.

Course Contents



Concepts of Hadd, Qisās and Taʿzīr; Hadd Crimes (a. Zina – Unlawful intercourse b. Qadhf- Defamation c. Shurb al-Khamr wa al-Muskirāt- Drinking intoxicants, d. Sarqah- Theft e. Hirābah- Highway robbery f. Baghy- Rebellion g. Ridda- Apostasy).

SHA 311: Code of Conduct for Judges (Adab al-Qādi) (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify what the Shariʿah teaches regarding judgements, jurisprudence and judges; and
2. present the ethical issues that usually arise in the courtroom, outside the courtroom and in judgement writing.

Course Contents

Definition of key terms: Value, Ethics, Morals and Etiquettes; Qualities of a Judge - Independence; Impartiality; Integrity; Propriety; Equality; Competence; and Diligence- Etiquettes and Behaviours of a Judge inside and outside the courtroom.

SHA 302: Islamic Family Law II (2 Units C: LH 30)

Learning Outcomes

1. Students will build on what they have learnt in SHA 201.

Course Content

Dissolution of Marriage - Ṭalāq, Khulʿ, 'Ilā', Zihār, Li'an, Judicial Separation, Lack of Maintenance, treatment and Cruelty, Impotence, Desertion, and Communicable Diseases; Consequences of Dissolution: Iddah (Types and Durations), Paternity and Custody of Children; Remarriage; Guardianship of Property and Persons.

SHA 304: Tort and Minor Crimes (Qisās wa al-Taʿzīr) (2 Units C: LH 30)

Learning Outcomes

1. Students will build on what they have been introduced to under Prescribed Punishments (Hudud) SHA 303.

Course Contents

Al-Qisās - Homicide (Intentional, Quasi intentional, Mistaken and Unintentional), Bodily Hurt;
Al-Taʿzīr - Gravity and Punishments, Judges Discretion and its Limits, as Guided by Classical Texts like Tuḥfat al- Ḥukkām.

SHA 305: Islamic Law of Transaction (Muʿāmalāt) II (2 Units C: LH 30)

Learning Outcomes:

This course will build and consolidate on what was taught in SHA 205 and cover the remaining areas of Islamic commercial transactions that were not covered under SHA 205.

Course Contents

Specific Contracts; (a). Aqd al Bayʿ (b) As-Sarf wa ar-Riba (c.) Al-Murabahah (d.) al-'Ijārah (e) al-Kirā' (f.) al-Ji'alah (g.) as-Salam (h.) al-Qard (i.) al-Hibbah (j.) al-Muzāra'ah (k) al-Musāqāh (l.) al-Ariyah (m.) al-Wadī'ah (n.) ar-Rahn (o.) al-Kafālah (p.) al-Hawālah (q.) ash-Shārikah.



SHA 316: Islamic Constitutional Law**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students should be able to:

1. recognise the aspects of the Sharī'ah as they apply to political rule; and
2. demonstrate the principles of consultation as a bedrock of Islamic political rule.

Course Content

Islamic system of government; General principles of government in the Qur'ān and Sunnah; Historical development of Islamic political thought; Fundamentals of Islamic Constitution; Concept and nature of Islamic State; Resurgence of Islam and constitutional issues.

SHA 308: Field Work:**(2 Units C: PH 90)****Learning Outcomes**

At the end of this course, the students should be able to:

1. exposed to situations calling for practical application of what they have learnt; and
2. prepare students for engagement in the society as graduates of Sharī'ah.

Course Contents

Students are to embark on three weeks field work during 300 Level second semester break at any relevant organization to acquaint themselves with the expected by the public especially the Muslim community after graduation. Students are to submit individual report at the end of the field work which should be assessed.

SHA 310: Principles of Islamic Jurisprudence ('Usūl al-Fiqh) II
C: LH30)**(2 Units****Learning Outcomes**

1. This course is expected to build on the learning outcomes of Principles of Islamic Jurisprudence I (SHA 210).

Course Content

The definition of Maqāsid of the Sharī'ah and its importance; The Ways and Methods of Identifying Maqāsid; Types of Maqāsid: General and Specific Maqāsid, Comprehensive and Partial Maqāsid; The levels of Maqāsid of the Sharī'ah: Necessities (*Darūriyyāt*), Needs (*Hajīyyāt*) and Conveniences (*Tahsīniyyāt*); Definition of *al-Qawā'id*; Evolution, Development and Compilation of the *Qawā'id* according the Requirements and Bases of Different Schools of Law; Detailed study of Main Jurisprudential Maxims and their sources (*al-Qawā'id al-Fiqhiyyah*)

SHA 312: Research Methodology**(2 Units C: LH 30)**

At the end of this course, students should be able to:

1. Be well prepared for their final year project;
2. apply the Concept of Research; and
3. identify the Various Research Methods and Tools, data generation and Analyses as well as Presentation of a typical Research Project.



400 Level

SHA 401 Shari'ah in the Nigerian Legal System

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognize the position of the Shari'ah in Nigerian history;
2. demonstrate the Nigerian experience with regards to the application of the Shari'ah in the Nigerian society; and
3. identify the overall Nigerian legal system and the position of the Shari'ah.

Course Contents

Historical background of Nigerian Legal System; Application of Shari'ah before the Colonial Rule - Administration of Shari'ah under the Kanem-Borno, Administration of Shari'ah under the Sokoto Caliphate -; Application of Shari'ah during the Colonial Rule; Application of *Shari'ah* after Independence - Status of Shari'ah under the 1979 Constitution, Status of Shari'ah under the 1999 Constitution, Emergence of Shari'ah Penal Codes in Northern Nigeria, Sources of Nigerian Legal System: English Law; Shari'ah (Islamic Law); and Customary Law; Shari'ah Implementation in Nigeria: Issues and Challenges; Nigerian Judiciary: Types and Hierarchy of Courts

SHA 403: Islamic Law of Evidence (Al-Murafa'āt) I

(2 Units C: LH 30)

Learning Outcomes:

At the end of this course, students should be able to:

1. identify the basics of the law of evidence under the Shari'ah; and
2. apply the law of evidence to adjudication.

Course Contents

The textual authority for evidence; Evidence: capacity and competency to give evidence and its retractions; Legality and admissibility of confession; *Al-Shahādah* (testimony) and oath; Purgation of witness; Caliph Umar b. Khattāb's Letter on Appointment of Judges; *Hukm ad-da'wa* (Plea); its Review and Execution.

SHA 405: Islamic Law of Succession (Mīrāth)

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. distribute estate of the deceased according to the Shari'ah; and
2. be able to identify and use the tools of Islamic estate planning.

Course Contents

Definition and significance of knowledge of Succession; Duties on the Deceased Estate - Payment of Funeral Expenses, Payment of Certified Debts and Liabilities, Settlement of Bequest (*Wassiyah*) -; The conditions, legitimate reasons for succession and impediments from inheritance; The eligible inheritors; Methods of inheritance; The rules of Exclusion, *Radd*, *Awl*, *Munasakhāt*, the relations among numbers, etc; Special reference is to be made to the verses 1619 to 1698 of *Tuhfatul Hukkām*.



SHA 407: Islamic Law of War and Peace

(2 Units: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise the rules of international relations and diplomacy in the Shari'ah;
2. distinguish between legitimate war and terrorism according to the Shari'ah; and
3. show tolerance and moderation in dealing with heterogeneous groups as enshrined in the Shari'ah.

Course Contents

War and peace among the nations of antiquity and pre-Islamic Arabs; Al-Siyar; the sources and development of Islamic law of war and peace; The Concept of Jihad and the Law of War; Declaration, conduct and objectives of war & types of enemies; Polite acts, treatment of property, prisoners of war and captives; Peace, peace treaties, agreements and their binding nature in the Sharia; Constitutional charter with non-Muslims; Jurisdiction, territory, safe-conduct; Envoys, diplomacy, diplomatic and commercial relations; Arbitration and neutrality; Kharaj and Jizya.

SHA 409: Company and Property Law

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise the principles of commercial law under the Shari'ah;
2. draft legal agreements of partnerships and other business transactions; and
3. structure modern commercial transactions according to the Shari'ah law.

Course Contents

AL-Mal (Property): its definition, Means of Acquiring it and Ownership of Unprocessed Property; Legality of Partnerships and Types of Partnerships; Bay' (Trading); Al-Shuf'ah (Right of First Refusal); Shārikat (Partnership); Definition, Types, Formations, Classes, Foundation and Liabilities of partners: Modern corporations, Stocks and Dividends; Qisma; Distribution of Profit; Termination of Partnership

SHA 411: Islamic Law of Banking and Finance

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise the recent developments in the application of Shari'ah in modern banking and finance;
2. demonstrate the principles underlying the operation of Islamic banks and financial institutions;
3. serve as Shari'ah advisors in modern Islamic financial institutions or offer Shari'ah advisory services to governments, institutions and corporate and individual clients.
4. Students will be familiar with the operations, services and products of modern Islamic financial institutions; and
5. be equipped with the required skills to work in the new industry of Islamic financial services as Shari'ah advisors, Shari'ah compliant officers, Shari'ah auditors and Shari'ah financial draftsmen/women.



Course Content

History Of Modern Islamic Banking and Finance; Regulatory Framework for Islamic Banking, Insurance and Capital Market in Nigeria; Performance and Evaluation of Islamic Banking in Nigeria; General Principles Governing the Operations of Islamic Financial Institutions - Prohibition of Riba (Usury or Interest), Prohibition of Gharār (Uncertainty), Prohibition of Gambling and Excessive Speculation, Prohibition of Dealing in Non-Permissible Products and Services, Prohibition of Exploitation - ; Insurance (Islamic Insurance and Contemporary Insurance); Sukuk (Islamic Bonds); Capital Market - Definition, Islamic Money Market, Note Issuance, Islamic Funds, Islamic Equity Market Funds, Real Estate Investment Trust and Islamic Hedge Funds, Islamic Rating System, Islamic Market Indices, Factors Limiting Innovation in Islamic Capital Market - ; Shari'ah Governance in Islamic Finance Institutions

SHA 402: Islamic Law of Evidence (Al-Murafa'āt) II (3Units C: LH 30)

Learning Outcomes

The course is expected to build on the learning outcome of SHA 403.

Course Content

Competence of Witnesses; Means of Proof - Confession, Witness Evidence -; Types of Evidence - Evidence of Minors, Circumstantial Evidence, Declaration of Dying Person, Documentary Evidence, Inspection and Opinion Of Experts, Emerging Types of Evidence: DNA, Audio and Video Recordings and Clips, etc -; Sulh (Reconciliation): Definition and Conditions.

SHA 404: Islamic Law Of Bequest and Endowment (Wasiyyah and Waqf) (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. recognise these aspects of Islamic Law of Personal Status; and
2. acquire the remaining tools of Islamic Estate Planning in addition to what they acquired under Islamic Law of Succession SHA 405.

Course Contents

Definition of the Will, Formation, Legality and Condition of Validity; The Effects of Death Sickness on the Validity of Wills; Waqf (The Endowment): Definition, Significance, the Conditions of Validity and Its Administration and Proper Criteria of Waqf Administrator; The Terms Of Grantor (Shurūt Al Waqif), His Legal Personality and Conditions.

SHA 408: Final Year Project (6 Units C: PH 270)

Learning Outcomes

Students are to undertake independent research in areas relevant to the programme under Lecturers' supervision.

Students are expected to have the ability to undertake independent research project under supervision.



Minimum Academic Standards

Equipment

Any Faculty offering courses in the area should have the following equipment for teaching:

1. At least one video set for the faculty,
2. Personal computers accessible from multiple terminals such that there is a terminal to a maximum of 15 students registered for computer courses,
3. One transparency projector for each Department in the Faculty.
4. One multimedia projector for the Faculty.

Office Equipment

For Office use, the following equipment are considered as minimum.

1. One photocopying machine capable of serving the whole Faculty.
2. Two cyclostyling machines capable of producing various sizes of output.
3. One manual typewriter for each typist.

Equipment for Other Uses

For Administrative work, Staff Research, and Students' Field Work, the following equipment are required:

1. A 25-seater bus
2. A Station-wagon
3. At least a saloon car for the Dean's office and one saloon car for the Department
4. One Video Camera
5. One Tape Recorder.

Staffing

Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply to the programme. As a policy, there should be a minimum of six full-time Staff for the commencement of the academic programme. There should be a reasonable number of Staff, of not less than 70%, with Ph.D degrees as well as sufficient professional experience where necessary. There is a minimum load of 15 units per semester for students and staff workload of a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

Academic Support Personnel

Teaching Assistant/Demonstrators to help lecturers in the conduct of tutorials, practicals and field work.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior administrative staff who are computer literate to administer the Department.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo



regular training to keep them abreast of developments in equipment operation and maintenance.

Library and Information Resources

University resources for library should be concentrated in the University Library. This will prevent poor allocation of funds allocated to the library arising from a fragmentation of such funds on numerous Libraries.

Generally, Faculties should have “reading rooms” capable of seating about 25 percent of their students. These reading rooms should provide conducive environment for reading given the congestion now prevalent in students’ halls of residence and their consequent unsuitability for any academic work.

The University library should be stocked with relevant and current books and journals as well as monographs series. The library should be computerized and indexed to facilitate retrieval. There is also the need to provide E-mail and Internet services in the University Library.

The University Library should be funded at a level that provides effective reading services and possibly gathering of materials to form the theory of research for both students and staff. The funding of University library must be categorical and implemented with discipline and results under the watch of the Governing Council.

Departmental Library

There should be a centralised faculty library that will be equipped with up-to-date books and digital library facilities.

Classrooms, Offices and Laboratories

Classroom Accommodation

The NUC standard requirement of 0.65sq metre per full-time student is to be maintained. Thus, the minimum total space requirement of a Faculty or Department shall be the product of its total full time equivalent student enrolment (FTE) and the minimum space requirement per full-time equivalent i.e. (FTE) 0.65m².

The total space requirement shall be met by a combination of classrooms and lecture theatres of varied capacities. These should, however, include the following:

1. A lecture theatre, equipped with a public address system, capable of accommodating at least 250 students or at least $\frac{1}{4}$ of all FTE in the Faculty, whichever is higher.
2. At least two large classrooms, with public address systems, capable of accommodating from 100 – 150 students, and
3. One computer room capable of accommodating at least 60 students as well as the personal computers, word processors, and such other office equipment.

Each classroom should be equipped with facilities for transparency and film projection or such other audio-visual aids.

Office Accommodation

In this respect, each academic staff should have an office space of at least 25 square metres. For Professors there should be a Secretary’s office of about 15sqm.

In addition, there should be for the Faculty, a Dean’s office, office of the Head of Department with attached offices for supporting staff as specified below:



B.A Theatre Arts

Overview

Theatre Arts is a course that drives the development of humanistic temper across age, class, and other social categories. The B.A. Theatre Arts/Performing Arts programme imparts the required knowledge to students in the theory and the practice of the arts of the stage, the mass media and communications. The course finds actualisation mainly on stage, any performance space as well as radio, the screen or new media. The verbal, visual, and kinaesthetic resources that contribute to the theatre experience are but not limited to drama, song, music, dance, chants, mime, performances and other resources. These are mainly from culture like festivals, folktales, masquerade, and other different manifestations in performance, science, technology, religion, philosophy among other endeavours. As an expression of humanistic tendencies, theatre has come to stand for a blend of all intersecting ideas in literature, mass media, law, sociology, commerce, and planning. All graduates of theatre arts are well-schooled in the different art forms that constitute participation, embodiment, and communication before a physical or virtual audience, fee-paying or not. Furthermore, graduates of Theatre Arts/Performing Arts can fit into any sphere of endeavour and are expected to display sterling moral qualities. The knowledge acquired in the study of Theatre Arts/Performing Arts makes the graduate of the course as expected, to stand out in the portrayal of contemporary social realities using performance for change and development. These graduates are teachers, entrepreneurs, in different artistic endeavours who express the arts with grace and integrity, codify the cultural traditions of Nigeria at home and outside its shores. Thus, a theatre arts graduate displays a well-grounded knowledge of Theatre as profession, study and business in diverse fields of human endeavour.

Philosophy

Theatre Arts/Performing Arts concerns life and the expressions of realities surrounding it. The course focuses on the concrete means of displaying the cultures, traditions and other aspects of man's existence in play texts, films and on stage. The aim of the Theatre Arts programme is to prepare the students for the development of creative skills for entertainment, education, cultural development, job creation and other national goals.

Objectives

The objectives of the Theatre arts programme are to:

1. equip students with a good knowledge of the main principles of the theory and practice of Theatre and Performing Arts;
2. train students in the academic foundations of the arts of the stage, screen as well as other creative undertakings;
3. make theatre arts a veritable tool in educational services in the basic education system;
4. produce competent graduates in theatre arts for global relevance and competitiveness;
5. prepare students for further studies in the discipline, or relevant careers in the managerial cadres of administration, teaching, broadcasting for radio and television and cultural arts;
6. increase the understanding of the various techniques in theatre and performing arts over the centuries. To this end, a semester Industrial Work Experience at a Studio to study Production and Commercialisation shall be undertaken;
7. produce experts for the administration of culture in the civil and foreign service; and
8. prepare students for the transition from school to life in society.



Unique Features of the Programme

The students are acquainted with the course requirements at the beginning of every semester. The course outline helps the students to appreciate the theoretical and practical needs of the course. The website is dynamic and offers students the ability to navigate to different academic and non-academic sections on the web that helps student to know where and how to source the materials relevant to this course of study. Blended teaching and learning approaches are utilised in view of contemporary global realities. The B.A. Theatre Arts curriculum:

1. cultivates humane values.
2. fosters academic growth and personality of the scholar.
3. promotes excellence in the creative enterprise.
4. instils the ideals of citizenship through theatre praxes.
5. instils a strong sense of cultural identity.

Employability Skills

Several career opportunities abound for graduates of Theatre Arts/Performing Arts because they are mainly expected to have reached different levels of skills acquisition and proficiency in creativity after completing the programme as being benchmarked. The entrepreneurial training in Theatre arts exposes the students to individual and group management of creativity for profit and community engagement. One example is the ability to commercialise their knowledge of diverse performance indices during events, public relations activities, stage plays, films, design, set construction, among other theatre endeavours for monetary gain. Through this, the trained students of theatre arts are able to generate income and sustain livelihoods. Again, by employing different categories of workers who are fellow artists or not, contribution to the GDP is realised. The skills acquired through theatre training that promote employability are evident in the ability to:

1. Communicate fluently and engage in broadcasting, Speech/Communication arts, public relations, diplomacy;
2. analyse works in any medium of communication and excel in journalism;
3. Write plays for any medium of communication;
4. Engage in collaborative work with performance troupes, Acting, or directing for the stage, radio, TV and film events management and entertainment;
5. Fit into global competitiveness in the sphere of music, stage design, document research findings and outcomes in academic or public service sectors like universities, museums, cultural advocacy and administration;
6. Display competence in research for academic and general purposes, and
7. Engage in criticism, play reviews, etc.

21st Century Skills Emphasised

Theatre Arts places much stress on 21st Century skills that focus on collaboration, creativity, knowledge/skills for development, critical thinking, borderless group dynamics, technology-driven innovation, digital economy, value-addition through problem solving, information management, flexibility, adaptability among others. The scope of theatre arts and its link with these skills and others like them are evident in:

1. Technological creativity
2. Global resourcefulness and connectivity
3. Analytical mind
4. Initiative/Discretion in theatre management
5. Independence of mind
6. Self-discipline
7. Ability to work without close supervision



8. Clarity and command of language
9. Coherence, and fluency of oral or written expression
10. Intellectual honesty, integrity and maturity
11. Team Building
12. Remote creativity and streaming

Admission and Graduation Requirements

Admission Requirements

Indirect or Preliminary Candidates are admitted into the degree programme in any of the following three ways:

Indirect or Preliminary Entry Mode

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary School Certificate (SSC) credit passes which must include English Language, and Literature in English.

Direct entry mode

Five SSC (or equivalent) credit passes in relevant subjects, two of which are at the Advanced Level.

A recognised ND, NCE, Diploma/Degree in Theatre Arts or related courses are acceptable into the Degree programmes in lieu of Advanced Level requirements.

Graduation Requirements

The entire degree programme lasts four years (eight semesters) for UTME or three years (Six semesters) for the "A" Level or Diploma in Theatre Arts students.

Global Course Structure

Theatre arts has a global course structure that facilitates seamless knowledge sharing by its students and faculty. The competencies in the course are visible through the display of textual, performative, management, critical and business postures by graduates of the course. What obtains in other universities where theatre arts as a course is studied is not different from what subsists in the outlined standards in this curriculum.

Learning Outcomes

The B.A. Theatre Arts/Performing Arts programme trains and equips students who are expected to impart the required knowledge to others after graduation as teachers, of students in educational institutions, in the theory and the practice of the arts of the stage, the mass media and communications. Other major outcomes are in the training of graduates who become public servants, educators, diplomats, performers among other professions. Theatre training is also a means of providing the Nigerian economy with the personnel for the creative industry in directing, film arts, public relations, advertising, media arts and other allied disciplines. The learning outcomes of a degree programme in this course are to be seen in the following capacities:

1. Fluency in oral and written communication in any language
2. Ability to interpret and understand play texts
3. Effective communication
4. Reflect capacity for adequate reasoning
5. Ability to analyse drama, media and other
6. Aptitude for use of ICT for virtual performance endeavours
7. cultural contexts



8. Competence and confidence in performance for all kinds of media
9. Liberty of mind and initiative in life
10. Strong sense of cultural identity
11. Imaginative capabilities
12. Capacity for engaging in independent research

Global Course Structure

100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 113	Nigerian Peoples and Culture	2	C	30	
THA 101	Traditional African/Festival Theatre	2	C	30	-
THA 102	Introduction to Drama and Theatre	2	C	30	-
THA 103	Beginning Theatre Design and Technology	2	C	30	-
THA 104	History of Drama and Theatre from Beginnings to Medieval period	2	C	30	-
THA 105	Basic Communication Theory	2	C	30	-
THA 106	Practical Participation Orientation	2	C	15	30
	Total	16			

200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
FAC 201	Digital Humanities: Application of Computer to the Arts (2 Units)	2	C	30	-
FAC 202	The Arts and other Disciplines	2	C	30	
THA 201	African Drama and Theatre in the Colonial Era	2	C	30	-
THA 202	Introduction to Media Arts	2	C	30	-
THA 203	Introduction to Dramatic Literature and Criticism	2	C	30	-
THA 204	Introduction to Directing	2	C	30	-
THA 205	Basic Speech Arts, Music and Acting Techniques	2	C	30	-
THA 206	History of Drama and Theatre: The Modern period	2	C	30	-
THA 207	Fundamentals of Playwriting	2	C	30	-
THA 208	Children's Theatre Education	2	C	30	-
THA 209	Practical Participation/ Production Workshop	2	C	-	45
THA 210	Community Theatre	2	C	25	20
	Total	28			



300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 311	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	
FAC 302	Theories in the Humanities	2	C	30	
THA 301	Media History	2	C	30	
THA 302	Research Methods and Materials for the Humanities	2	C	30	-
THA 303	Educational Drama and Theatre	2	C	30	-
THA 304	Basic Choreography and Kinaesthetic	2	C	-	90
THA 305	SIWES	6	C	270	-
THA 306	Theatre Entrepreneurship	3	C	45	
	Total	25			

400 Level

Course Code	Course Title	Units	Status	LH	PH
THA 401	Topics in Theatre Studies	2	C	30	-
THA 402	Theories of the Modern Theatre	2	C	30	-
THA 403	Project	6	C	-	270
THA 404	Community Theatre for Development Practice	2	C	15	45
THA 405	Advanced Theatre Workshop	3	C	15	45
	Total	15			

Course Contents and Learning Outcomes

GST 111: Communication in English

(2 Units C: LH 15; PH 45)

Learning Outcome

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive



and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

THA 101: Traditional African/Festival Theatre:

(2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. identify the different manifestations, stages and depictions of traditional African/festival theatre and justify them;
2. appreciate and state the features of Traditional African/Festival Theatre;



3. document their field experiences as a participant in, or observers of Traditional African/Festival Theatre, and
4. state the current status of traditional African/festival theatre.

Course Contents

Introduction to Traditional Theatre in Africa. Types of traditional theatre. Elements of traditional African theatre. Evolution of theatre from the festival or ritual performances. Performances in Pre-colonial Africa. Traditional Minstrelsy. Functions of traditional/festival theatre. Traditional theatre as a means of communication. Mini-field research on the festival in any community. Reporting field experience in traditional theatre.

THA 102: Introduction to Drama and Theatre:

(2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. Explain the meaning of drama and theatre;
2. Identify the elements of drama and theatre;
3. Know the difference between drama and theatre, the building structure as theatre, its purposes, and
4. list what constitutes drama and the dramatic and what is theatrical in terms of performance.

Course Contents

Introduction to drama and theatre. Origins and development of theatre. Fundamental distinctions between "Theatre" and "Drama" as theoretical and practical concepts. Written and non-written drama. A study of the different forms of drama and theatre. Distinctions between text and performance. Conventions governing drama and theatre.

THA 103: Beginning Theatre Design and Technology:

(2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. recognise what scene design is;
2. appreciate elements of scene design;
3. highlight the process of scene design for the stage, television, radio and film, and
4. explain how to relate scene design to a text chosen for stage or screen production.

Course Contents

Introduction to theatre design and technology. Relationship between scene design and a play text in production. Communicating through theatre design. Creative skills required in design. Elements of design. Factors that control design procedures for the varying media in the theatre. Set and costume design. The options available to the scenic designer in the use of modern technology for sound, visuals and effects. Designing a live event. ICT and theatre design, storyboarding, model making. Production experience

THA 104: History of Drama and Theatre from the Beginnings to Medieval Period (2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. appreciate the origins of drama and theatre;
2. identify the various theories of the origins of theatre and identify them;
3. explain the ritual, oral and textual traditions of theatre from the ancient to medieval times



4. appreciate the plays concerning any era and the conventions that govern them.

Course Contents

A brief outline of the history of the theories of the origins and development of Theatre and its practice from the earliest times (Stone Age) with regard to ritual, oral, and written traditions the world over up to the Medieval times. The conditions of theatrical performance. Concepts of the stage house, play, and the social conventions that realized them.

THA 105: Basic Communication Theory

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the meaning of and differences between communication and information;
2. identify and provide graphic illustrations of the basic models of communication;
3. demonstrate an understanding of traditional modes of communication;
4. recognise the various theorists and theories of communication, and
5. describe the communication process within an individual, between two or more individuals and other social context for example, group or mass communication.

Course Contents

Introduction to Communication. Verbal and non-verbal communication. Traditional communication. A study of the basic theories of communication. Communication processes. Evolution of communication from individual perceptions, language habits, and behaviour. Intrapersonal, interpersonal and social transactions. Models of communication. Feedback. An overview of the basic factors that facilitate or constitute barriers to communication. Noise in the channel. Digital communication. New media.

THA 106: Practical Participation Orientation

(2 Units C: PH 90)

Learning Outcomes

At the completion of this course, students should demonstrate:

1. capacity for stage acting;
2. participation in one or more stage productions as actors or members of crew;
3. a hands-on knowledge of Directing, Stage Management, House Management (front of house and backstage);
4. develop skills in play analysis, and
5. ability to review stage performances.

Course Contents

Introduction to practical participation and orientation. Parts of the stage or stage geography. Site-responsive theatre. Theatre as collaboration. Personnel of the theatre such as directors, actors, designers, technical directors, stage and house managers, choreographers, dancers, designers, choreographers, and crew members. Engagement with the audience. The actor's body as a tool for communication, genres of performance. Theatre as Agency. Practical participation in theatre productions. Students' effective contribution to play critique meetings, before and after the production. Striking the set.



200 Level

GST 212: Philosophy, Logic And Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211 : Entrepreneurship and Innovation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
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; and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities; interface between computing and the disciplines in the Arts; methodological and interdisciplinary scope of digital humanities; techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the Arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines; and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g, Social Sciences, Science, Technology, Engineering, Mathematics, and Medicine. An investigation of the connection between the disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and trans-disciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

THA 201: African Drama and Theatre in the Colonial Era (2 Units C: LH 30)

Learning Outcomes

This course is designed to enable students to:

1. identify the disruptive role of colonialism on African theatre and performance;
2. appreciate the role the colonial office and the missionaries played in African drama and performance as well as the impact thereon;
3. read plays written during or about the colonial era;
4. list the evolving forms of drama during the period and the physical theatre, and



5. identify African plays on insurgency against the colonial administration.

Course Contents

General introduction on colonialism. A study of indigenous theatrical activities in Africa as they were based in churches, concert party bands, minstrelsy, and pop songs groups, from its beginnings to 1960. Focus on Hubert Ogunde, Kola Ogunmola, Duro Ladipo, and other performers in the colonial era. The concept of modernism in colonial theatre. Drama in the university. Performance approaches in theatre in the colonial era. The role of the colonial office in drama and theatre. Plays of the colonial era. Anti-colonial drama and theatre.

THA 202: Introduction to Media Arts:

(2 Units C: LH 30)

Learning Outcomes

The course is designed to enable the students to:

1. trace the history and development of media arts;
2. develop a basic knowledge of media arts with regard to radio, TV, film, print medium, and other forms of media-based narratives;
3. identify the major happenings and conventions in world media and how they influence media practice and journalism universally;
4. list the distinct features of radio, TV, film, the print and new media;
5. appreciate media historians, writers for the screen;
6. outline media critics of the period; and
7. appreciate media arts in African media history in contemporary times.

Course Contents

A historical survey of media arts. Introduction. The major media events and developments in the theory and practice of media arts. The roles and duties of media personnel: the scriptwriter, the producer, director, Editor, cameraman, etc. Radio broadcasting. Television broadcasting. New media. Other screen productions. Challenges of the media arts in contemporary society.

THA 203: Introduction to Dramatic Literature and Criticism

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the forms of literature;
2. outline what dramatic literature is as distinct from performance;
2. list the elements and themes of drama and theatre;
3. appreciate the roles of Aristotle and theorists of dramatic literature;
4. appreciate critics of ancient and modern dramatic literature;
5. appreciate African and non-African playwrights; and
6. identify theorists and critics of dramatic literature.

Course Contents

Introduction to forms of literature. What is Dramatic Literature? Critical methodologies from Aristotle to Soyinka using selected plays. What is theory? What is Criticism? Dramatic ideologies. Dramatic conventions, theories, movements and criticisms: Classicism. Realism. Absurdism. Feminism and others. Motherism. Postcoloniality. Marxism. African theory and criticism. Relevance of African culture to criticism: African drama, theorists and critics: Wole Soyinka. Ngugi Wa Thiong'o. J.P. Clark. Mary Kolawole. Femi Osofisan. Sam Ukala. Catherine Acholonu. Appreciation of playwrights and criticism of drama in Africa. African Male dramatists. African Female



dramatists.Wole Soyinka.J.P Clark.Zulu Sofola.Ama Ata Aidoo.Tess Onwueme.Irene Agunloye.Tsitsi Dageremba and others.Alternative ideologies and criticisms.

THA 204: Introduction to Directing:

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, student should be able to:

1. identify a play director;
2. highlight the practice of blocking, have capacity to understand stage geography and identify the different parts of the stage;
3. outline play production processes from choice of play to its staging and production;
4. appreciate and analyse plays for production;
5. identify different directing styles and renowned local and international directors, and
6. outline global directorial approaches, and indigenous directing by Nigerian dramatists.

Course Contents

Introduction to directing.Who is a play Director?The qualities and roles of a play director.The director's application of the principles of composition, picturisation, movement, rhythm and pantomimic dramatization.A study of the basic mechanics of directing for the stage.Play identification and selection.Play Analysis.Auditioning.Characterisation.Casting.The Actor.First to Second Readings.Rehearsals.Blocking.Stage movement. Complementing Personnel-The Costumier, Designer, Composer, Stage Manager. Practical presentation/production.

THA 205: Basic Speech Arts, Music and Acting Techniques: (2 Units: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. use the voice as one of the basic tools in the theatre through voice projection, stress, tonality, in English and indigenous languages;
2. display a knowledge of speech patterns, know the elements and styles of speech in acting, and the styles of speech in acting and different stage performances, and mass media productions;
3. draw the phonetic and phonemic charts;
4. appreciate music, acting and their forms;
5. listen to stage dialogue and have an understanding of the actor/actors on stage, and
6. play at least one traditional and modern instrument each.

Course Contents

Introduction to Voice and Speech.The phonemic/Phonetic chart.Articulatory system.The voice as the actor's tool. Basic voice training exercises which aid articulation and voice projection, punctuation, diction, tonality, tempo, pitch, rhythm, phonemic and stress patterns of English, and various Nigerian Language tones. Speaking with differing dramatic effect as demanded by the context or the text.The language laboratory/media studio and actor training for the stage and screen.Types of music.Features of music.Types of music for stage performances.Indigenous and Western music. Acting. Actors on acting. Stanislavski, Grotowski. Ola Rotimi.



THA 206: History of Drama and Theatre: The Modern Period (2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. appreciate the history of drama and theatre during the epoch and know the dramatists of the modern era across continents;
2. identify modernity and its features across diverse periods in theatre history;
3. appreciate the various theatre movements of the modern period;
4. highlight the themes, forms and styles in the drama of the modern period;
5. List the advantages of modern theatre, and
6. Modern theatre and technology.

Course Contents

A historical survey of the evolution of drama and theatre practice with their socio-economic factors since 1980. Theatre and politics. The concept of modernism in theatre. Functions and advantages of the modern theatre. Ideological imperatives of modern theatre movements. Development issues in modern theatre. Forms of modern theatre: Popular theatre. Insurgent drama and theatre. Political theatre. Intersections between theatre, technology and the media.

THA 207: Fundamentals of Playwriting

(2 Units C: LH 30)

Learning Outcomes

The course enables the students to:

1. turn story to dramatic plot, then drama skit with infusion of dialogue and characterization;
2. develop playwriting skills by building plot, character and dialogue as well as conflict into the play text;
3. highlight features of different genres of plays;
4. write mini, or full-length plays for the stage or the screen;
5. utilize some online playwriting apps;
6. apply ethical considerations in playwriting, and
7. critique play script as evidence of skill learnt in the course.

Course Contents

Introduction to playwriting. Genre of plays. The meaning of scenario or Plot. Setting. Narrative techniques. Characterisation. Use of language and themes. The demonstration of writing skills. Types of plays. The elements/stages of playwriting. Hands on plot construction: plot structure and plot devices. Scripting language. Online writing Apps. Deploying characters. Highlighting themes. Setting out dialogue. Writing short play skits from scenario building. Execution of the elements of playwriting in practice. Writing stage directions. The Experimental play. Producing the play.

THA 208: Children's Theatre in Education

(2 Units C: LH 30)

Learning Outcomes

This course enables the students to:

1. work with children of specific ages with the goals of building their creative skills as artistes/ future artists and communicators;
2. appreciate the elements of creative dramatics,
3. engage children in movement, mime and eurhythmics towards rehearsing the school drama;



4. appreciate working with children to produce simple costumes and props for plays;
5. produce age-specific drama in schools for education and entertainment.

Course Contents

Exploration of the dramatic imagination of young people in the classroom. The importance of educational drama. Creative dramatics. Communication awareness and interaction at various levels through movement, mime and eurhythmics. Improvisation by young people. Practical tasks and exercise in educational drama. Play/cartoon creation in selected pre-primary, primary and junior secondary schools in the community and at the Saturday playhouse projects. Production of simple costumes and props. Producing the school play for education and entertainment.

THA 209: Participation Orientation/Workshop Productions (2 Units: PH 90)

Learning Outcomes

The course enables the students to:

1. have capacity for participating in, managing and reviewing stage productions, including overseeing front-of-house and backstage matters;
2. display basic knowledge of play/oral interpretation for stage production;
3. appreciate heater management skills, and
4. advance the learning outcomes of THA 106.

Course Contents

Stages of play production. Play production styles and processes. Choosing the play. Rehearsals. Stage Management. Acting, directing or general backstage work as part of a team. Supervised participation of students in a Theatre production. Highlights of theatre design, and technical theatre. Costumes, make up music, and other allies of the play production process. Post production and critique writing.

THA 210: Community Theatre (2 Units C: LH 15; PH 15)

Learning Outcomes

The course enables the students to:

1. display the ability for community theatre engagement;
2. identify the different forms of community theatre methods;
3. appreciate effective communication with members of any host community;
4. conduct ethnographic research;
5. transcribe and transform recorded performances into play scripts, and
6. manage feedback.

Course Contents

The History Theory and Practice of community theatre or theatre for development across Africa. The participatory methods of community theatre. The implementation of community theatre in communities within and outside the university campus. Community theatre methodology. Play making. Village appraisal/researching the community. Scenario building, rehearsals. Play presentation, documentation for scripting, post-performance analysis and feedback.



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.

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKataf, Chieftaincy and Land disputes etc. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312 : Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised



resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods).Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoT)s, Blockchain, Cloud Computing, Renewable Energy etc.* Digital Business and E-Commerce Strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

The course will enable the student to:

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field work to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and;
7. write a report of the Long essay/ research project devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines; approaches to research, problems, proposals, techniques of data collection, analysis and interpretation; criteria for determining good data and the use of library resources, archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques; research reports, report writing, language of academic reports, organisation, originality of research, authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

1. Ability to capture complexity by means of a single general statement.
2. Systematic thinking from principles through application to conclusions.
3. Capacity to analyse complex data to minimal units.
4. Ability to make out underlying patterns in art phenomena.
5. Ability to 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-cultural theory, liberation theory,



etc.; theoretical underpinnings as the essential foundation of humanities scholarship; evaluation of the merits of scholarly works.

THA 301: History of the Media in Modern Africa

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. identify the written and published history of the media in modern times since 1800 before the partition of Africa;
2. list the types of media and media artists;
3. outline the forms of media: traditional, conventional and new media;
4. appreciate the concept of modernity and the classification of the media into developed and less developed;
5. outline the genres of media and how they have exhibited cultural, social, political and historical impetus; and
6. exhibit capacity for the critical analysis of the media and ICT in modern Africa.

Course Contents

Origins and development of media in Africa since 1800. Classification of media arts. Major African media artists. Media, development and underdevelopment. Understanding information flows. Old and new media. The role of the media to respond to cultural, social and political situations in various regions of the African continent. Drama in the mass media. Ownership and control of the media. Mergers and acquisition of media outfits. Media and globalisation. Media analysis. ICT and the media: film, cartoons, documentaries, etc.

THA 302: Research Methods and Materials for the Humanities C: LH 30)

(2 Units

Learning Outcomes

At the end of this course, students should be able to:

1. appreciate the need for research and research methods;
2. identify the elements of research and the essential variables;
3. display the ability to carry out independent qualitative and quantitative research in different areas of theatre and performance;
4. conduct ethnographic or field research using community theatre approaches and other research methods to gather data;
5. identify academic repositories like archives, libraries, online resources, private museums, galleries, etc
6. demonstrate the understanding of the use of referencing styles specific to theatre/performing arts;
7. write a research proposal; and
8. carry out an original research based on ethical considerations and defend it.

Course Contents

The basic approaches to qualitative and quantitative gathering of data. Research design. Definition of methodology, instruments of analysis. Theoretical framework. Literature review. Collation and analysis of material for research. Various areas of research in theatre and performing arts. Stating the research problem. Aim and objectives of research. The latest and best models for scholarly rediscovery and recording of information from archives, libraries and field work. House/referencing styles. Instruments of research. Research methods. Proposal writing. Ethics in research.



THA 303: Educational Drama and Theatre:**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, student should be able to:

1. improve their skills in the management, of young people of senior secondary school for activities in the theatre;
2. teach age-specific educational drama;
3. teach the school children the difference between, and be able to play their assigned roles on Stage, and as theatre managers;
4. highlight the use of drama to address deviance;
5. appreciate production of stage props, costume for the play, and
6. practically manage the children to work in small or large groups to produce an end-of-year play.

The study and application of the principles of educational drama and theatre. Play selection. Rehearsals, run and strike with senior secondary school students. The use of theatre as a pedagogic tool to address deviance, and other vulnerabilities in children. Building and strengthening the capacity of Senior Secondary School learners to improve their creative skills in the production of stage props and costumes. Stage management in Educational theatre.

THA 304: Basic Choreography and Kinaesthetic:**(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. identify the conventions that govern dance as means of plot realization, movement, rhythm and music including embodiment practices.
2. outline the concepts of choreography and kinaesthetic;
3. further generate knowledge for cross-cultural interpretation and display of dances, use of space, level, distance and time in diverse dance contexts;
4. enact a story through dance, improvisation, as well as individual and group roles;
5. display skills of choreography and dance, and reflect local and international dance
6. registers on stage, and
7. exhibit abilities for commercial dance practice.

Course Contents

Introduction to dance, basic choreography and kinaesthetic, embodiment and choreography. Who is a dancer? Who is a Choreographer? What is kinaesthetic? Features of dance and choreography. Exploration of the techniques of dance-drama idioms based on selected texts e.g. dance libretti. The interrelation of linear and non-linear activity. Traditional relationship of dance to music, variation, direction, levels, space, and rhythm. Dance and visual aesthetics. (Make-up, props, set design, costume, lighting, etc). Dance exercises will distinguish "set" and "improvised" dances.

THA 305: SIWES**(6 Units C: PH 270)****Learning Outcomes**

At the end of the Student Industrial Work Experience Scheme (SIWES), with media, theatre organisations, and companies, students must have compulsorily familiarized themselves with, and learnt skills in the practical areas of Theatre and Performing Arts, the use of theatre equipment, computers and consumables to:

1. display knowledge of industry-based guidance and supervision;



2. highlight employment and employability activities and skills in theatre arts-related fields after school to contribute to the economy as dancers, directors, designers, costumiers, for the stage and screen, events planners and managers, theatre administrators, etc.
3. apply theory in practical situations on the job for a confident and smooth transition from school to sustainable work situations;
4. appreciate media editing skills for professionalism in broadcasting, film, radio, jingles productions, writing reviews, critical pieces and page planning for newspapers, journals, magazines among other media skills;
5. reflect clearly, the learnt ethics of private and public service like order, organisational harmony, discipline, time, etc., before transiting into it, and
6. showcase knowledge and application of how to write a report of field, on-site and in-plant activities.

THA 306: Theatre Entrepreneurship

(3 Units C: LH 45)

Learning Outcomes:

The course enables the students to:

1. trace the history, development and types of theatre entrepreneurship;
2. draw up calendars of profitable seasons of theatre performances;
3. appreciate theatre repertory and its entrepreneurial attributes;
4. make theatre a sustainable means of generating income through private and public funding options;
5. create employment, employability and attract investment despite the risks and hazards, and
6. innovate creative options in theatre and the performing arts.

Introduction to Theatre Entrepreneurship. Theatre as a collaborative, profit-making business enterprise. Small- or large-scale theatre ventures. Partnership in theatre entrepreneurship. Financial independence through theatre enterprise. Seasons of plays/Theatre repertory. Funding options in the theatre. Innovation and self-reliance in theatre business. Theatre for profit and not-for-profit. Risk bearing in theatre business. Employment and employability in theatre business. Using theatre to solve social and mental problems.

400 LEVEL

THA 401: Topics in Theatre Studies

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. enumerate the differences between form and content in drama and theatre;
2. outline drama and theatre across genres, conventions, styles, praxes;
3. identify the different socio-political constructs, ideological movements of drama and theatre according to dramatists, and across the ages as well climes;
4. relate topical issues in theatre to social trends, and
5. study the trends in modern theatre studies in Nigeria.

Course Contents

Introduction. Form and content in drama and theatre. Thematic categories of drama and theatre. Selected works of principal and seminal playwrights. Dramatic and theatrical genres. Theatre and the social, political, and historical conditions in which plays were written. The pedagogic value of plays and theatre movements. Exploration of the ideas,



practices, and methods of critics, actors, playdirector, theatre designers, choreographers and semioticians worldwide. Ideological movements in the theatre. Complementary themes as politics, society, religion, love, identity and alienation in theatre studies.

THA 402: Theories of the Modern Theatre

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. highlight a practical orientation of experience during SIWES;
2. identify theorists and critics of drama and theatre across the ages with elements of theatre practice.
3. appreciate theorists of modern theatre;
4. identify modern methods of theatre performances as entertainment, education, therapy, etc;
5. outline the role of Africans in modern and diasporic theatre practice, and
6. apply the theories of modern theatre to any form of theatre as text, or practice.

Course Contents

Introduction. What is theory? A study of the main theories and trends in modern theatre. Methodologies and approaches from text and practice. Theatre theory from Aristotle to Patrice Pavis. Using appropriately illustrative play texts and performances to highlight theory. Theatre as entertainment. Theatre as therapy. Africa in modern theatre theory and practice.

THA 403: Project:

(6 Units C: PH 270)

Learning Outcomes

The course enables the students to:

1. display a mastery of the outcomes in THA 302;
2. design a research proposal using applicable research questions, methods, and complete a long essay/project within the academic session;
3. demonstrate the practical, theoretical and other options of theatre in a long essay in any area of theatre studies like theory and criticism of theatre, directing, costume, stage design (technical theatre), theatre management, media arts, among others;
4. Exhibit the capacity for critical thinking to connect town and gown;
5. outline the capacity for theatre as academic study or business through the project embarked upon.
6. observe the rules of ethical conduct in research;
7. produce a final project and defend it.

Course Contents

This is a research project in which a student submits a reasoned essay in a selected practical or theoretical area of theatre or the performing arts. The long essay shall be defended before and examined by an External Examiner who grades each accordingly.

THA 404: Community Theatre for Development Practice (2 Units C: LH 15 PH 30)

Learning Outcomes

The course enables the students to:

1. produce a play to conscientize the community for self-reliance;



2. display the capacity for group dynamics and control;
3. leave creative skills behind in the host community for development, and
4. demonstrate the capacity to generate feedback from the community.

Course Contents

The choice of a community by staff or students for value addition through theatre. Creating the community play by community members. Conducting the village research. Research methods in community theatre. Play production in conjunction with the members of the adopted or host community. Development strategies in community theatre. Leaving legacies in the community through community theatre interventions. Documenting community theatre efforts.

THA 405: Advanced Theatre Workshop

(2 Units LH 15 PH 30)

Learning Outcomes:

At the end of the course, the students should be able to:

1. display extensive ability to produce a full-length play written by a student, or a published dramatist;
2. manage a full-length play production;
3. highlight the play production process; and
3. display an understanding of total theatre.

Course Contents

In this practical course, every student is expected as they did in other Production Workshop courses, to act in, or direct a play, create a dance routine and dance drama, costume a play, participate in any aspects of design of the play to highlight their development in the arts of the theatre. Each student shall be assessed on his or her participation in the full-length theatre production. No student is exempted from the course.



Minimum Academic Standards

Equipment

Media Studio

Loud Speakers
Stabilizers
CD Players
DVD Players
Head Phones
Batteries
Video Camera (Panasonic Lumix GH5 (4K)
Amplifiers
Stereo/CD Deck
Television Camera
TV Studio Monitor
Camera Light
TV Studio Monitor Stands
Tripod Stands
Presenter Stands
Studio/Programme Guest Table and Chairs
Studio Furnishing
Transmitter
Computers
ICT Routers
Equalizer
Studio Cue Light
Studio Light
Cyclorama
Amstrad Studio 100 Meter
Microphones (Hand held)
Shotgun Microphone
Wireless Microphones (Sennheisser EW 112P)
Portable Digital Audio Recorder
Light Reflector
Lenses: Wide Angle, Polarizer, Zoom, (Clear Protective)
Boom Pole
Drones
Cranes
Ladder
Step Ladders
Shock Mount
Audio (XLR) Cables
Microphone Stands
Air Conditioner units
Three-Point Lighting Kit
Memory cards
External Hard Drive
Video and Camera knapsack/Bag
Shoulder Mount Rig



Theatre Equipment

Theatre Rigging (Fly System)
Build a workable Backstage,
Functional Green Room
24 Channel Audio Console
Flats (Backdrops 12 ft)
AQJE Mixer Integrated Amplifier
Video Cameras
CD Cabinet
Stereo graphic Equalizer
8 Channel digital Graphic Equalizer for mixing
Effects Processor
2 Channel Compressor
Projector
Badagry Drum Set (2 complete sets)
Drum set of the cultural Zone (2 sets)
Sound projector

Lighting: Battery-Operated, Solar or Mains-Operated

Lighting Booth/ Desk
House Lights
Intelligent/Moving Lights
Projection Screens
Projectors
Fresnel Lights
Flood Lights
Follow Spot
Colour Filter (Gel)
Gobo system for animation
Halogen Lamp
Hazer/Fog Machine
Pacan Lights
Digital Follow Spot
Circuit Strip Light (on grid)
Circuit Dimmer (on grid)
Pin cables
15 Amp Cables
Control Cables
Colour Frame
Colour Scroller
Filament
Barn Doors
Pipes (10 ft)

Sound/Music:

CD Recorder
Keyboard/Piano
Recording Studio
Tape Deck
Transmitter
Digital Receivers



Disc Deck
DAT Deck
Jazz Band Set
Traditional music instruments
Lecture Theatre Sound Systems
The Manhasset Acoustic Shield
Music practice rooms
Piano stools
Piano
Computerised Yamaha Keyboard
Jazz Drum set
Assorted indigenous drums
Cabinets and racks for instrument storage
Performa Stage System

Costume and Makeup Section

Costume rack
Industrial Sewing Machines
Butterfly Sewing Machines with Regulators
Sewing Accessories
Sewing Kits
Purchase some Stage props
Wardrobe for costumes
Costume Boxes
Arts materials (construction paper, glue, scissors, magic markers, crayons, etc.)
Makeup Kits
Make up accessories
Make up mirrors with lights (free-standing or wall-mounted)
Construct a laundry Shed with multiple sinks
Washing Machine
Drying Machine
Electric Irons
Ironing Boards
Buckets
Basin
Scrubbing Brush
Hand Gloves
Vacuum Cleaner
Clothes line
Detergents, bleach, dettol,
Clothes Dye
Moth Balls, air freshener
Cleaning materials

Carpentry

Construct a Tool Shed and Carpentry Workshop
Hand Saws
Electric Saws
Chisel
Drill
Nails
Coping Saws



Backsaw
Hand Drill
Rasps
Pliers
Cat's Paw
Ripping Bar
Screw Drivers
Rivetter
Screws
Plane
Inclined Plane
Vice
Tape Measure
Spirit Level (Plumb line)
Ladder
Step Ladder
magnet
Mallet
Hammers
Jack Hammer
Sledge Hammers
Utility Knife
Sand Paper
Tool Box

Dance Studio

dance studio mirrors
makeup mirrors with lights and music stand banners
cured wood dance floors
music stands
orchestra chairs
Jazz drum set (2)
Keyboard
Sundry indigenous drum sets (20)
Drum Stans
Metal gongs
Full orchestra set

Dressing Room

Dressing Room with showers (Female)
Clothes rack or stand
Dressing Room with showers (Male)
Urinals
Toilets Female)
Toilets (Male)
Baby Changing Station

Foyer/Front-of-House

Refrigerator and any other necessary items
Counter for audience enumeration
Close Circuit Camera
First Aid Box



Staff Offices

Digital Television sets
DVD Players
All-in-One Desktop Computers with in-built CPU
Stabilisers
Refrigerators
Book Shelves
Trash Basket
Furniture and Furnishings

Academic Staff

The recommended staff student ratio should be 1: 30 in view of the need for more effective staff student contact and to encourage a more vigorous tutorial/ studio work system.

Spaces

The use of space is crucial to the practice of Theatre Arts/Performing Arts. Some of these are auditoria with complete shower and conveniences, and/or adequate performance venues, suitably equipped to serve the performance workshop needs of the Department, recording and practice studio, viewing and projection rooms, language laboratories, dark room, editing room, resource room (for the storage of video films, tapes, gramophone records, production albums, production books and scripts), rehearsal/performance studios (for dance, music, design and oral interpretation), costume wardrobe/room, carpentry/ tailoring, tool shed.

Library and Information Resources Library

These will include printed books, journals; play texts, CDs, DVDs, hard drives among others.



B.A Yorùbá

Overview

Yorùbá Language, Literature and Culture, as an academic discipline, is comprehensively and specifically designed for those wishing to specialise in an African Language, its literature, culture and traditions. This is achieved through a number of courses, including phonetics and phonology of Yorùbá, morphology, syntax, translation, among others. Yorùbá literature and culture help in finding practical solutions to the moral challenges facing contemporary Yorùbá society and Nigeria in general, through a number of courses such as Yorubá thoughts and belief, Yorùbá cultural values, oral and written literature, with emphasis on Yorùbá poetry, drama and prose fiction. The programme also forges an interdisciplinary relationship with such disciplines as linguistics, literature-in-English, language education, the performing arts, and other Nigerian languages, with courses such as dialectology, applied linguistics, acting, drama, theories of literature, broadcasting, advertising in mother-tongue, film plays and language acquisition, etc. The Yorùbá curriculum will eventually help towards the production of graduates with adequate knowledge of their cultural heritage, language and literature which will translate to greater job opportunities and moral rebirth in today's increasingly globalising world.

Philosophy

The Philosophy of the B.A Yorùbá Language, Literature and Culture is essentially to give a deep insight into the structure, contents and development of Yorùbá language, culture and literature in order to produce graduates who are intellectually and culturally equipped for national development.

Objectives

The objectives of the programme are to:

1. expose students to various aspects of Yorùbá language, linguistics, literature and culture, with a view to helping them develop greater competence and sophistication in their understanding and appreciation of the values inherent in these aspects of human experience;
2. train the students to be able to apply their knowledge for the advancement of society;
3. prepare the students for further studies in the discipline and/or for relevant careers (e.g. teaching, administration, etc);
4. explore language use by sub-Saharan Africans to understand, organise, and transmit indigenous knowledge to successive generations;
5. make the students appreciate how language serves as a road map to the understanding of social, political, and economic institutions and processes;
6. make the learners appreciate the role of language in strengthening kinship structures, social and moral values;
7. expose the students to the study of an African language at the elementary, intermediate, and advance levels, through contact hours with a language coach, etc;
8. equip the students with creative skills required for self-development and entrepreneurship, and
9. deploy the Yorùbá language as an instrument of national cohesion, peace and development.

Unique Features of the Programme

In most universities where Yoruba is taught in the U.S.A, for instance, the University of Florida, Rutgers State University, South America, and other West African countries, their curricula are mostly for second language learners only, not for mother tongue users. Thus, Yoruba is taught



in English or with English, but this programme intended to be taught purely in Yoruba language as a mother tongue and it covers language and literature. It, therefore, has the following unique features:

1. it emphasises innovative language skills for effective learning and teaching of Yorùbá language, literature and culture in a globalised world;
2. it is learner-centred and learner-friendly, meaning that it always takes the learner's needs into consideration;
3. it is relevant to the students' current and future lives, experiences, environments and aspirations;
4. it is well organised and adequately structured, and it gradually builds the learning experience which allows for continuity of experiences, as the learner progresses;
5. every aspect of the programme has a clear objective as well as learning outcomes;
6. it is coherent and consistent across different education stages/grades and learning objectives;
7. it provides sufficient scope for holistic development of the learner and for the cultivation of unique skills, knowledge, values, interests, attitudes, personalities and appreciations, and
8. it has entrepreneurship courses that prepare the students for self-employment and job creation.

Employability Skills

The employability skills include the following:

1. teaching (pedagogical) skill: This is the skill that prepares the students for a career as a teacher in Yorùbá language, literature and culture;
2. speech language pathology skill. This skill will train the learner to master how to assess and treat speech, voice, language or fluency disorders;
3. skill in the art of translation. This skill is important because the career of translation is highly in demand due to the increasing transactions across nations;
4. analytical and problem-solving skills;
5. ability to research, amass and order information from a variety of sources;
6. advertising skills in the language;
7. broadcasting skills on radio, television and the new social media;
8. oratory skills in chants and other poetic forms, and
9. entrepreneurial skills.

21st Century Skills

Among the 21st century skills emphasised in the Yorùbá language programme are the following:

1. analytical mind;
2. innovation and creativity;
3. initiative;
4. critical thinking;
5. self-discipline;
6. digital literacy;
7. team work skills;
8. clarity of language;
9. appropriate choice of diction;
10. structure, coherence, clarity and fluency of oral or written expression;
11. intellectual honesty, integrity and maturity, and knowledge, and
12. good moral conduct.



Admission and Graduation Requirements

Admissions Requirements

Admission into the programme shall be through Preliminary or Indirect and Direct Entry mode:

Four-year Degree Programme

A minimum of five Senior Secondary Certificate (SSC) credit passes including English Language at not more than two sittings.

Direct Entry Three-year Degree Programme

Five SSC (or its equivalent) credit pass including English, two of which must be at the Advanced Level.

A minimum of a credit at the University/National Diploma or NCE with other three SSC credits passes, including English Language and a Nigerian language or Literature in English.

Waiver/Special Considerations/Other Qualifications

Candidates who do not offer Yoruba Language/Literature) at UTME but meet the entry requirements may be considered into 100 Level.

Graduation Requirements

The degree programme has a 4-year (8 Semesters) duration for UTME applicants and a 3-year (6 Semesters) for direct entry applicants. Graduates are expected to have completed, passed and earned minimum credit units of 120 for UTME and 90 for direct entry, including the compulsory and required courses as may be offered by the Department. Graduates are also expected to obtain a minimum CGPA of 1.5

Global 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 Cultures	2	C	30	-
YOU 101	Introduction to Yorùbá People, Language and Culture	3	C	45	-
YOU 102	Introduction to the History of Yorùbá People	3	C	45	-
YOU 103	Advanced Comprehension and Composition	3	C	45	-
YOU 104	Orthography of Yorùbá Language	2	C	30	-
YOU 105	Introduction to Linguistics 1	2	C	30	-
YOU 106	Introduction to Linguistics 11	2	C	30	-
YOU 107	Introduction to Yorùbá Oral Literature	2	C	30	-
	Total	21			



200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
FAC 201	Digital Humanities: Application of Computers to the Arts	2	C	30	-
FAC 202	The Arts and Other Disciplines	2	C	30	-
YOU 201	Survey of Yorùbá Literature	3	C	45	-
YOU 202	Phonology of Yorùbá Language	2	C	30	-
YOU 203	Morphology of Yorùbá Language	2	C	30	-
YOU 204	Syntax of Yorùbá Language	2	C	30	
LIN 201	Introduction to Phonology (Theory and Analysis)	2	C	30	-
LIN 203	Morphology	2	C	30	-
	Total	21			

300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
GST 311	Venture Creation	2	C	15	45
FAC 301	Research Methods in the Arts	2	C	30	-
FAC 302	Theories in the Arts and Humanities	2	C	30	-
YOU 301	Phonology of Yorùbá Language 1	2	C	30	-
YOU 302	Varieties of Yorùbá Poetry	2	C	30	
YOU 303	Syntax of Yorùbá Language 11	2	C	30	
YOU 304	Introduction to Yorùbá Drama, Cinema and Films	3	C	45	-
YOU 305	Entrepreneurship in Yorùbá Language, Literature and Culture	2	C	15	45



YOU 306	Yorùba in Broadcasting and Advertising	2	C	15	45
YOU 307	Yorùbá Literary History, Theory and Criticism	2	C	30	-
	Total	21			

400 Level

Course Code	Course Title	Units	Status	LH	PH
YOU 401	Issues in Yorùbá Phonology	2	C	30	-
YOU 402	Culture of the Yorùbá People	3	C	45	-
YOU 403	Issues in Yorùbá Syntax	2	C	30	-
YOU 404	Introduction to Yorùbá Traditional Music	2	C	30	-
YOU 405	Contemporary Yorùbá Prose Fiction	2	C	30	-
YOU 406	Contemporary Yorùbá Poetry	2	C	30	-
YOU 407	Creative Writing in Yorùbá Language	2	C	30	-
YOU 408	Project/ Long Easy	6	C	-	270
	Total	21			

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English

(2 Units C: LH 30; PH 90)

Learning Outcomes

At the end of this course, the students should be able to:

1. possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations).



Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proof-reading; 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, the students should be able to:

1. the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and
8. list and suggest possible solutions to identifiable Nigerian environmental, social and moral problems.

Course Contents

Nigerian history, culture and art, up to 1800 (Yoruba, Hausa and Igbo peoples and culture.) Peoples and culture of the ethnic minority groups. Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics, Nigerian Civil War, etc). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria peoples. Trade, skills acquisition and self-reliance). Social justices and national development (law, definition and classification. Judiciary and fundamental rights. The 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. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

YOU 101: Introduction to Yorùbá People, Language and Culture **C: LH 30)**

(2 Units

Learning Outcomes

At the end of this course, the student will be able to:

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language;
3. explain the thoughts and beliefs of the people;



4. narrate the history of the Yorùbá people;
5. classify the language family of the people, and
6. differentiate between the linguistic theory, migration theory and Yorùbá oral history.

Course contents

The people, their Language and culture. Thoughts and beliefs of the Yorùbá people. Theories of their origin and continued survival. Theories of Yoruba migration and linguistic evolution. The role of oral history and the evolution of culture. Yoruba and other peoples in Nigeria and Africa. The language of the people. Introduction to the orthography, history of the orthography, etc. History of the development of Yorùbá language. Language family Yorùbá language and its classification: genetic, typological and aerial. Scholarship in the Yorùbá language, literature and culture over the years.

YOU 102: Introduction to the History of the Yorùbá People (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the learner will be able to:

1. access adequate information on the origin of the Yorùbá people, migration issues, kingship related issues, among others;
2. explain, in details, the rise and fall of the major Yorùbá kingdoms;
3. analyse the historical data, from both oral and written sources; and
4. discuss the trends of scholarship in the language, literature and culture.

Course contents

The oral and written history of the Yorùbá people, with the various historical sources, the social, economic, political, administrative, diplomatic and military history. History of the people with particular reference to the rise and fall of the major kingdoms. Analysis of the Yorùbá kingdoms. The Yorùbá inter-tribal and intra-tribal wars. Òwu war. Ìjàyè war, Jálumi war. Èkìtìparapò/ Kírìjì war. Ègbá war. The advent of colonialism. An examination of the history of notable Yorùbá towns, with emphasis on data from both oral and written sources.

YOU 103: Advanced Comprehension and Composition I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. read and demonstrate a good comprehension of text in the Yorùbá language;
2. read and write composition with standard Yorùbá orthography;
3. identify types of composition in the language;
4. explain the features of a good essay in the language;
5. answer questions on comprehension passages, and
6. write essays in splendid Yorùbá language, fully using the language.

Course contents

Latest version of the Yorùbá orthography. Composition, with emphasis on spelling. Punctuation. Organization. Language use and other mechanical accuracies like paragraphs, concord, use of tenses, etc. Comprehension exercises. Different types of composition - Narrative. Explanatory. Argumentative essays, etc. Dialogue and letter writing, etc. Summary making and oral delivery in Yorùbá language.



YOU 104: Orthography of Yorùbá Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. evaluate various controversies on the orthography of the target language
2. discuss the efforts of missionaries, linguists and regional governments in developing the orthography of the Yorùbá language;
3. identify Yorùbá word division in the orthography;
4. explain why the cluster of consonants is not acceptable in Yorùbá orthography;
5. identify tone marks in Yorùbá and be able to use them in writing;
6. read and write in current orthography, and
7. use the Yorùbá Meta language, correctly.

Course contents

The principles and practice in Yorùbá orthography development; types of Orthographies; survey of orthography of Yorùbá language. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthography for Yorùbá language. How Yorùbá was reduced to writing (1844-1875). The role of Bishop Samuel Ajayi Crowther and others in Yorùbá Orthography development. 1875 Orthography conference in Lagos. Western Regional Efforts in the growth of Yorùbá orthography. Different types of Yorùbá orthography by individuals, CMS, Linguists such as Ayo Bamgbose, etc. 1974 orthography. Yorùbá orthography adopted by Ègbé Akómọ̀lédè. Yorùbá Metalanguage Volume 1 and 2. The Yorùbá Studies Association. Challenges of orthography designs in the age of Information Communication Technology (ICT).

YOU 105: Introduction to Linguistics I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should will be able to:

1. explain the meaning and usefulness of linguistics;
2. classify the scope and types of linguistics;
3. apply the knowledge of linguistic science to the study of the Yorùbá language;
4. trace the origin of language;
5. mention artificial forms of communication;
6. define sociolinguistics and applied linguistics, and
7. describe the importance of linguistics to language teaching.

Course contents

An explanation of what Linguistics is all about, its aims and scope. Descriptive, historical and comparative, sociolinguistics and applied linguistics. Language and linguistics. Functions of language. Origin of language. Animal language. Application of linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology, etc. Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Language, its structure and nature. Linguistics in relation to animal language. Language and culture.

YOU 106: Introduction to Linguistics II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain what acoustic phonetics is all about;
2. demonstrate and apply further the principles of linguistics in the study of the language;



3. differentiate between acoustic phonetics and articulatory phonetics;
4. describe the organs of speech;
5. list some of the equipment in acoustic phonetics class;
6. identify non-segmental features of speech, and
7. transcribe speech sounds in phonetic symbols.

Course contents

This course is a continuation of all 105, which is a prerequisite. Introduction to acoustic phonetics. What is acoustic phonetics? Acoustic analysis, e.g. frequency and amplitude, periodic and aperiodic sound waves, spectrograms, sine waves vs complex waves. Differences between acoustic phonetics and articulatory phonetics. History of acoustic phonetics. Non-segmental features of speech such as pitch, tone, stress, and intonation. Application of the acquired knowledge in a practical way in the analysis, and transcription of the speech sounds of the Yorùbá Language.

YOU 107: Introduction to Yorùbá Oral Literature

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should will be able to:

1. describe the meaning of oral literature and its characteristics;
2. identify various classifications of oral literature;
3. have practical knowledge of the chants and be able to do them;
4. identify Yorùbá prose forms;
5. list different kinds of Yorùbá oral poetics;
6. explain the structure of ẹsẹ ifá (ifá literary corpus), and
7. describe the usefulness of oral literature in the modern time.

Course contents

The scope of oral literature in Yorùbá language. Its oral and written nature. Problems involved in the collection of oral literature. Classification of oral literature. Transcription of oral literature. Analysis of selected chants and traditional festivals. Traditional poetry. Drama. Prose fiction. Myths. Legends. Riddles and folktales. And other traditional poetic forms of the language. Yorùbá chants and kinds: Ifá literary corpus (Ẹsẹ ifá). Masquerade chants (Ẹsà/Ìwì Eégún). Hunters' chant (Ijálá). Praise poetry/lineage poetry (Oríkì/ Oríkì-orílẹ̀) and its classification. Bridal Chants (Ẹkún iyàwó). Incantations and types. Structure of each poetic form. Characteristics of Yorùbá oral poetry. Functions and usefulness of each poetic form.

200 Level

GST 212: Philosophy, Logic and Human Existence

(2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;



7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation

(2 Units C: LH 15; PH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. stages in enterprise formation, partnership and networking including business planning, and
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

FAC 201: Digital Humanities: Application of Computer to the Arts **C: LH 30)**

(2 Units

Learning Outcomes

At the end of this course, the student should be able to:

1. 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, and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities. Interface between computing and the disciplines in the Arts. Methodological and interdisciplinary scope of digital humanities. Techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines

(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. appreciate the relationship between the arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines, and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g., Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc. An investigation of the connection between the disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

YOU 201: Survey of the Yorùbá Literature

(3 Units C: LH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. recognise and describe various imaginative literatures of the Yorùbá language, starting from oral literature to written literature;
2. classify the written literature into prose, poetry and drama;
3. discuss the characteristic features of each genre;
4. classify Yorùbá written literature;
5. discuss the features of drama, prose and poetry;
6. explain the history of Yorùbá written literature;
7. identify the early Yorùbá writers, and
8. identify early Yorùbá poets like J.F Ọdúnjọ, Sobọ Arobiodu, Ọbasa, among others and discuss their written poems.

Course contents

Literary survey of written works in the Yorùbá language: prose, poetry and drama. Short stories. Essays. Translation. History of written literature, from the earliest beginning to the present day with emphasis on how the language was written. The roles of missions, early newspapers, the nationalists, cultural groups and regional governments' involvement in the development of written literature in the Yorùbá language. Development and growth of Yorùbá drama. Examination of written Yorùbá poetry. Emergence of Yorùbá novel and its development. Reading and discussion of selected literary works in prose, poetry and drama.



The characteristic features of poetry; drama; novel, plot construct, setting, narrative techniques, characterisation, use of language and themes.

YOU 202: Phonology of Yorùbá Language I

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. describe the production of sounds in the Yorùbá language;
2. identify the phonological processes of the language;
3. identify kinds and characteristics of phonemes in the language;
4. categorise the phonemes;
5. distinguish between allophones and phonemes, and
6. describe assimilation, deletion and contraction.

Course contents

Elementary phonetic description of sounds. Phonetic classification of the sounds of the Yorùbá language. Phonemes. allophones. Identification of phonemes. Complementary distribution. Analogous environment. The articulatory and distinctive characteristics of the phonemes of Yorùbá language. Production of sounds. Organs of speech. Phonetic symbols and transcription. An examination of their patterns of occurrence. Distribution and discussion of contraction. Deletion. Consonant deletion, insertion and metathesis. Assimilation. Features such as tone. Stress. Intonation.

YOU 203: Morphology of Yorùbá Language

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify word formation processes in the Yorùbá language;
2. give detailed and systematic description of the structure of the language;
3. explain in detail types of morphemes;
4. differentiate between free morpheme and bound morphemes;
5. describe the process of reduplication in Yorùbá language, and
6. discuss affixation and compounding as morphological processes in Yorùbá language.

Course contents

A morphological description of the language. Structure and forms of words. Morphemes. Identification and classification of morphemes. Types of morphemes: Free morphemes. Bound morphemes. Structures of morphemes. Syntactic functions of morphemes. Morphological processes. Affixation. Reduplication. Compounding. Emphatic and non-emphatic pronouns. Word formation processes in Yorùbá language, particularly nouns and verbs.

YOU 204: Syntax of Yorùbá Language I

(2 Units C: LH: 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the word classes or parts of speech of the language;
2. classify types of sentences in the language;
3. analyse the sentence structure of the language;
4. identify qualifiers in simple sentences;
5. classify different types of sentences in the language;
6. give examples of sentences with serial verbs, and
7. construct simple and complex sentences in Yorùbá.



Course Contents

Introduction to the word classes of the Yorùbá language. Nouns. Type of nouns. Pronoun. Verbs. Type of verbs. Qualifiers. Adjectives. Prepositions. Adverbs and adverbials, among others. The sentence and its parts or constituents. Phrase. Word. Grammatical functions of the sentence parts. Different sentence types. Declarative sentence. Interrogative. Imperative. Focus construction and grammatical analysis.

LIN 201: Introduction to Phonology (Theory and Analysis) (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the relationship between phonetics and phonology;
2. apply the phonological principles to the study of the language;
3. explain minimal pairs, free variation and phones;
4. describe complimentary distribution;
5. explain the principles of phonemic analysis, and
6. discuss syllable structure in Yorùbá.

Course contents

General introduction to phonology. The relationship between phonetics and phonology in a structural framework. Principles of phonology. Basic tenets and analysis based on the phonemic theory. Minimal pairs. Free variations. Phones and allophones. Complementary distributions. Phonological rules. Syllable structure. Phonotactics. Phonological alternation. The distinctive and generative phonology. Distinctive and non-distinctive sounds. The phoneme. Principles of phonemic analysis. Phonemes in sign languages,

LIN 203: Morphology (2 Units: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify and classify types of morphemes;
2. explain the lexical and grammatical categories;
3. explain lexemes and word forms, prosodic and morphological words;
4. identify types of word formation;
5. explain inflection of verbs, nouns and adjectives among others;
6. discuss morphological typology of language, and
7. analyse the structure of words.

Course contents

Introduction to morphology. The morpheme, its identification and classification. Types of morphemes Lexemes and word forms. Prosodic word versus morphological word. Structure of words. Stems, roots, words, prefixes, and suffixes. Types of word formation. Inflection as a process of word formation. Inflection of verbs, nouns, adjectives, adverbs, determiners, pronouns, etc. Morphological derivation. Derivational patterns. Clipping, affixation, reduplication, compounding, suppletion, decontextualization and morphological typology of languages (e.g isolating, agglutinative, fusional languages). Paradigms and morphosyntax. allomorphy. Lexical Morphology. Grammatical categories.



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, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.



Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilised resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of e-commerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

FAC 301: Research Methods in the Arts

(2 units C: LH 30)

Learning Outcomes

At the end of this course, the student 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. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and
7. write a report of the Long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines. Approaches to research, problems, proposals, techniques of data collection. Analysis and interpretation. Criteria for determining good data and the use of library resources; archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques. Research reports, report writing, language of academic reports, organisation, originality of research; authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. capture complexity by means of a single general statement;
2. systematic thinking from principles through application to conclusions;
3. capacity to analyse complex data to minimal units;
4. ability to make out underlying patterns in art phenomena, and
5. ability to 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.

YOU 301: Phonology of Yorùbá Language II

(2 Units C: LH: 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. analyse the phonological processes in the language;
2. apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language.
3. explain Yorùbá language syllable structure;
4. analyse vowel harmony in Yorùbá language;
5. use the generative and optimality theories, among others, to analyse Yorùbá phonology, and
6. explain optimality theory in phonology.

Course contents

Relationship between phonology and phonetics. Phonology and Orthography. Examination of the phonological processes in the languages. Syllable structure. Assimilation. Nasalisation. Epenthesis. Vowel harmony. Vowel elision. Tonal processes. Reduplication. Loan words. Introduction of phonological theories. Distinctive feature theory. Complementary distribution. Generative phonology. Auto-segmental and optimality theory. etc.

YOU 302: Varieties of Yorùbá Poetry

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify different types of poetry in the language;
2. describe the role of the audience and various techniques of performing artistes;
3. explain the features of Yorùbá oral poetry;
4. differentiate between the structure of Ìyèrè-ífá and Èṣẹ-ífá;
5. examine the content and form of Ìjálá;
6. enumerate the recurrent themes in Yorùbá oral poems;
7. discuss the place of music in Yorùbá oral poetry;
8. list the functions of Oríkì in Yorùbá oral poetry, and
9. analyse selected poems in the language.

Course contents

Poetic forms of Èṣà. Èṣẹ-ífá/Ìyèrè-ífá. Contents and structure of rárà. Contents and form of ìjálá. Oríkì in Yorùbá oral poetic forms. Other local variants, like alámqò, Olele, and Dadakuada etc. and other local variants. The sociological background of Yorùbá oral poetry. Content and structure of varieties of Yorùbá poetry. Functions of the poems. Recurrent themes. Place of music in the changing modes. Role of the audience in the performance of varieties of poetry. Comparison of the various techniques of performing artistes. The oral artistes, his/her training and role-scope for originality and creativity. Critical appreciation of selected poems.



YOU 303: Syntax of Yorùbá Language II

(2 Units C: LH 30)

Learning Outcomes

At the end of this course, the learner will be able to:

1. identify the major sentence types in the language;
2. analyse sentence structure of the language within the transformational - generative theory;
3. classify the major sentence types in Yorùbá language;
4. explain splitting verb sentences and echoing verb sentences;
5. construct declarative sentences and analyse them;
6. construct logophoric sentences in Yorùbá language, and
7. describe focus construction in the language with relevant examples.

Course contents

Application of the transformational-generative theory to the analysis of the sentences of the Yorùbá language. Major sentence types in the language: declarative, interrogative. Imperative. Serial verb sentence. Splitting verb sentences. Verb sentences. Echoing verb sentences. Sentences with impersonal verbs. Sentences with symmetrical verbs. Negative sentences. Simple Sentences. Complex Sentences. Focus construction. Logophoric constructions, etc. Grammatical analysis.

YOU 304: Introduction to Yorùbá Drama, Cinema and films (3 Units C: LH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. comprehend and define the meaning of drama/cinema/film as literary genre;
2. explain early attempts at play acting and writing of Yorùbá drama/cinema/films;
3. identify various dramatic elements;
4. list important figures in Yorùbá travelling theatre;
5. describe the emergence of home videos in Yorùbá play;
6. engage in film criticism and reviews, and
7. analyse selected Yorùbá play texts.

Course Contents

The concept of drama in the language. A survey of early attempts at play writing and play acting. The influence of traditional and folk drama, ritual drama. The influence of rites, ceremonies and festival traditional drama on play acting, dance, costumes, folk opera, the oral and written plays. Appraisal of selected written plays. The emergence of cinema and films. Types of films, film criticism which explores critical approaches to the study of film. Different media of film criticism (newspapers, magazines, academic journals.) The internet and television on the current state of African film. Criticism of selected written drama. Criticism of selected film plays.

YOU 305: Entrepreneurship in Yorùbá Language, Literature and Culture (2 Units C: LH 15; PH 45)

Learning Outcomes

This course will enable the student to:

1. comprehend the meaning, features and benefits of entrepreneurship;
2. discuss the concept of traditional Yorùbá entrepreneurship;
3. list different types of occupation in traditional Yorùbá society;



4. identify the types of entrepreneurship useful in modern time;
5. practise relevant skills and be able to engage himself/herself in productive works without looking for government jobs after graduation, and
6. create jobs for themselves and for others.

Course Contents

Principles of commercial activities. Traditional occupations. Transition to modern jobs and occupations. Animal husbandry. Poultry making. Traditional food making. Body adornment. Costumes making. Traditional garments making. Dressing/headgear/caps making and styles. Make-ups and jewellery. Traditional hairdressing. Practical training in master of ceremony. Practical training in orature/chants/music and dance.

YOU 306: Yorùbá in Broadcasting and Advertising (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the meaning of broadcasting and advertising in Yorùbá language;
2. classify and explain the media into print and electronic;
3. identify the special features of language of broadcasting;
4. translate news from English to Yorùbá and Yorùbá to English, as the case may be;
5. collect news in the language and transmit in splendid Yorùbá language;
6. display relevant skills as freelance translators, broadcasters/advertisers among others and be able to create jobs for others, and
7. work in public or private media house, fashion industry, entertainment industry, etc.

Course contents

Mass communication in Yorùbá language. Meaning of mass communication. Concepts in mass communication: journalism; broadcasting; news item; print media; electronic media. Social media etc. The broadcasting aspect as a theory and practice course to prepare the student for jobs in broadcasting. Print and electronic media either as freelance broadcaster or serving in public or private media houses. Identification of the special features of the language of broadcasting in Yorùbá language. Exploration and preparation of studio scripts for continuity announcers, presenters and producers. Translation and interpretation techniques. Use of Yoruba language in broadcasting. Auditioning. Dressing, comportment, etc. An in-depth analysis of the development of advertising in the language; analysis of the distinguishing composition of original advertisement for various commodities in the Nigerian markets.

YOU 308: Yorùbá Literary History, Theory and Criticism (2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students will be able to:

1. explain the meaning, history and advent of literary theories in Yorùbá literature;
2. list Yorùbá literary critics who started literary criticism of Yorùbá novels;
3. differentiate between traditional form of literary criticism and modern form;
4. identify and classify kinds of theories relevant to Yorùbá creative works;
5. explain the classical and western theories and their usefulness in indigenous literature, and
6. apply some of the theories to selected texts- poetry, drama and novel.



Course Contents

Literary history among the Africans before the advent of colonisation in relation to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism, etc. Modern criticism and the use of theories. Meaning of theory in literary criticism. Theories and anti-theories in Yorùbá literature. Classification of theories. The advantages and disadvantages of adopting foreign theories in analysing African literature and contextualisation of foreign theories. Classical, Western and Marxist theories of literature, in relation to prose, poetry and drama. Application of selected theories of literature to Yorùbá literature. Indigenous theories such as postcolonialism, nativism and cultural theories and others such as formalism, structuralism, Genetic structuralism, Sociology of literature, Feminism, Eco-criticism, New Historicism, Historical theory, among others.

YOU 401: Issues in Yorùbá Phonology

(2 Units C: LH: 30)

Learning Outcomes

At the end of the course, the students should be able to:

1. discuss the current issues in Yorùbá phonology;
2. demonstrate a clear understanding of the phonological rules and the sound patterns of the language;
3. explain the positions of Bamgbose and Awobuluyi on assimilation and contraction in Yorùbá language;
4. discuss the views of scholars on vowel harmony and coalescence;
5. explicate the new trends in Yorùbá phonology, and
6. apply the phonological rules in the analysis of the Yorùbá language.

Course Contents

Current and relevant issues in the phonology of the Yorùbá language. Academic debates on Yorùbá phonology by linguists such as Bamgbose and Awobuluyi among others. Tones. Vowel harmony. Assimilation. Contraction. Syllable structure. Nasals. Diphthongisation. Intonation; the functions of tone reduplication. Loan words and coalescence. New trends in Yorùbá phonology, etc.

YOU 402: The Culture of Yorùbá People

(3 Units C: LH: 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the concept of culture, tradition, thoughts and belief of the Yorùbá people;
2. describe the social, material and other cultural institutions of the Yorùbá language;
3. explicate Yorùbá cultural institutions such as kinship, kingship, marriage, family, among others;
4. describe the role of traditional institutions in Yorùbá society;
5. discuss the concept of cultural diversity for national cohesion, and
6. put to use the good heritage values of the Yorùbá culture.

Course contents

A survey of the culture of the Yorùbá people in the widest sense of the word “culture”. Conceptualisation of culture. Importance of culture among the people. Characteristics of culture. Kinds of culture: tangible and intangible culture. Cultural diversity. Language and culture. Social and material culture. Cultural institutions: kinship, traditional institutions, marriage, child-bearing and rearing, death and funeral rites. Guilds of hunters, drummers, healers, the cults. Government and administration. Land tenure. Administration of justice.



Social system and the role of Obas, Chiefs/Magajis; elders and family heads, etc. An in-depth study of the thoughts and beliefs of the people. Structure of Yorùbá religion. God in Yorùbá belief. Divinities, their origin, nature and role in the belief system. Creation myths. Ancestors. The priests in traditional belief. African festivals. Forms of worship. Place of magic in Yorùbá religion.

YOU 403: Issues in Yorùbá Syntax

(2 Units C: LH: 30)

Learning Outcomes

At the end of the Course, the student should be able to:

1. explain the current and relevant issues in the syntax of the Yorùbá language;
2. explain lexical and phrasal categories;
3. describe tense and aspects in the Yorùbá language;
4. give examples of ideophones in the language;
5. identify relevant theories of grammar, and
6. appreciate and analyse the set of rules, processes that govern the sentence structure in the Yoruba language.

Course Contents

Relevant issues in the syntax of the Yorùbá language. Current issues in Yorùbá grammar. Lexical and phrasal categories. Tense. Aspects. Vowel and their relationships. Ideophones. Pronominalization. Relativisation. Reflexivisation. Nominalisation. Focus constructions. Logophoric constructions. Adjectives as verbs. Theories of grammatical analysis in Yorùbá language (X-bar theory, GB-syntax, among others).

YOU 404: Introduction to Yorùbá Traditional Music

(2 Units C: LH: 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. appreciate and explain the benefits of traditional Yorùbá music in the past and in the modern times;
2. classify various kinds of traditional music and their features;
3. explain the structure of àpàlà music;
4. list festival music in traditional Yorùbá society;
5. describe the use of the Yorùbá language in traditional music;
6. list the ensemble or instruments used in traditional music, and
7. compose, at least, one or two music type to prepare him/herself for self-employment.

Course Contents

The forms of Yorùbá music. Functions and importance of traditional music. The characteristics of the traditional music. Classification of traditional music. Structures of selected music. Thematic contents. Use of language in Yorùbá music. Drums and drumming methods. Instrumentations. Songs and dances. Traditional music and modernity. Traditional music in the age of globalisation and technology.

YOU 405: Contemporary Yorùbá Prose Fiction

(2 Units C: LH: 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify the characteristics of contemporary prose fiction;
2. discuss the historical development of the novel in the Yorùbá language;
3. classify the contemporary Yorùbá novels;



4. describe the characteristics of Yorùbá social and historical novel;
5. explain the features of realism in modern Yorùbá novels;
6. explain the content and form of Yorùbá crime novel, and
7. apply selected literary theories to analyse some novels in the Yorùbá language.

Course Contents

Meaning of contemporary Yorùbá prose fiction. Usefulness and functions of Yorùbá prose fiction. Types of Yorùbá prose fiction. Myths, Legends, Folktales, Chain-folktales, etc. The Yorùbá novel. Characteristics of contemporary Yorùbá novel. Classification of Yorùbá novel. Historical development of Yorùbá novel. Novels before Fágúnwà, Fágúnwà novels. Novels in Fágúnwà's tradition. Modern novels. Kinds of contemporary Yorùbá novels: social, political historical, feminist, children novel; novels on disabled children, crime, detective and thrillers and analysis of specific works of selected novelists such as J.F. Ọdunjo, Akinwumi Isọla, Olu Owolabi, Afolabi Olabimtan, Bamiji Ojo, Adebayo Faleti, Eşo Oluborode, Gbenro, Lawuyi Ogunniran Oladipo Yemitan, Jibola Abiodun, Olalere Adeyemi, Adagbada Kemi, Bolanle Adekeye, among others.

YOU 406: Contemporary Yorùbá Poetry

(2 Units C: LH: 30)

Learning Outcomes

After going through the course the student should be able to:

1. identify different forms of modern poetry;
2. list the Yorùbá early poets in the colonial era;
3. examine the role of Sobo Arobiodu and his poems;
4. identify the unique features of Ọdunjo's poems;
5. analyse the poems of Lanrewájú Adepoju, particularly *Ìrònú Akéwì*
6. analyse selected written poetry texts;
7. differentiate between the works of commercial poets and academic poets in Yorùbá literature, and
8. list and discuss the poetry texts of women in modern time

Course Contents

A critical appreciation of contemporary poetry in the Yorùbá language with particular reference to the works of selected poets, noting their moral, religious, entertainment, commercial and socio-political functions. Critical analysis of written poetry of Sóbò Arobiodu, Obasa, Adebayo Faleti, Lanrewaju Adepoju, Ọladapo Tunbosun, Ọdun Ogundeji. Arẹmu Eḽebu-ibon, Arigbabowo, Medubi, Duro Adeleke, Yẹmisi Adebọwale, Arinpe Adejumo, among others. Analysis of Yorùbá oral performance of poems on radio. Television poetry. Commercial and other academic poetry as well as their recording on disc, cassettes, phones and video tapes.

YOU 407: Creative Writing in Yorùbá Language

(2 Units C: LH: 30)

Learning Outcomes

At the end of the Course, the learner should be able to:

1. explain the meaning of creative writing;
2. discuss the features of imaginative writing as different from other academic writings;
3. classify types of creative writings;
4. explain the structure of poems, prose and play writings;
5. stimulate the creative potentials of students in writing literary texts in the Yoruba language;
6. practise the writing of play, poem and novel, and
7. become authors leading to self-employment.



Course Contents

Writing literary texts in indigenous languages. Features of imaginative writing with specific reference to poetry, drama and prose. Plot construct. Setting. Characters and characterisation. Narrative techniques. Conflict and point of view. Use of language and the organic whole. Composition and writing of poems. Writing stories for mass media in Yorùbá language. Drama serial writing for radio and television. Source of materials for creative writing. Writing detective novels. Historical novels. Children literature. Novels and play writing on disabled people. Writing war plays and novels. Writing Philosophical poems. Creative writing for peace and national unity. Visitation to notable Yorùbá creative writers, both of English and Yorùbá languages, etc.

YOU 408: Project/Long Essay

(6 Units C: PH 270)

Learning Outcomes

At the end of the Course, the student should be able to:

1. choose a viable researchable topic;
2. write a good proposal;
3. carry out field work;
4. transcribe and translate data;
5. analyse the data with appropriate research methodology and relevant theoretical framework;
6. demonstrate knowledge about the significance of current research in the field of Yorùbá language, literature and culture, and
7. write a report and submit the long essay/project.

Course Contents

Each student under the guidance of a supervisor is required to conduct an independent research work approved by the Department on a linguistic, literary, or cultural aspect of the Yoruba language.

Minimum Academic Standards

List of Minimum Equipment

Three categories of equipment are needed, for teaching purposes, for office use and for administrative work (staff research, students' fieldwork, etc).

Equipment for Teaching Purposes

The equipment needed for teaching purposes include;

1. smart boards in all classrooms
2. computers and laptops,
3. projectors,
4. Printers,
5. photocopiers,
6. scanners.

Office Equipment

(H. o. D's Office)

1. 1 good photocopying machine and scanner
2. 1 type-setting machine
3. 2 filing cabinets
4. Air conditioner



5. 1 set of upholstered chairs
6. 2 office chairs
7. 2 bookshelves
8. 1 refrigerator
9. 1 executive table and chair
10. 1 Laptop Computer
11. 1 table and chair for Secretary
12. A wall to wall carpeting
13. 1 car
14. 1 notice board
15. 1 Flannel graph board
16. 1 desktop computer

(Lecturers' Offices)

1. 1 table
2. 4 chairs
3. 1 air conditioner
4. 1 filing cabinet
5. 2 bookshelves
6. 1 refrigerator
7. 1 desktop
8. 1 set of upholstered chairs for professor's office
9. 1 wall to wall carpeting for Professor's Office

Equipment for Staff Common Room

1. At least 3 sets of sofa
2. 10 centre tables or side stools with chairs
3. 1 refrigerator
4. 1 electric kettle
5. At least 30 teacups, plates, tumblers, etc
6. At least 4 sets of cutlery
7. 4 trays
8. 1 cupboard
9. TV set with Receiver

Equipment for Administrative Work

For administrative work, staff research and student's field work, the following equipment are required:

1. one bus
2. sienna car
3. one video camera
4. tape recorders

Language Laboratory Equipment

1. Sony HD video camera
2. HXR- NX5R
3. Video mixer – Roland professional ANV- 1 HD Video switcher
4. Dell 500 Lumens Data Projector
5. 77" SMART Interactive Whiteboard
6. Professional Audio mixer Phenyx Pro PTX- 15
7. Atlas Sound SMA- 15 2Way 15inch Powered Speaker.



8. HP ProBook 440 G8 Laptop with Intel is 11th Gen 1135 G7 2.40 to 4.20GH₃ 8GB DDR4 RAM + extra Ram slot, 512 GB SSD 14" HD Display, FP, WIFI 6, Blue tooth, Webcam.
9. Panasonic DVD Video recorder DMR- E55.

Phonetics Laboratory Equipment Required (Digital)

1. Recording booth (Model 7286 enhanced 6¹ x 8¹ Whisper Room sound booth)
2. Audio Interphases (Sound Devices USB Pro2, MOTU Audio Express 6¹ x 6¹)
3. Marantz PMD 660 Solid-State digital recorder (Portable)
4. 3D Electromagnetic Artialograph 16 channels AG501
5. H2 Handy Portable Stereo Recorder 200 H₂
6. Aerodynamic data Acquisition (Pressure/flow) with Pçquirerx software and x16 hardware by scion Research of Development.

Cultural/Studio Room Equipment for Yorùbá cultural studies and Studio for Broadcasting and Advertising

1. Desktops/computers with headphones/headsets
2. Media player/Recorder
3. Microphones
4. Tables
5. Television
6. Loud Speaker
7. LCD Projector and Screen
8. Video cassettes.
9. Charts etc.
10. Air phones, Reflecting jackets.
11. Television sets, Translation materials such as Dictionaries, Metalanguage and Midgets.
12. Most cultural artefacts of the Yoruba Language

Staffing

Academic Staff

The guidelines on staff/student ratio of 1:30 for Arts programmes shall apply in this programme. However, there should be a minimum of six full-time Staff for the commencement of the programme. There should be a reasonable number of Staff, of not less than 70%, with Ph.D. degrees, as well as sufficient professional experience where necessary. Also, there should be a minimum load of 15 Units per semester for students and a minimum of six full-time equivalents of staff in the programme. All staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical's and/or supervision of projects.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below, respectively.

Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departments and Faculty offices. It is important to recruit very competent senior staff who are computer literate.

Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios, are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo



regular training to keep them abreast of developments in equipment operation and maintenance. (At least 1 Phonetician for Phonetics Lab and 2 Technologists who specialise in Instrumentation)

In addition to the above General Staff requirements, the following are the major areas of specialisation to be provided for:

1. language
2. literature
3. culture

The academic staff requirements should reflect the Yorùbá language options available in terms of quality and quantity defined for the programme.

Spaces

The NUC recommends the following physical space requirement:

		m ²
1. professor's office	-	18.50
2. head of department's office	-	18.50
3. tutorial teaching staff's office	-	13.50
4. other teaching staff space	-	7.00
5. technical staff space	-	7.00
6. secretarial space	-	7.00
7. seminar space/per student	-	1.85
8. laboratory space	-	7.50

Language Development Project

Every Department of African Languages and/or Linguistics should be encouraged to teach at least one Nigerian Language.

Library and Information Resources

There must be adequate library facilities to cater for the needs of staff and students in the programme. These include current journals, handbooks, textbooks, manuals, codes of practice, standards and specifications, etc., in sufficient numbers. Most importantly, there shall be provision for ICT-based access to electronic resources and the information super highway (Physical and E-library).

