



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

*Plot 91, Cadastral Zone, Nnamdi Azikiwe Expressway,  
Airport Road, University Village, Jabi*

**FACULTY OF EDUCATION**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES  
EDUCATION**

**B.A. (ED) ENGLISH PROGRAMME**

**STUDENTS' HANDBOOK**

**2020 – 2025**

## **NATIONAL OPEN UNIVERSITY OF NIGERIA**

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## **Nigeria National Anthem**

1. Arise, O compatriots, Nigeria's call obey  
To serve our fatherland  
With love and strength and faith  
The labour of our heroes past  
Shall never be in vain  
To serve with heart and might  
One nation bound in freedom, peace and unity.
  
2. Oh God of creation, direct our noble cause  
Guide our leader's right  
Help our youth the truth to know  
In love and honesty to grow  
And living just and true  
Great lofty heights attain  
To build a nation where peace and justice shall reign.

## **NATIONAL OPEN UNIVERSITY OF NIGERIA ANTHEM**

National Open University of Nigeria

Determined to be the foremost University in Nigeria

Providing highly accessible and enhanced quality education

Anchored by Social justice, equity, equality and national cohesion

***Come to NOUN***

For quality, cost effective and flexible learning

That adds lifelong value, for all who yearn

For quality education and for all

Who seeks knowledge.





**PROFESSOR OLUFEMI PETERS  
VICE-CHANCELLOR  
NATIONAL OPEN UNIVERSITY OF NIGERIA**



**PROFESSOR UDUMA OJI UDUMA  
DEPUTY VICE-CHANCELLOR ACADEMICS**



**NATIONAL OPEN  
UNIVERSITY OF  
NIGERIA**

**FOREWORD**

The Students' Handbook offers necessary information required by every student to efficiently run through the various academic programmes in the Faculty of Education. Premised on the awareness that knowledge is power and that information is the veritable tool for progress and success in any human endeavour, this handbook is an invaluable compendium of useful information and regulations guiding the B. A. (Ed) English programme. The handbook is an indispensable guide and indeed a great companion to learners who aspire to having an interesting, challenging and impactful learning engagements in the programme and who desire successful learning outcomes and great aptitudes for careers in English Education and related ventures.

The handbook contains the *modus operandi* unique to the National Open University of Nigeria as well as general information about the Faculty of Education and the Department in which the programme is domiciled. It also houses admission requirements, programme duration, course contents, course status and units, course registration, rules and regulations guiding examinations, resources available for programme implementation, the grading system and requirements for the award of the degree. Indeed, this handbook is useful to current and prospective students of the programme alike.

It is my greatest pleasure, therefore, to recommend this Students' Handbook to all students of the B. A. Ed. English programme in the Department of Arts and Social Sciences Education and those willing to pursue the programme.

**Professor Bamikole O. Ogunleye**

Dean, Faculty of Education

## HEAD OF DEPARTMENT'S REMARKS



The handbook is prepared to provide general information on National Open University of Nigeria and in particular, the Department of Arts and Social Sciences Education, Faculty of Education. It contains detailed

information on registration, courses content and course description of the B.A.(Ed) English programme domicile in the Department. These are properly set out to guide students throughout their stay as NOUN students. B.A.(Ed) English programme offered in the Department of Arts and Social Sciences Education, Faculty of Education is subjected to constant review in order to meet global challenges in line with National University Commission benchmark standard. The Department aims to produce professional teachers through the provision of lifelong learning and to ensure that the training of teachers who are nation builders is built to help students to overcome challenges of teaching in the 21<sup>st</sup> century thereby exposing them to best global practices in the teaching profession. Our aim is to train, retrain and produce quality and highly skilled teachers with broad professional knowledge. The Department is run in line with the University policy through online courses aimed to prepare students for the teaching profession. Like other Universities, our programmes are full-time and not part-time but through ODL. Therefore, a student's

academic progress is determined by his /her purse and doggedness. The Department is willing and ready to support you in your academic endeavour.

The Department offers three programmes namely:

- a. ***B.A. (Ed) English***
- b. ***B.A. (Ed) French***
- c. ***B. Sc. (Ed) Business Education***

The philosophy of B.A. (Ed) English is aimed at producing professional teachers through open distance learning mode, teachers who would be competent to teach both oral and written aspects of English language tailored to develop individuals to become sound, effective citizens who would enhance the promotion of integrated national development and promote greater understanding and cooperation of Nigeria with the world and also with her neighbours. It also aims at complete development of the individual student teacher irrespective of time and physical distance (space) to make them effective teachers, and high calibre professionals in teaching career. The students shall be provided with functional, flexible and cost-effective learning which will make them to have quality and life-long knowledge in all areas of study. You are welcome to Department of Arts and Social Sciences Education. Enjoy your stay and I wish you success in your studies.

**Dr Olufunke Osikomaiya**  
HOD, Arts and Social Sciences Education

## **VISION AND MISSION STATEMENTS OF THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

### **Vision Statement**

To train teachers to be professional in the teaching career and also provide life-long professional development for teachers, educational administrators anywhere at their own pace.

### **Mission Statement**

To provide quality and effective teacher education programmes using the principles of Open and Distance Learning.

### **Objectives**

In addition to the broad vision and mission statements, some of the major objectives of the National Open University of Nigeria is to:

- Ensure equity and equality of opportunities in education generally but specifically in university education;
- Provide a wider access to education generally but specifically university education in Nigeria;
- Enhance Education for All and life-long learning;
- Provide the entrenchment of global learning culture;
- Provide instructional resources via an intensive use of information and communication technology;
- Provide flexible, but qualitative education; and
- Reduce the cost, inconveniences, and hassles of easy access to education and its delivery.

### **Brief History of B.A. (Ed.) English Programme**

B.A (Ed) English language is one of the three programmes in the Department of Arts and Social Sciences Education. The programme was among the first set of programmes floated in 2003/2004. The desire of the Federal Government of Nigeria for an Open University in the country resulted in the establishment of the National Open University of Nigeria (NOUN) in 2002. The university commenced operations after all necessary arrangement were put in place. These include producing a blue print and an implementation plan; developing curriculum, instructional materials and deciding on which programmes to float at the first instance. Market surveys were carried out to establish the need for the programmes. The Faculty of Education is as old as the University. This is by virtue of its status as one of four schools that commenced operations in the 2003/2004 academic year. Today, the Faculty is fulfilling its mandate of coping with the ever-increasing demand for the supply of quality and effective teachers at all levels of the educational system.

Starting from the 2016/2017 academic session, the NOUN changed its schools to Faculty and units to departments. This birthed the Department of Arts and Social Sciences Education as one of the five departments in the Faculty running a programme leading to the award of the Bachelor of Arts Education in English



## **Philosophy, Vision and Mission of the Programme**

### **Description of the Programme**

English Language is an official and a second language in Nigeria so its teaching and learning must be well integrated in order to develop communicative competence of students within and outside the classroom environment. It is a language of communication and a unifying tool among different ethnic groups. As a result, teaching and learning of the language is highly essential and important for competence of students within and outside the classroom. The programme is also meant to enhance the writing and communication skills of students, as well as facilitate students' knowledge base and skills in pedagogy, critical thinking and problem solving. The programme will expose the students to the study of oral and written components of the English language and literature and equip them with the knowledge and skills to teach these in schools and colleges in Nigeria. The programme is expected to provide highly accessible and enhanced quality education leading to the award of a bachelor's degree anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers. It will also to provide opportunities for the development of language competences and creative minds that would equip learners with lifelong values and also produce professional teachers and leaders through open and distance learning mode.

### **Discipline Philosophy**

The philosophy for B.A (Ed) in English is aimed at producing professional English teachers through open distance learning mode, who would be competent to teach both oral and written English tailored to enhance development of individuals into a sound and effective citizen and for promotion of integrated national development. It also aims to enhance access for all who seek knowledge and continuous educational development irrespective of location, number, status, gender, age and time through the open distance learning mode. It would in addition, enable students attain proficiency in the use of English language for communicative competence and think critically and creatively. The programme would prepare teachers for the teaching of English language, and literature in Nigerian schools and give access to teachers on continuous learning through flexible and affordable learning with provision of continuing professional development programme in the teaching of English language.

### **Vision**

To provide highly accessible and enhanced quality education leading to the award of B.A (Ed) English degree anchored by social justice, equity, equality and national cohesion through a comprehensive reach (ODL) that transcends all barriers.

### **Mission**

To provide opportunities for the development of language competences and creative minds that would equip learners with lifelong values and also produce professional teachers and leaders through Open and Distance Learning. To provide functional, cost effective, flexible learning for all who propagate the teaching and learning of English language.

### **Discipline Aims**

1. Inculcate in the students the basic skills in the study of oral and written English and literature.
2. Acquaint students with structures of sentences, clause and phrases of English language.
3. Enable students attain proficiency in the use of English language for communication purposes.
4. Expose students to the three genres of Literature in English (prose, poetry and drama) within and outside Nigeria.
5. Train students for the teaching of English language and literature in schools in Nigeria.

### **Discipline Objectives-:** Students on graduation should:

- Demonstrate ability to study oral and written English and literature.
- Use correctly English grammatical structures at sentence, clause and phrase level.
- Read, comprehend and analyse literary texts in the three genres of literature – prose, poetry and drama.
- Demonstrate skills in the teaching of English language and literature in schools in Nigeria.
- Train teachers with high level competence in ODL using evaluative techniques and materials to encourage and promote the use of English language for communicating for different purposes.
- Demonstrate knowledge or procedures useful in selecting course content, methods and instructional materials / OER's (Open Education Resources) in the teaching of English language.
- Demonstrate practical appreciation of the theory and practice of education in the classroom situation and in virtual learning environment in the teaching of English language and literature.



## **PART 1: INFORMATION FOR NEW STUDENTS**

### **1.0 Introduction**

Once a student has been offered admission into the programmes, the next exercise is to become a bona fide student of the university after registration and documentation at the study centre. This involves taking a number of steps which are sequentially described in the succeeding sub-sections.

### **1.1 Orientation Programme**

This is designed to help new intakes become familiar with the overall university environment considering the fact that the Open Distance Learning mode is different from their previous study approach. The exercise will help them know and locate the first contact points and registering for courses of study. The rules, regulations and administrative set up of the university will be made known to them. Students are introduced to the use of university facilities, lines of communication, teaching staff and Learner Support Services (LSS) put in place to make their transition as smooth as possible.

### **1.2 Deferment of Admission**

Students who for one reason or the other are unable to take up and continue their registration can write the University for Deferment. Such students will write to inform the University of their readiness to take up the offer of admission. (After one year of deferment, if the student seeks for an extension, the student needs to write again for the extension).

### **1.3 Change of Programme:**

#### **1.3.1 Registered Students who wish to change their Programme of Study:**

Students can apply for a change of programme as long as they are qualified for the programme. Such students if already registered would have to buy a change of programme form which will be endorsed by the Centre Director and sent to the respective Faculty for approval before the change can be effected by the MIS/ICT personnel.

#### **1.3.2 New Students who are Wrongly Admitted into a Programme:**

If a new student is wrongly admitted to a programme, then such a student should lay his/her complaint in writing through the Director to MIS/ICT/Administrative officer.

#### **1.3.3 Students Complaint using NOUN Support Ticketing System**

The Support Ticketing System, in response to the challenges of Students, provides an integrated mechanism for receiving, resolving and monitoring of complaints and enquiries without physical contact between the complainants and the response team. All the complainant or enquirer needs to do is visit the website to state his/ her complaints and a number would be assigned to them for ease of tracking of the complaint in case the complaint is not addressed satisfactorily. This is, however, unlikely as all tickets are subjected to further scrutiny by higher authorities within the institutional structure. The system engenders transparency and provides the opportunity to track not only the staff that resolved the complaint but also the time taken to do so for quality assurance purposes. Upon the receipt of the complaint or enquiry, the system assigns it to the

appropriate unit depending on the nature of the complaint. The software is able to do these automatic assignments based on the institutional structure of the client as fed into the system before deployment. In addition, the system is provisioned with a reporting or an alarm system that alerts the top executives as to the status of any ticket raised and the action(s) taken on it as well as the actors involved. Go to the NOUN support portal at <https://support.nou.edu.ng> for any of your complaint and enquires.

## **2.0 PROGRAMME AND DEGREE AWARD REQUIREMENTS**

### **2.1 Programme Duration**

B.A (Ed) English (undergraduate) programme in the Department is structured to run for a minimum of four years and maximum of eight years for students starting at 100 level or minimum of three years and maximum of six years for students starting at 200 level.

### **2.2 Prerequisite Course**

This refers to any course which must be passed before a student would be allowed to register for certain specified course at a higher level. It is expected that students who did not pass a prerequisite course but have obtained an acceptable level of achievement (decided by Senate) can be allowed to register concurrently for the prerequisite course failed with the higher-level course.

### **2.3 Registration Procedure**

The University 's registration system is computerized and so the registration exercise is online. Each student is provided with internet access, user name, and password to log on the registration portal of the University. For fresh students, the registration procedures include participation in interview and screening exercise where credentials are screened for authenticity.

Registration processes in National Open University of Nigeria are treated with utmost seriousness. Without proper registration and documentation, one cannot become a *bona fide* student of the University. Registration for courses and examinations by both fresh and returning students take place at the Study Centers. Registration exercise shall not last more than 4 weeks after which the course registration portal closes. However,



examination registration can continue for another 4 weeks after which the portal will close for the semester.

#### **2.4 Opening and Closing of Registration Portal**

The registration portal is usually opened at the start of a new semester and closes four (4) weeks after for course registration and eight (8) weeks after ready for examination registration.

### **3.0 REGISTRATION OF COURSES**

**3.1 Course Re-registration:** Course registration is done online on the university's registration portal at [www.nouonline.net](http://www.nouonline.net). Students are expected to register for courses after they must have completed payment for the semester. (For fee schedule, visit <https://www.nouedu.net/page/fees-schedule>).

#### **3.2 Add and/or Drop Courses:**

In the process of registration, a student for one reason or the other may decide not to take a course already registered for. Such a student is allowed to drop the course and add (replace) it with any other course for the same amount of registration fee. This must be done within the registration period for that semester.

#### **3.3 Credit Transfer**

Credit Transfer (CT) is the process by which recognition is granted by NOUN to applicants on the basis of previous studies undertaken in another institution, and also on the basis of prior learning. Credit Transfer may be approved when a course previously passed in another institution is assessed as being equivalent to a course in NOUN.

#### **3.4 Credit Unit**

Credit Unit (CU) represents the weight assigned to the course, and is recorded in unit hours. One credit is considered as one hour of classroom lecture per week or two hours of laboratory exercise per week.

##### **3.4.1 Minimum Credit Unit Requirement**

There is minimum credit weight loading of courses allowed at any particular semester for academic purposes. However, the minimum number of credits one can register for in a semester in

the open learning system is still dictated by one's purse and time availability.

### **3.4.2 Maximum Credit Unit Requirement**

There is also a maximum number of credits the University can allow for registration in a given semester. A student cannot register more than 24 units in a semester.

### **3.5 Core Courses**

There are core courses that are compulsory for all students across the three programmes. A student must pass these core courses before he/she will be allowed to register for courses at the next level or indeed graduate if the courses are at the highest level of the three programmes.

### **3.6 Elective Courses**

These are courses available in one's domicile University or from other faculties in the University. While students are advised to work hard and pass their elective courses, they can still graduate if they have sufficient credit units if they failed some elective courses. They should however note that the number of failed courses will eventually affect their grading, because all such failed courses will be used in computing their Cumulative Grade Point Average (CGPA).

### **3.7 Grade Point (GP)**

This involves the assigning of numerical or alphabetical letter to the scores of students at examination, reports or projects. Letter systems generally run from A (5 points), B (4 points), C (3 points), D (2 points), E (1 point), and F (0 point).

### **3.7.1 Grade Point Average (GPA)**

This refers to the evaluation of students' performance in any semester. It is the average of weighted grades points earned in the courses offered by a student in a semester. The GPA is calculated as follows:

$$\text{GPA} = \text{TGP} \div \text{TCC}$$

Where:

TGP: Total Grade Point

TCC: Total Credits Carried

### **3.7.2 Cumulative Grade Point Average (CGPA)**

The CGPA represents an up-to-date average (i.e. cumulative) of the GPA earned by the student in at least two semesters. It is an indication of the student's overall performance at any point in the course of his/her training at the University. Cumulative Grade Point Average (CGPA) is attained after two semesters or more in an academic programme.

Calculation of CGPA/GPA

CGPA is calculated as follows:

$$\text{CGPA} = \text{TGP} \div \text{TCC}$$

Where:

TGP = Total Grade Points

TCC = Total Credit Carried

### **3.8 General Studies Courses**

Regardless of the academic programmes at the undergraduate level in which a student is enrolled, all first-year undergraduate student and Direct entry must register for and pass some general courses. These are GST courses. If a student fails any of these, he or she would not be allowed to graduate. These courses are:

1. GST 101 - Use of English and Communication Skills I
2. GST 102 - Use of English and Communication Skills II
3. GST 103 - Computer Fundamentals
4. GST104 – Use of Library
5. GST 105 – History and Philosophy of Science
6. GST 107 – A Study Guide for the Distance Learners
7. GST 201- Nigerian Peoples and Culture
8. GST 202 – Fundamentals of Peace Studies and Conflict Resolution
9. GST 204 – Entrepreneurship and Innovation
10. GST 302 – Business Creation and Growth

### **3.9 Programme Delivery Method**

The NOUN employs a range of delivery methods to take education to the people and make learning an enjoyable activity. These methods include:

- Printed instructional materials, audio, video tapes and CD-ROMs.
- Electronic transmission of materials in multimedia (voice, data, graphics, video, zoom).

Study Centres in each of the geo-political zones, states and local government areas shall perform critical roles in the delivery of instruction. Study Centres are resource places where a student picks up course and other study materials as well as interact with instructional facilitators and tutors, student counsellors, study

centres directors and with other students. A number of other learner support facilities including internet browsing, e-mailing, library and range of communication channels are also available at the study centres.

### **3.10 Research Projects Grading, Moderation and Mode of Submission**

#### **3.10.1 Research Projects**

Research project is a compulsory course for every student of the Department and must be registered and passed before a student is considered for graduation.

The steps involved in research project are listed as follows:

- Study Centres assign students to qualified supervisors. Projects should be assigned to supervisors with Ph.D in relevant areas of specialization.
- Students are to submit three topics to their supervisors.
- Supervisors approve one topic after necessary modifications and endorse the approval form.
- Students forward approved topics to the Study Centre.
- Study Centre Directors collate approved topics and send to the Department in Excel format.

#### **3.10.2 Grading**

- Study Centres should make available Project Assessment Sheet to Supervisors to avoid discrepancies observed in assessment and grading sheet use.
- Project Supervisors should utilize Faculty assessment sheet to assess students' project work.
- Any assessment done on any other form different from the Faculty assessment sheet would be rejected.

### 3.10.3 Submission of Completed Students' Project Reports and Scores

Study Centres upload students' scores (supervisor's score) on Project Assessment Sheet on (PAS) for moderation. Completed project reports are sent directly from Centres to any of the zones which the centres belong to. Departmental representatives appointed will guide and monitor the external moderators invited for the exercise. Please note the groupings of programmes based on the Departments as presented:

Department	Programmes
Arts and Social Sciences Education	B. A. (Ed.) English
	B. A. (Ed.) French
	B. Sc. (Ed.) Business Education

### 3.10.4 Moderation of Projects

- External moderators of the rank of Associate Professor and above are invited from other universities
- Each moderator would be assigned to minimum of thirty projects in a programme to assess for four to five days.
- Project moderation assessment forms are given out to the moderators to specifically reassess the projects.
- The scores given by the external moderators would be uploaded on the PAS (University Server) by departmental representatives. That is, the final moderated scores would be uploaded into MIS platform for further processing and transfer to each student's portal.

### **3.11 Quality Assurance Measures**

#### **3.11.1 Quality Assurance Measures in Arts and Social Sciences Education Department**

To ensure high level of quality assurance in all the courses of the programmes offered in the Department of Arts and Social Sciences Education, Faculty of Education in collaboration with the Directorate of Quality Assurance of the University, insists on Total Quality Management (TQM) of all our programmes through qualitative method of admission that selects the best of qualified applicants. The Department also embarks on rigorous method of study material development that allows for only the best brains available to develop course outline in line with BMAS for all our courses to guide the development of study materials. In the same manner, the Department engages competent hands to develop the course materials. In addition, there is adequate supervision of all the administrative and academic activities to enthrone quality in online facilitation videos, online lectures, tutorials, as well as tests and examinations administration in the Department. High technologies of Information and Communication (ICT) are deployed in all its availability to grapple with exigencies of the Department.

#### **3.11.2 Students' Examination Guidelines and Regulations**

Examination constitutes a very important aspect of the University's activities and the conduct of examination is taken seriously by the Department. The Department will not condone any form of examination malpractice or misconduct. Students are therefore advised to abide by all the rules guiding examinations:



1. A student's matriculation number serves as his/her examination number.
2. Students should normally write examinations at their designated centres.
3. Students must bring to the examination hall their writing materials and any other material, which may be permitted by the University for a particular examination. These materials must have been listed as essential for certain question(s).
4. Students arriving 30 minutes after the commencement of an examination shall be allowed to sit for the examination only at the discretion of the Supervisor. Such a student will not be allowed an extra time.
5. Once a student is admitted into the examination hall, he/she may not leave the hall until he/she has finished with the examination. If for any cogent reason the student must leave the Hall, he/she must do so with the permission of the Supervisor.
6. A student must be accompanied by an invigilator if permitted to leave the examination hall temporarily (e.g. visiting the rest-room, etc.)
7. No answer booklets other than those supplied by the University are allowed in the examination hall. All rough works must be done in the supplied answer booklets and crossed out neatly. All supplementary answer sheets/booklets must be tied/attached to the main answer booklet.
8. Silence must be observed in the examination hall. Any student requiring the attention of the invigilator should raise his/her hand.
9. Any activity or behaviour which may be construed as examination misconduct or malpractice (e.g. cheating etc.) shall be liable to discipline in accordance with the University's rules and regulations governing examination.

10. Communication between students is strictly forbidden during examinations. Any student found receiving or giving assistance would be sanctioned. Such a student may be required to withdraw from the examination and subsequently made to face the university examination malpractice panel.
11. Students are not permitted to smoke or sing or pray aloud or engage in any activity that may distract others in the examination halls.
12. Bags and briefcases are not allowed in examination halls. The University will not be liable for any loss or damage of a student's personal effects/property.
13. Un-authorized materials (such as textbooks, course materials, notebooks, sheets/scrap of papers) in printed or electronic form are not allowed in examination halls.
14. Papers and mobile phones are not permitted at all in examination halls.
15. Students must observe the Supervisor's instructions regarding the commencement and end of an examination. Students who start writing before being told to do so, or who continue writing after being asked to stop would be sanctioned.

## **4.0 ADMISSION AND GRADUATION REQUIREMENTS**

### **4.1 Admission Requirements**

- UME candidates entering at 100 level must have five (5) credits pass in SSC/NTC/NBC/TCII/GCE O' level at not more than two (2) sittings in English Language, Literature in English and other relevant subjects. A credit pass in Mathematics is required.
- Direct Entry candidates entering at 200 level must have a minimum of merit pass in English Language and in two (2) other subjects as well as credits in 5 relevant O' level subjects including English Language, Mathematics and Literature-in-English. OND holders may be considered for admission at 200 levels in special areas with a provision that they will take all 100 level education courses and some GST courses. HND programmes have no education bias; therefore, HND graduates cannot go for English Education unless at 100 level with their 'O' level grades.

### **4.2 Programme Structure and Degree Rules**

The B.A. (Ed.) English Language is structured to run for a minimum of four (4) years and maximum of eight (8) years for students starting at 100 level or minimum of three years and maximum of six years for students at 200 level.

### **4.3 Graduation Requirements**

- For a four-year education degree course, 120 units and above is required for graduation.
- For a direct three-year course, 90 units and above is required for graduation.

- At the commencement of the programme, each student should be furnished with the information specifying the requirements for the award B.A (Ed) English degree; and
- The student must pass all core and GST courses offered during the duration of study.  
Students must also complete and received a pass grade in teaching practice courses (EDU216 Special Methods (Micro Teaching /School Visits), EDU335 Teaching Practice I, EDU336 Post Teaching Practice Evaluation & Remediation, EDU435 Teaching Practice II) and EDU499/EDU420 Research Project

#### **4.4 Staff and Student Workload**

- Every full-time student should be required to register for a minimum of 15 credit units per semester and a maximum of 24 credit units except for students on field experience.
- A full-time lecturer, on the other hand, should have a minimum online facilitation load of 8 credit units per semester.

#### **4.5 Degree Classification**

Degrees in Education is classified into levels as follows:

**1<sup>st</sup> Class Honour** Degree with Cumulative Grade Point Average of 4.5 – 5 points.

**2<sup>nd</sup> Class Honour** Degree; Upper with Cumulative Grade Point Average of 3.50 – 4.49,

**2<sup>nd</sup> Lower** Degree with Cumulative Grade Point Average of 2.40 – 3.49.

**3<sup>rd</sup> Class Degree** with Cumulative Grade Point Average of 1.50 – 2.39.

**Pass Degree** with Cumulative Grade Point Average of 1.00 – 1.49.

#### **4.6 Probation**

A student whose cumulative Grade Point Average is below 1.50 at the point of a particular year of study earns a period of probation for one (1) year.

#### **4.7 Withdrawal**

Students whose cumulative grade point average is below 1.00 after probation year should be asked to withdraw from the programme. Also, students who want to withdraw voluntarily should write through the study center to the Department. This should be done early enough before the commencement of the semester.

#### **4.8 Course Credit Unit System**

This is a system of organisation of the curriculum in which courses are broken down into units and are examinable and for which students earn credit(s) if passed'. The courses are assigned weights allied Credit Units. e.g. two credits units means two hours of online facilitation per week including practical. The online class could be scheduled as synchronous or asynchronous. The use of forum, class discussion and online contents will be utilized.

#### **4.9 Grade Point Average and Cumulative Grade Point Average**

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point Average in each

course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

**Table 1: SCORING AND GRADING SYSTEM**

(i) Credit Units	(ii) Percentage Scores	(iii) Letter Grade	(iv) Grade Points (GP)	(v) Grade Point Average (GPA)	(vi) Cumulative Grade Point Average (CGPA)	(vii) Class of Degree
Vary according to contact hours assigned to each course per week per semester, and according to work load carried by students	70 – 100	A	5	Derived by multiply i and iv and dividing by total Credit Units.	4.50-5.00	1 <sup>st</sup> Class
	60 – 69	B	4		3.50-4.49	2 <sup>nd</sup> Class Upper
	50 – 59	C	3		2.40-3.49	2 <sup>nd</sup> Class Lower
	45 – 49	D	2		1.50-2.39	Third Class
	40 – 44	E	1			
	0 – 39	F	0			

## **5.0 EVALUATION**

### **5.1 Techniques of Students Assessment**

The students shall be assessed through a combination of the following methods:

- (a) Written essay examination (Pen on Paper)
- (b) Computer based objectives examination (e-exam)
- (c) Essay assessment with the use of computer
- (d) Individual and group projects
- (e) Term paper/Presentation
- (f) Practical test
- (g) Project Writing

### **5.2 Continuous Assessment**

The weighting of continuous assessment is 30% of the final grade, course by course. The final grade of a student in a semester consists of two parts:

- a. final assessment grade and
- b. all assessments prior to final examination

### **5.3 Examination**

The weighting of examination is 70% of the final grade, course by course. The final grade of a student in a semester consists of examination. Examination is written at the end of each semester. The practical courses e.g. Teaching Practice and Project courses are 100%.

### **5.4 External Examination System**

External Examiners shall be used to moderate final year courses, teaching practice and projects.



### **5.5 Students' Evaluation of Courses**

The students shall evaluate each course at the end of each semester. The students shall evaluate the quality of course materials, facilitation, facilitator or course co-ordinator's feedback, and learner support on the course.

## 6.0 OUTLINE OF COURSE STRUCTURE

The Bachelor of Arts English Language is structured to run for a minimum of four years and maximum of eight years for students starting at 100 level or minimum of three years and maximum of six years for students at 200 level.

### B.A (Ed) ENGLISH

Code 4209

#### 100 LEVEL

#### FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
GST101	Use of English and Communication Skills I	2	C
GST103	Computer Fundamental	2	C
GST105	History and Philosophy of Science	2	C
GST107	A Study Guide for Distance Learner	2	C
EDU111	Foundations of Education	2	C
ENG111	Intro. to Literature & Literary Criticism	3	C
ENG113	Introduction to Nigerian Literature I	2	C
ENG121	The Structure of Modern English I	2	C
ENG141	Spoken English	3	C
ENG181	Intro. to Prose Fiction	2	E
LIN111	Intro to Linguistics I	2	E
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>8</b>	
	Core Courses (Educ & Specialisation Area)	12	
	Minimum elective required	2	
	<b>Sub-Total =</b>	<b>22</b>	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

**SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
GST102	Use of English and Communication Skills II	2	C
GST104	Use of Library	2	C
EDU112	Professionalism in Teaching	2	C
EDU114	History of Education in Nigeria	2	C
ENG114	Introduction to Nigerian Literature II	2	C
ENG122	The Structure of Modern English II	2	C
ENG151	Introduction to English as a Second Language	2	C
ENG162	Elements of Drama	2	C
ENG172	Introduction to Poetry	2	C
LIN112	Intro to Linguistics II	2	E
JLS111	Introduction to Journalism	3	E
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>4</b>	
	Core Courses (Educ & Specialisation Area)	14	
	Minimum elective required	2	
	<b>Sub-Total =</b>	20	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

**200 LEVEL FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
GST201	Nigerian People and Culture	2	C
EDU231	Curriculum Development Theory and Practice	2	C
EDU233	General Teaching Methods	2	C
ENG215	Survey of English Lit I (Medieval & Renaissance)	2	E
ENG221	Introduction to Syntactic Models	2	C
ENG223	Advanced English Composition I	2	C
ENG241	Intro to Phonetics & Phonology of English	3	C
ENG251	Language and Society	3	E
ENG281	The African Novel	3	C
INR111	Introduction to International Relation	2	E
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>2</b>	
	Core Courses (Educ. & Specialisation Area)	<b>15</b>	
	Minimum elective required	<b>2</b>	
	<b>Sub-Total =</b>	<b>19</b>	
	<b>Maximum Credit Unit</b>	<b>20</b>	

\*Students are to take an elective of a minimum of 2 credits units

**200 LEVEL SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
GST202	Fundamentals of Peace Studies and Conflict Resolution	2	C
GST204	Entrepreneurship and Innovation	2	C
EDU212	Sociology of Education	2	C
EDU214	Philosophy of Education	2	C
EDU216	Special Methods (Micro Teaching and School Visits)	2	C
EDU220	English Language Methods	2	C
ENG212	Creative Writing I	3	E
ENG216	Survey of English Literature II (Restoration to Present)	2	E
ENG222	Advanced English Syntax	2	C
ENG224	Advanced English Composition II	2	C
ENG226	English Morphology	3	C
MAC212	Media and Society	3	E
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>4</b>	
	Core Courses (Educ. & Specialisation Area)	15	
	Minimum elective required	2	
	<b>Sub-Total =</b>	<b>21</b>	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

**300 LEVEL FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
EDU321	Psychology of Learning	2	C
EDU323	Basic Research Methods in Education	2	C
EDU335	Teaching Practice I	3	C
ENG321	Contemporary English Usage	3	E
ENG331	Introduction to Semantics	3	C
ENG341	The Phonology of English	3	C
ENG353	The English Language in Nigeria	3	C
ENG355	Introduction to Sociolinguistics	3	E
ENG381	The English Novel	2	C
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>0</b>	
	Core Courses (Educ. & Specialisation Area)	18	
	Minimum elective required	2	
	<b>Sub-Total =</b>	<b>20</b>	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

**300 LEVEL SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
GST302	Business Creation and Growth	2	C
EDU314	Comparative Education	2	C
EDU332	Introduction to Educational Technology	2	C
EDU336	Post Teaching Practice Evaluation & Remediation	2	C
ENG312	Creative Writing II	3	E
ENG314	Public Speaking	2	E
ENG352	Discourse Analysis	3	C
ENG362	English Drama	2	C
ENG372	English Poetry	2	C
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	<b>2</b>	
	Core Courses (Educ & Specialisation Area)	13	
	Minimum elective required	2	
	<b>Sub-Total =</b>	17	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

**400 LEVEL FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
EDU421	Guidance and Counselling	2	C
EDU423	Measurement and Evaluation	2	C
EDU435	Teaching Practice II	3	C
ENG411	English for Specific Purposes	3	C
ENG415	Literary Theory and Criticism	3	C
ENG421	New Trends in Syntax	3	C
ENG453	Language and National Development	3	E
ENG491	Psycholinguistics	3	E
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	0	
	Core Courses (Educ & Specialisation Area)	16	
	Minimum elective required	2	
	<b>Sub-Total =</b>	<b>18</b>	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units



**400 LEVEL SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
EDU412	Educational Management	2	C
EDU426	Special Education	2	C
EDU499/ EDU420	Research Project	4	C
ENG414	Speech Writing	3	E
ENG416	Creative Writing III	2	E
ENG432	Pragmatics	3	C
ENG434	Literary Stylistics	3	C
ENG454	Multilingualism	3	C
	<b>Minimum Credit Units Required</b>		
	GST and other General Courses	0	
	Core Courses (Educ & Specialisation Area)	17	
	Minimum elective required	2	
	<b>Sub-Total =</b>	<b>19</b>	
	<b>Maximum Credit Unit</b>	<b>24</b>	

\*Students are to take an elective of a minimum of 2 credits units

## 7.0 SUMMARY OF DISTRIBUTION OF COURSE CREDITS BY LEVEL

LEVEL	GST Courses		Education Courses		English Courses				Total	
	No	Credit Units	No	Credit Units	Compulsory		Elective		No	Credit Units
					No	Credit Units	No	Credit Units		
100	6	12	3	6	9	20	2	4	20	42
200	3	6	6	12	7	17	2	4	18	39
300	1	2	6	13	7	18	2	4	16	37
400	-	-	6	15	6	18	2	4	14	37
<b>Total</b>	<b>10</b>	<b>20</b>	<b>21</b>	<b>46</b>	<b>29</b>	<b>73</b>	<b>8</b>	<b>16</b>	<b>68</b>	<b>155</b>

**NOTE:** Direct Entry students are to register for GST 107, which is a 2 unit-credit course.

**Ratio of Education Courses to English Courses** is 33:67.  
That is 33% of Education courses and 67% of English courses

## **8.0 COURSE CONTENT SPECIFICATION**

### **GST101: Use of English and Communication Skills I (2C)**

Listening enabling skills, listening and comprehending comprehension, note taking and information retrieval. Including data, figures, diagrams and charts. Listening for main idea, interpretation and critical evaluation. Effective reading. Skimming and scanning. Reading and comprehension at various speed levels. Vocabulary development in various academic contexts. Reading diverse texts in narratives and expository. Reading and comprehension passages with tables, scientific texts. Reading for interpretation and critical evaluation.

### **GST102: Use of English and Communication Skills II (2C)**

Writing paragraphs: Topic sentence and coherence. Development of paragraphs: illustration, Description, cause and effect including definitions. Formal letters; essential parts and stylistic forms, complaints and requests; jobs, ordering goods, letters to government and other organizations. Writing reports; reporting event, experiments. Writing summaries: techniques of summarizing letters and sounds in English, vowels and consonants. Interviews, seminar presentation, public speech making, articles, concord and sentences including tenses. Gerund, participles, active, passive and the infinitive. Modal auxiliaries.

### **GST103: Computer Fundamentals (2C)**

Basics of computer and computer system, Word Processing, Spreadsheet, Graphics, Storage Devices, Computer Network and Internet, Network Devices, Basic Internet Securities, Basic programming.

**GST104: Use of Library (2C)**

**Types of Library and Services:** Types of Library: Library Services. **Research Techniques:** Information Sources; Literature Review; Databases Contents; Open Educational Resources. **Organization of Library Materials:** Library Catalogues; Classification of Library Materials. **ICT Use in the Library:** Digital Libraries; Computer Based Literature Search. **Good Reading Habit/Study Skills:** Basic Study Techniques / Methods; Study Habits; Handling Examinations. **Copy Right; Plagiarism and Referencing:** Copyright Laws; Plagiarism and Its Implications; Citation and Referencing; APA In-text citing and Referencing.

**GST105: History and Philosophy of Science (2C)**

Nature of Science, Scientific Methods and Theories, Laws of Nature, History of Science; Origin of Western Science in Ancient Times, Science in the Middle Ages of Europe, Rise of Modern Science, Twentieth Century Scientific Revolution. Lost Sciences of Africa, Science, Technology and Inventions, Nature and Scope of Philosophy of Science, Man; His Nature and Origin, Cosmic Environment and Natural Resources, Great Scientists of Nigerian Origin.

**GST107: A Study Guide for Distance Learners (2C)**

Getting Started: How to use the book, why read about study skills, getting yourself organized, what is studying all about, reading and note-taking: introduction, reactions to reading, your reading strategy, memory, taking notes, conclusion. Other ways of studying: Introduction, learning in groups, talks and lectures, learning from T.V and Radio broadcasts, other study media. Working with numbers: Getting to know numbers, describing the world, describing the tables, describing with diagrams and graphs, what is good writing? The importance of writing, what

does an essay look like, what is a good essay, conclusion. How to write essays: Introduction, the craft of writing, the advantages of treating essay writing as a craft, making your essay flow, making a convincing case, the experience of writing and preparing for examination.

**EDU111: Introduction to Foundations of Education (2C)**

Philosophical and psychological perspective, philosophy of education, meaning and relevance, equality of educational opportunity, psychology of education, introduction to learning theories, readiness to learning, motivation and its relation to learning, transfer of learning, historical and sociological perspective, concept and nature of education, types of education, the growth of education in Nigeria, educational trends in Nigeria, innovations in education, the status of teachers in Nigeria, education and society, social class and educational opportunity, factors that influence education.

**EDU112: Professionalism in Teaching (2C)**

Concepts and issues in teaching, concepts of teaching and professionalism, history of teaching in Nigeria, professional growth of teachers, educating the educators, professional studies programs for teachers, the teacher and the child, why teachers should care, the making of ideal teacher, qualities of an ideal teacher, the role of the teacher, the Nigerian Union of Teachers (NUT), the role of Parent Teachers Association (PTA), the subject teachers association, the status of teachers in Nigeria, strategies for making teaching a profession

**EDU114: History of Education in Nigeria (2C)**

Nigeria traditional education, higher education in traditional society, Islamic education in Nigeria, in Nigeria, the early missionaries and the development of education in Nigeria,

colonial government involvement in Nigeria Education 1872 – 1882, Education Ordinances 1887 – 1916, the impact of Phelps – Stokes Commission on Education in Northern Nigeria, Secondary Education from 1859 – 1929, Higher Education, The National Curriculum Conference and the National Policy on Education.

**ENG111: Introduction to Literature and Literary Criticism (3 C)**

This course is designed to be a general introduction to literature. It covers the definitions nature, forms, elements, functions and techniques of literature. The students are exposed to a study of the basic principles and methods of literary criticism. Representative texts from the three major genres of literature, poetry, drama, and prose fiction, will be used for illustration and practice.

**ENG113: Introduction to Nigerian Literature I (2C)**

Introduction to the traditional forms; Myth, Legend, Folktales, Folk Drama, Folk Poetry, Folk Song, The Traditional form as background to Nigerian literature; From the pre-historical to myth to legend to folk Epic to Saga; Influence of Nigerian Belief Systems on evolving Literature – universal God, intermediary gods, personal gods, Folk tales, Fables; Plants; Animals and types as characters; Thoughts and Philosophies; Colonialism; Literacy and the Evolution of Nigerian literature; Colonial Contempt and the writings of Joyce Cary & Joseph Conrad; The incipient Traditional Form – From Oracy to Literacy; Literature; Drama and Theatre in Nigeria; Typical Nigerian Plays: Iwe Iroyin, Onitsha Market Literature and the growth of the Nigerian novel.

**ENG114: Introduction to Nigerian Literature II (2C)**

Emerging trends in Nigerian literature: Socio-political underpinnings in Nigerian literature, The Female Writer and Feminism in Nigerian Literature, Feminism and Womanism in Nigerian Literature. Generation shifts in Nigerian literature (Drama and Fiction): From First to Second Generation Playwrights, Second Generation Contemporary Novelists and their thematic concerns, Contemporary Drama, Generation shifts in Nigerian literature (Poetry): Traditional Poetry, Pioneer Poets - Dennis Osadebay, etc., Second Generation Nigerian Poets, Contemporary Nigerian Poets, and Theories. Qualities and Contributions of Nigerian literature to World literature: Critical Theories and Theorists in Nigerian literature, Qualities and Contributions of Nigerian literature to World literature, Recognitions and Awards, which the Nigerian literature has earned, Recognitions and Awards – Text, Contest and Context.

**ENG121 The Structure of Modern English I (2C)**

Historical Background and Phonological Structure; Historical Antecedents to Modern English; Language and Structure; The Structure of the sound system of English; Syllable structure in English; Non Segmental Features of English; Syntactic Structure; Word classes; Open class items; Closed class items; Sentence structure; Sentence types: Structural and Functional; Clauses in Sentence Structure; Group Structure, Morphological structure; Basic units of Word Structure; The Nature of the Morpheme; Affixation; Inflection and Derivation; Other Word formation processes.

**ENG122: The Structure of Modern English II (2C)**

Construction of different types of sentences; correct use of tenses, agreement between subject and verb, in the context of compound and complex sentences. Organization and

development of types of paragraphs; introduction of basic editing and proofreading skills.

**ENG141: Spoken English (3C)**

Fundamental Concepts and Definitions; Speech in Human communication; The English sound system; Introduction to Phonetic Transcription; The Human Organs of Speech; The English Consonants and Vowels: Parameters for classification; detailed description; The Syllable and Stress; Syllable; Word stress; Emphatic and Sentence stress; Constraints in analysing syllabification processes; Intonation: Definitions and Functions; Patterns; Audio presentation of illustrations will be included. The use of audio/visual aids for the teaching of this course is the means of the practical impartation of the speaking skill in this course.

**ENG151: Introduction to English as a Second Language (2C)**

Domains and Status of Language; the spread of English worldwide; Varieties of English in Nigeria; Standards and Deviations in English; Language Nationism and Nationalism; Distinctions between ESL, Pidgin and Creole; Aspects of Teaching English as A Second Language; the teaching of Literature in English; Assessment of learners in ESL.

**ENG162: Elements of Drama (2C)**

This course introduces the student to drama as a branch of literature, as a composition that employs language to tell a story and as performance. Students should be able to distinguish between drama and ordinary activities; drama and other forms of performances. It deals with the nature of drama: its various elements, forms and artistic features. Representative African and non-African plays are studied in detail for illustration. The plays



will be selected from the various major dramatic ages and genres.

**ENG172 Introduction to Poetry (2C)**

This course deals with the nature of poetry (definitions, elements, forms and functions) against the background of the nature of literature in general). It will also present critical appreciation of poetry (literary devices: imagery, rhetorical figures, sound devices, rhythmic devices, structural devices); and grammatical reading of poetry. There will also be an interpretation, discussion of artistic features of selected African and non-African poems that will be used for illustration.

**ENG181 Introduction to Prose Fiction (2E)**

This course introduces the student prose fiction as a popular literary genre. It deals with presentation in prose form as an imaginative art and acquaints the students with the concept of prose fiction, its origin, development and growth. It will also, through some selected texts as representative samples, discuss the major elements of prose fiction, types and some themes and styles from the earliest form of fiction to the present.

**LIN111 Introduction to Linguistics I (2 E)**

What is Linguistics? Language and Linguistics, History of Linguistics, The nature of (Human) Language, Human Language versus Animal Language, Linguistic knowledge and performance, Language, Brain and the Mind, The Evolution of Language, The Autonomy of Language, Formal descriptions of Language, Grammar and types of Grammar (Descriptive, Prescriptive, and Teaching), Language Universals, Language in Society, Language and Culture; Sign Language; Language Varieties; Contrastive Linguistics; Sociolinguistics

**LIN112 Introduction to Linguistics II (2E)**

Introduction- Review of Part 1, Introduction to Phonology and Distinctive Features; Phonetics: Phoneme; Morphology: Morpheme and Words; Syntax: the Sentence; Semantics: Meaning; Pragmatics; Discourse Analysis; Language acquisition (First and Second); Language and Technology; Language and Development (issues of exclusion); Historical Linguistics and Language Change; Applied Linguistics; Psycholinguistics; Writing Systems/Orthography development; Modern Schools of Thought; Linguistic Methodologies; Language Documentation; Corpus Linguistics.

**JLS111: Introduction to Journalism (3E)**

Historical approach to the development of Journalism, the pre/post independent periods, the independent era. The nature of news. Writing the news, editing the copy, headline writing, journalistic style, elements of good news reporting. Interviewing and news sources. Media laws, court reporting, knowing the courts in Nigeria, defamation and copyright laws.

**GST201: Nigerian Peoples and Culture (2C)**

Nigerian history, culture and arts in pre-colonial times; Nigerians' perception of their world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit; indigene/settler phenomenon; concepts of trade; economic self-reliance; social justice; individual and national development; norms and values; negative attitudes and conducts (cultism and related vices); re-orientation of moral and national values; moral obligations of citizens; environmental problems.

**GST202: Fundamentals of Peace and Conflict Resolution (2C)**

Basic Understanding of Conflict; Definitions, Causes and Types of Conflict, Conflict Theories, Phases in Conflict, Conflict Analysis & Transformation. Dynamics of Conflict; Relationship between Perception and Conflict, Language Barriers in Conflict and Resolution, Early Warning and Early Response Mechanism, Arms Control and Demilitarization, Peace and Education. Trends in Global Issues: International, Continental and Regional Organizations in the Pursuance of World Peace, Peaceful Methods of Conflict Resolution, Coercive Means of Conflict Resolution, Gender Issues and Humanitarian Intervention.

**GST204: Entrepreneurship and Innovation (2C)**

**Development Entrepreneurship/Intrapreneurship:** An Overview of the Definitions of Entrepreneurship and Intrapreneurship; Concepts and Theories of Entrepreneurship. The Entrepreneurship Culture; Brief Biographical Studies of Prominent Nigerian Entrepreneurs; Barrier to Entrepreneurial Practice. **The Nigerian Entrepreneurial Environment:** The Business External Environment; Identifying Business Opportunities and Threats; Strategies for exploring opportunities in the Environment; Approaches to addressing environmental barriers. **Creativity and Intellectual Rights:** Intellectual Properties and its Dimensions; Copyright Laws in Nigeria; Strategies for Protection of Intellectual Property (original ideas, concepts, products, etc.). **Technological Entrepreneurship:** The Interface between Technology Development and Entrepreneurship; Technological Development and Entrepreneurial Opportunities; Technological Environment and Business; New Technology and Entrepreneurship Opportunities. **Management and Innovation:** The Concept, Nature and Types of Innovation; Innovation Theory of Entrepreneurship;

Financing Innovation and New Ventures; Change Management; Technical Change and Management of Innovation.

**Family Business and Succession Planning:** The Concept of Family Business Contents; The Cultural Contexts of Family Business; Roles and Relationship in Family Business; Ownership Transfer and Succession in Family Business.

**Women Entrepreneurship:** The Concept of Women Entrepreneurship; Role orientation and Women Entrepreneurial Aspirations; Contributions of Women to National Socio-Economic and Human Development; Barriers to Women Entrepreneurial Practice.

**Social Entrepreneurship:** The Concept of Social Entrepreneurship; Social Entrepreneurship and Value Creation; The Roles of Non-governmental Organizations in Social Entrepreneurship; Social Entrepreneurship and Funding Opportunities; Social Entrepreneurship Enhancement Factors.

**Business Opportunity Evaluation:** Sources of Business Opportunities in Nigeria; The difference between Ideas and Opportunities; Scanning Business Opportunities in Nigeria; Environment and New Venture Idea Generation.

**EDU212: Sociology of Education (2C)**

Definition of Sociology, Education and Pedagogy from Sociological Perspective, Education and Society, Theory of Knowledge, Principles of the Sociology of Knowledge, Socialization:- Culture and Personality, Education and Social Frame Work:- The Family and Education, Education and Social Stratification – the Nigeria Elites, Education and Social Values, Moral Education in Changing Society; Education, Social Justice and the Teacher, Equality in Education, Freedom in Education. The Social Functions of Education – Education and Social Change, Education and Social Economic Development, The

Political function of Education, The Sociology of Teaching: - The Teacher and his Role; The Reluctant Learner, The Teacher in the Classroom, Social Relations in the School.

**EDU214: Philosophy of Education (2C)**

Explaining concepts of education, (Aims: - goals, objectives, end, means); Philosophy and philosophers; Curriculum: The nature of education in Nigeria (metaphysics) – formal and informal education, auxiliary education, Liberal and vocational education. Knowledge and education in Nigeria – (Epistemology) Definitions of knowledge, Types of knowledge; Knowledge by divine revelation, By institution Prior knowledge, Posteriori knowledge, Need for knowledge in modern Nigeria morality and education (axiology) Define concepts of morality and education, Determinants of good education, Logic and education, Inductive and Deductive methods of teaching; Logic and curriculum planning, Logic and School Administration; Discipline; Freedom, Determination and Free will.

**EDU216: Special Methods (Micro Teaching/School Visits) (2C)**

Micro teaching is a teacher training technique which helps the teacher-trainee to master the teaching skills. It is a cycle of teaching and evaluation events in which a short, but complete lesson is conducted in small class by trainee-teacher and their teaching performance is evaluated, by these students are being prepared for real teaching practice exercise at 300 level (EDU335).

**EDU220: English Language Methods (2C)**

An overview of English as a second language in Nigeria, language teaching methods, language subsystems and communicative skills, teaching sounds, teaching vocabulary and

grammar, teaching listening, speaking, reading and writing skills, language tests, their types and functions, qualities of good language tests, discrete point tests and integrative tests, uses of language test results and lesson planning in language teaching.

**EDU231: Curriculum Development Theory & Practice (3C)**

History of Curriculum Development in Nigeria: The importance of curriculum, Curriculum Development and/or Improvement in a developing country like Nigeria, Participants in Curriculum Planning:- Levels of Planning, Approaches to Planning, Curriculum Decisions:- Different Stages of Curriculum Decision, The 1969 National Curriculum Conference as a Case Study, Force affecting Curriculum Decisions, Aims and Objectives of Nigeria Education, Selection of Learning Experience:- Criteria for Selection, Programme of Studies, Programme of Activities, Programme of Guidance, Organization of Learning Experience:- Traditional Organization of Curriculum, New Dimension in Organization. Evaluation: - Evaluation of Educational Programmes, Formative Evaluation (Action Research), Summative Evaluation, Evaluation of the Achievement of the Individual in the Programme: - Guidance – oriented Evaluation, Selection – oriented Evaluation

**EDU233: General Teaching Methods (2C)**

The Teacher and the Child, how children learn, Professional attitudes and understanding of learners, The aims of the Teaching, The Stages in Lesson Preparation: - The Syllabus, The Scheme of work, Lesson Notes; Steps in preparation of notes, The problem of time –table. General Teaching Methods:- Induction Method, Deduction Method, Induction and Deduction Methods, The Lecture Method, Dramatic Method, Questioning and Problem Methods, The Project Methods, Activities in the Lesson, The Art of Classroom Management:- Qualities of a

good teacher, Some common bad habits to avoid, Dealing with the problem of discipline in class. Questions and Questioning, Students Natural Curiosity and Enquiry, Aims in Questioning, Questions in Classroom: The teacher's questions, the pupil's questions, Guidelines for questioning. Testing and Examinations, the purpose of testing, what to test, How and when to test, Characteristics of a good test, types of tests, marks and Assignments, Purpose of marking and assignments, Giving and marking assignments, Awarding and assigning marks and grades, methods of Study, Use of test book, Art of Note-Making, Organization of work, Revision and review of work, Physical environment of the classroom, Preparation for examination. Use of Audio-Visual Aids, Importance of Audio-visual in teaching, Types of Audio-visual Aids and their uses.

**ENG212: Creative Writing 1 (3 E)**

This course introduces students to the concept literary creativity. It comprises the format of imaginative writing from the germinal idea to the final script. Literary conventions and devices/techniques of creative writing will be explored, with focus on prose fiction, poetry and drama. Students will be led through the basic steps in practical literary composition.

**ENG215: Survey of English Literature I (Medieval & Renaissance) (2E)**

The major literary themes and conventions of Medieval and Renaissance English Literature (excluding Elizabethan Drama and Metaphysical poetry); survey of the shifting perceptions of the universe from the Middle Ages through the Renaissance with emphasis on the significance of Humanism and Science during the period; major conventions such as Miracle and Morality Plays, Medieval and Elizabethan lyrics and essay;

study of selected authors including Geoffrey Chaucer, Edmund Spenser and John Milton, etc.

**ENG216: Survey of English Literature II (Restoration to Present) (2E)**

The course covers the major literary themes, styles and conventions of the Restoration to the Present. It is a survey of the shifting perceptions of the universe from the Puritans, through the Restoration, the Victorian periods to the present in the major literary genres of each age. There will be a study of the major literary themes, styles and conventions of the periods in selected literary works and essays.

**ENG221: Introduction to Syntactic Models (2C)**

Syntax within the structure of language: An overview of the structure of language, Major concerns of the syntax of English, Perspectives of the analysis of syntax. Elements of Traditional Grammar: Origin and development, Linguistic practices in traditional grammar, Meaning and the nature of the Sentence, A critique of traditional grammar. Elements of Structural Grammar: Origin, Practice of immediate constituent analysis, Elements of the clause, Critique of structural grammar. Earlier Versions of transformational grammar: Finite state grammar and phrase structure grammar, popular models of transformational grammar, Critique of early models.

**ENG222: Advanced English Syntax (2C)**

Chomsky's Universal grammar: Aspects of the Knowledge of language, parametric variations, Rules and notational conventions, English phrase structure rules. Organisation of the syntax of English: Lexical categories, Phrasal categories via merger operations, phrase and clause types. Formalising modules of grammar: Projections, x-bar, theta and case theories, Government, Binding and Bounding theories, D-structure.



Syntactic Processes and relations: NP movement structures, WH-movement structure, Empty categories, Introduction to Minimalist theory

**ENG223: Advanced English Composition I (2C)**

This course will cover the basics of composition writing; various composition/essay types- persuasive, argumentative, expository, narrative, etc.

**ENG224: Advanced English Composition II (2C)**

Specialised composition writing, e.g., reports, long essays, minutes of meetings, various types of letters, invitations, public announcements, speech writing, etc. Correct language use; other technical matters connected with these kinds of writing.

**ENG226: English Morphology (2C)**

Detailed study of word formation processes; internal structure of English word and morpheme structure; inflectional morphology, identification of lexical categories and grammatical categories; Nature and Types of Morphemes- Affixation (Derivational and Inflectional); Phonological and Syntactic Influences on Affixation; word formation processes in English: derivation, compounding, invention, clipping, acronym, blending, back formation, reduplication etc.

**ENG241: Introduction to Phonetics and Phonology of English (3 C)**

Introduction: what is phonetics? What is Phonology? The phoneme, speech organs and production; consonants and vowels; Principles of phonetic and phonological description; mechanics of speech production, accents; transcription; phonological system; The syllable; principles of symbolic representation of sounds; Phonological rules; the English

suprasegmentals: stress, rhythm, intonation; syllable structure. To be supplemented practical language exercises for illustrations. This is done mostly through the use of practical spoken English software as part of the practical learning exercises in the course.

**ENG251: Language and Society (3E)**

Language as a Social phenomenon and its functions; social factors of language use; Language varieties: Dialect, accent and sociolect; register; style; standard, non- standard, native and non-native; deviant/restricted varieties (slang, jargon, graffiti); new varieties (email, text messaging); languages in contact (pidgin and Creole); Language typologies; anthropology; language learning and language acquisition; bilingualism/multilingualism; language policy; language planning, maintenance, shift and death; discourse analysis; code switching, interference and borrowing; linguistic imperialism; sociolinguistic situation of Nigeria; sociolinguistics and other disciplines

**ENG281: The African Novel (3 C)**

The African Novel is a course that presents the novels as a major genre of prose fiction. It presents a detailed study of selected African novels from its beginning to the present day. It highlights the features that characterize this literary form from other genres of literature. It reflects the socio-political currents that have given the African novel its typical character and selected text from the major regions of Africa will be studied.

**MAC212 Media and Society (3 E)**

Introduction defining the course title and explaining the link between Media Communication and the Society. Elements of communication, the cultural and social process of

communication. Emphasis on sociological problems, themes and concepts. Juxtapose mass communication against the major social institutions e.g. school, churches, mosques, families, marriages, cultural organizations and groups etc. Focus on the sociology of mass communication, professionalism in journalism, mass media message/content). Review the issues of cultural imperialism arising from media dependency. Control of mass media organizations and communication politics. The Role of Communication in National Development.

**INR111 Introduction to International Studies (2 E)**

Definition and Nature of international studies, Introduction to some international concepts and implementations of international studies, Development in some basic skills of international relations and politics, Orientation on History of International Economics and Trade, Element of power and International interaction, interdependence, Major concepts of politics like Alliance, Balance of power, Universal, Regional and National Security systems, International Politics like Diplomacy, Foreign Aid, Bargaining and Negotiation, Sanctions and International Technical Assistance.

**GST302: Business Creation and Growth (2C)**

**Concept of Business and New Value Creation:** Business Planning Process; Start-up Decision – What Motivate people to begin new businesses; Opportunity Search and Identification; Legal Issues at Start-up; & Feasibility Analysis of New Ventures and New Venture Financing. **Theories of Growth:** **An Overview:** Concepts and Reasons of Growth; Challenges of Growth; Strategies for Growth (External Growth Strategies Franchising, Buy-In and Buy-Out); Mergers and Acquisition; **Sources of Funds:** Internal Sources and External Sources; Formal and Informal Sources; Efficiency in the use of Resources. **Marketing:** Concept of Marketing: Small and Big

Business Marketing; Marketing Mix; Modern Marketing Tools.  
**Ethics and Social Responsibility:** The Importance of Ethics in Business; Ethical Behaviour and Practices in Nigeria; Community Development Projects/Welfare. **New Opportunities for Expansion:** E-Commerce; E-Business; E-Trade. **Managing Transition: From Start up to Growth:** Personal Disciplines; Learning; Decision Making; Control.

**EDU314: Comparative Education (2 C)**

Scope and meaning of education, examination of significant differences and similarities in education policy and practices in selected societies, problems of educational development in developing countries.

**EDU321: Psychology of Learning (2 C)**

Definitions of psychology & learning; Theories of learning and the theorists levels of motivation and implication for education; Memory and forgetting, Types of memory, Method of improving memory, Types of forgetting, Factors influencing forgetting, Implication for education; Cognitive theory of learning; Reinforcement and punishment and classroom application; Behaviourism, Contributions of behavioral psychologists and classroom application; Transfer of learning and classroom application, S – R theory of Thorndike – skinner, Meaning of S – R, The Laws of readiness, Exercise and effect; Punishment; Classroom application.

**EDU323: Basic Research Methods in Education (2 C)**

Meaning of Research; Scientific method of research, Selection of the topic, Subjects etc for research; Purposes of research studies; Guidelines in selection of topics, Preparing a research proposal, Statement of the problem; Determination of data required; Hypothetical conclusions and implication, Collecting

information and data; Observation and interview methods, Basic consideration in data collection; The correspondence method; Analysis and interpretation of Data; Basic statistical concept and Their Computation, Designs of Experiments:- Basic types of errors; Simple Randomized Design, Random – Replications Design; Groups- within – Treatment design; Treatment of extra venous variables, Scaling Problems and Techniques:- Rating Scales, Rank-order Scales, etc, Determination of Scale Value

**EDU332: Introduction to Educational Technology (2C)**

Definition of Instructional Technology, its Philosophy, Terminology, Roles of Instructional Technology in the Learning Process; The experience, Theory of Learning, learning and Communication in the classroom, Learning has changed behaviour, The teacher's responsibilities, Selecting and using materials and media in Instruction, Visual aids, Non-projected aids, Projectors, Projected aids, Audio-visual aids, Creating Instructional Materials, Duplicators, Equipment Operation, projection, Recording.

**EDU335: Teaching Practice I (3 C)**

Students learn through practical experience how to teach particular subjects, manage a classroom and the functions of a good teacher

**EDU336: Post Teaching Practice Evaluation/Remediation (2C)**

The student is required to write a comprehensive report on his/her experiences in practical implementation of teaching/learning strategies in the classroom as applied to the subject area. The report should include:

- Challenges encountered during the teaching practice
- The lesson notes used during the teaching practice
- Assessment questions as well as the marking guides used

- Assessment of teaching practice supervision by the supervisor, and
- Suggestions for improvement.

The report should be submitted by the student to the Dean through the study centre Director for:

- Evaluation
- Feedback, and
- Remediation.

The result of the overall processes should be communicated to the student from the Dean through the study centre Director.

**ENG312: Creative Writing II (3E)**

This is more of the application of the basic steps in creative writing studied in ENG 212. It is an enhancement of the knowledge and practical skills required for creative writing in various genres. Students are expected to submit creative works in at least one of the literary genres – poems, the short story, or a playlet. Final assessment will be based on the student's original creative work.

**ENG314: Public Speaking (2E)**

This course deals with the foundations and theories of persuasion; public speaking; the audience; selecting a topic and purpose; supporting your ideas; organizing the materials; preparing the delivery; and making persuasive speeches.

**ENG321: Contemporary English Usage (3E)**

English in use in English-speaking communities; attitude to usage; the notion of 'correctness' versus 'grammaticalness'; variations in use; and the problem of defining 'standard English' worldwide.

**ENG331: Introduction to Semantics (3C)**

Sense properties and sense relations; problem of word versus sentence meaning; theories of meaning; etc., situating the topics within the general framework of linguistics.

**ENG341: The Phonology of English (3C)**

Segmental and non-segmental phonemes of the English Language and their organisation in concrete discourse; practical exercises to improve the students' perception and production of these sounds; various approaches to the description of English phonology (phonemic, prosodic, generative). The use of practical exercises through practical spoken English software would also be encouraged among the students.

**ENG352: Discourse Analysis (3C)**

Introduction to the principles and practice of discourse analysis; practical analysis, study, and description of relevant textual materials.

**ENG353: The English Language in Nigeria (3C)**

The implantation and growth of English in Nigeria: advent, promotion, functions of English in Nigeria, English and sociolinguistic consequences in Nigeria; The Linguistic Features of English in Nigeria: Debate on 'Nigerian English', phonological, grammatical, lexico-semantic, discourse features of English in Nigeria; Variety Differentiation: Criteria, spoken varieties, written varieties, standard Nigerian English; English and Pidgin in Nigeria: Pidgins, Creoles and Broken English, Evolution, Functions of Nigerian Pidgin, Structural differences between Nigerian Pidgin and English. English and Language Planning in Nigeria: Language planning, Policies in Governance, Education, English and the National question.

**ENG355: Introduction to Sociolinguistics (3E)**

Introduction to the history, methodology, basic concepts and applications of sociolinguistics; the relationship between language and society; attitudes towards language varieties and social dialects; the problem of multilingualism.

**ENG362 English Drama (2C)**

The development of the English Drama: the evolution of the stage from Thomas Kyd and Christopher Marlowe through Shakespeare and Ben Jonson to the present; the technical and thematic preoccupation of the dramatists.

**ENG372 English Poetry (2C)**

In-depth examination of the English poetry from the Romantic period to the present against its political, philosophical, and literary/aesthetic backgrounds and the relationships that informed the poetry of the various periods under study; the ideas that shaped the matter and manner of the works of the representative poets selected for study.

**ENG381: The English Novel (3C)**

Study of the themes and conventions of English novel since Defoe. Major English writers and influences on the English novel will be studied. There will also be a study of representative novels mainly from the 18<sup>th</sup> century to the modern times.

**EDU412: Educational Management (2C)**

Define educational administration, Educational law and the control of Education in Nigeria, The organization of the Ministry of Education and the function of boards of education, the Nigerian Educational system, the school and the community, Bureaucracy and decision making in educational administration, human relations in Educational administration, Educational



Leadership, the role of the principal, staff personnel administration, supervision of instruction, Admission Procedures, Student's records and reports, Student's discipline and welfare, Student organization and participation in School Administration, Principle of planning, School finance and accounting system, School routine and time table, The school plant and facilities, Examinations and the problems of academic standards, Evaluation and school inspection.

**EDU421: Guidance and Counselling (2C)**

Meaning, Purpose and Development of Guidance and Counseling, The services of a School Guidance programme; - The individual appraisal service. Information needed for the analysis of the individual, collection of information (test, inventories etc). Organizing recording and filing information; Use of recorded information; Information service:- Vocational Education and Personal Social Information, Methods of obtaining and Disseminating information; The Counseling Service:- Nature, Purpose and Theories of Counseling; The Counsellor and the counseling process, The Placement Service in School and out-of School placement, follow up studies; Purposes of and procedures in follow-up studies, Problems in Guidance and counseling:- Values and attitude orientation, Guidance as Classroom or Specialist Centered, Guidance as Direction or Developments, Problems of Social change, Relation with other Personnel and Services:-Counselor and School Administration, Relationship with teachers, Extra – School Relationship, Working with Parents and Making Referential, Guidance:- Organization and Implementation, Preparation of Occupational, Information, Practicum; Preparing and using Cumulative records.

**EDU423: Measurement and Evaluation (2C)**

Definition and purpose of Measurement and Evaluation, Importance of Tests in Education; Validity of Tests in Educational Achievement; Functions of classroom tests, Criteria for effective testing, Problems of tests construction; Measurement of educational outcomes, Behavioral cognitive and non-cognitive of education, Pupils characteristics to be measured, Types of tests, Essay and objective type tests advantages and disadvantages of each, when to use each of them. Tests Administration and Scoring, Judging the Quality of a Classroom test, Estimating, Interpreting and improving reliability of test, Validity of Classroom Tests, Problem of Marking Tests, and Quality Control in Marking System.

**EDU426: Special Education (2 C)**

Concept of special education, its definition and origins. Examination of the terms integration, inclusion, and individualized education programme within the context of special education. Giftedness, its meaning, and causes as well as case studies of the gifted. The education of gifted children. Hearing impairment and educational considerations for the deaf. Visual impairment, its causes and history. Educational considerations for visually impaired children.

**EDU435: Teaching Practice II (3C)**

A minimum of six weeks supervised exposure to classroom teaching on field experience to demonstrate the degree of proficiency in applying some of the basic theories of instruction.

**EDU499/EDU420: Research Project (4C)**

An application of the research methods and data processing course to a field experience under the guidance of a selected facilitator.

**ENG411: English for Specific Purposes (3C)**

Adoption of English to particular circumstances and purposes; specialized varieties of English: the language of Journalism, bureaucracy, science and technology, ordinary conversation, etc. Short project involving a particular field of study.

**ENG414: Speech Writing (3E)**

Introduction - What speech writing entails, The Communication process and the context of speech writing. Basic principles of Speech writing, Types of speech, e.g. expository, analytical etc. The step of quality speech writing, e.g., choosing topics, sourcing for information etc. Logic, Language and Style in speech writing. Review of selected speeches, Learners should be made to write at least 3 speeches to test their understanding of the different steps in speech writing.

**ENG415: Literary Theory and Criticism (3C)**

Theory of Literature in general: theories of poetry, drama and prose fiction: the nature and approaches of literary criticism: the history of English criticism with emphasis on major genres, themes and general critical principles; relate of selected readings to problems in the criticism of African literature.

**ENG416 Creative Writing III (2E)**

This course will be a practical application of knowledge and skills acquired in ENG 212 and ENG 312, and students are expected to produce a portfolio of creative writing in the English language.

**ENG421: New Trends in Syntax (3C)**

Various approaches to syntactic theory. Modern grammars critically examined: Bloomfieldian taxonomic, Pike's tagmenic grammar, Chomsky's systemic/functional, transformational generative grammars, stratificational, sector analysis, and case

grammars. Usefulness of each theory and application to English. Focus on theoretical issues in transformational generative syntax: ambiguity, paraphrase, recursiveness, etc. \transformational processes, relativisation, noun phrase complementation, nominalization, etc. Prerequisites are ENG 241 and ENG222.

**ENG432: Pragmatics (3C)**

Scope, goals and principles of pragmatics; utterance – meaning, as distinct from sentence meaning; the socio –cultural and linguistic rules that determine correct interpretation of terms in the real world; presupposition; context; locutionary, illocutionary, and perlocutionary acts; speech acts in general, intention; inference; conventional and conversational implicatures; emerging theories of pragmatics.

**ENG434: Literary Stylistics (3C)**

Literary stylistics as applied literary analysis that accommodates non-literary analysis; how literary semantics are unearthed through linguistic inquiry into texts; focus on the syntactic, phonological, discursal, and lexical operations in the thematic and linguistic interpretation of texts; interpretation of the nuances of meaning in texts through the application of linguistic instruments; current linguistic theories as base of analyses of texts; analyses through models for practical application of the acquired knowledge and skills.

**ENG453: Language and National Development (3E)**

Relationship between language and national development, relationship between language and individuals and societal development, language and the economy, language and national mobilization, language and national unity and integration, language and national ideology, language and a patriotic culture, language and nationalism, language and national health, language and economic wellbeing, language and infrastructural

facilities, language and social attitudes, language and social culture. Constraints placed on national development by the linguistic situations in developing African nations; language as the most effective means of human communication; language as the cornerstone of mass participation in the development process.

**ENG454: Multilingualism (3C)**

The multilingual nation and the varieties of its linguistic issues and their social, cultural and political implications: the problems of national languages, official orthographies, languages to be taught in schools; language policy; and language planning. Different aspects of multilingualism, Nigeria as a case study: language situation, multiglossic nature of language functions, language choice, language attitudes, plight and destiny of small group/minority language groups, management of multilingualism/ language engineering in Nigeria; implications of multilingualism in Nigeria for other multilingual contexts.

**ENG491: Psycholinguistics (3E)**

Psycholinguistic account of language; relationship between language and the mind. Language acquisition and language learning; thinking and cognition; language and the brain; language localization; linguistic performance and behaviour; language production and comprehension; language impairment.

## 9.0 GENERAL INFORMATION

### 9.1 Use of the Library

The Library is used by undergraduates, postgraduates and researchers for the purpose(s) of learning, research, leisure and general self-development.

#### Accessing the Library

NOUN library can be accessed by all users at any given time no matter their location using any device. The students can access the resources of the library through their virtual learning environment using the link: <https://elearn.nouedu2.net/login/index.php>. Other library users can also access electronic resources of the library via the library portal: <https://nou.edu.ng/library-2/>. Users can walk into any of the 35 existing library that is closest to them Monday-Friday from 8am-4pm. Library services to persons with special needs is ongoing in NOUN. To enhance access library orientation video is embedded on the portal. The access link (<http://youtu.be/ZfKHs3TQHGw>) is available on the students' virtual learning environment (VLE). Also, library orientation programme for fresh students is ongoing in all study centres at the beginning of every semester.

### Library Physical Holdings

S/N	Library	No. of Books	No. of Journals	No. of Course Materials	No. of Projects	TOTAL
1	Gabriel Afolabi Ojo Central Library	3853	962	1589	164	6568
2	South-West Regional Library (Lagos Liaison Office)	7590		1830	575	9995
3	Ibadan Study Centre Library	1035		123	179	1337
4	Faculty of Arts Library	1376		333		1709
5	Faculty of Education Library	1066	107	251	50	1474

### List of Electronic Holdings

S/n	Database	Links	Username	Password	Remark
1	JSTOR	<a href="https://jstor.org/">https://jstor.org/</a>	NOUNLIBRARY	learning	All subject
2	EBSCOHOST	<a href="https://search.ebscohost.com/">https://search.ebscohost.com/</a>	Noun	NN2022!	All subject
3	RESEARCH4LIFE	<a href="https://login.research4life.org/tacgw/login.cshhtml">https://login.research4life.org/tacgw/login.cshhtml</a>	nie516	73355	All subject
4	Lawpavilion	<a href="https://primsol.lawpavilion.com">primsol.lawpavilion.com</a>	noununiversity library1@gmail.com	Noununiversity @2022	All subject
5	Lawpavilion	<a href="https://primsol.lawpavilion.com">primsol.lawpavilion.com</a>	Noununiversity library2@gmail.com	Noununiversity @2022	All subject
6	Lawpavilion	<a href="https://primsol.lawpavilion.com">primsol.lawpavilion.com</a>	Noununiversity library3@gmail.com	Noununiversity @2022	All subject



### OER Journals in English Language

Journal of Teaching and Research in English Literature - Special Issue	<a href="https://www.researchgate.net/publication/303767214_Journal_of_Teaching_and_Research_in_English_Literature_-_Special_Issue">https://www.researchgate.net/publication/303767214_Journal_of_Teaching_and_Research_in_English_Literature_-_Special_Issue</a>
World Literature Written in English	<a href="https://www.tandfonline.com/toc/rjpw19/30/2?nav=tocList">https://www.tandfonline.com/toc/rjpw19/30/2?nav=tocList</a>
International Journal of English and Education Reviewing Different Aspects of Classroom Discourse	<a href="https://www.researchgate.net/publication/282878575_International_Journal_of_English_and_Education_Reviewing_Different_Aspects_of_Classroom_Discourse">https://www.researchgate.net/publication/282878575_International_Journal_of_English_and_Education_Reviewing_Different_Aspects_of_Classroom_Discourse</a>
Two or more auxiliaries with a common verbal complement	<a href="https://www.tandfonline.com/doi/abs/10.1080/00138385008596840">https://www.tandfonline.com/doi/abs/10.1080/00138385008596840</a>
Satire on woman and sex in Elizabethan tragedy*	<a href="https://www.tandfonline.com/doi/abs/10.1080/00138385008596839">https://www.tandfonline.com/doi/abs/10.1080/00138385008596839</a>
Current literature, 1948	<a href="https://www.tandfonline.com/doi/abs/10.1080/00138385008596846">https://www.tandfonline.com/doi/abs/10.1080/00138385008596846</a>
The use of open educational resources in online learning: A study of students' perception	<a href="https://www.researchgate.net/publication/281700854_The_use_of_open_educational_resources_in_online_learning_A_study_of_students'_perception/link/569c14a008aea14769547155/download">https://www.researchgate.net/publication/281700854_The_use_of_open_educational_resources_in_online_learning_A_study_of_students'_perception/link/569c14a008aea14769547155/download</a>
The Role of Open Educational Resources in English Language Learning and Teaching	<a href="https://www.researchgate.net/publication/273861256_The_Role_of_Open_Educational_Resources_in_English_Language_Learning_and_Teaching">https://www.researchgate.net/publication/273861256_The_Role_of_Open_Educational_Resources_in_English_Language_Learning_and_Teaching</a>

Improving Students' Reading Ability On Introduction To Linguistic Class Through Two –Stay Two Stray (Ts-Ts) Technique	<a href="https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14782">https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14782</a>
Improving Students' Speaking Performance Through Vlog	<a href="https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14772">https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14772</a>
A Linguistic Politeness: An Analysis of Gender Differences in Speaking Classroom	<a href="https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14436">https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14436</a>
Increasing Students' Reading Comprehension Skill by Using Written Text Book	<a href="https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14500">https://ojs.unpkediri.ac.id/index.php/inggris/article/view/14500</a>
Teaching English Language to Children with Special Educational Needs	<a href="https://www.temjournal.com/documents/vol3no4/journals/1/articles/vol3no4/TeachingEnglishLanguagetoChildrenwithSpecialEducationalNeeds.pdf">https://www.temjournal.com/documents/vol3no4/journals/1/articles/vol3no4/TeachingEnglishLanguagetoChildrenwithSpecialEducationalNeeds.pdf</a>
Current Issues in English Language Teacher-Based Assessment	<a href="https://www.jstor.org/stable/27785027?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&amp;refreqid=fastlydefault%3A81fbdbc2e231b00e21615dd4427cc1ee&amp;seq=1">https://www.jstor.org/stable/27785027?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&amp;refreqid=fastlydefault%3A81fbdbc2e231b00e21615dd4427cc1ee&amp;seq=1</a>
The Impact of English as a Global	<a href="https://www.jstor.org/stable/3588214?Search=yes&amp;resultItem">https://www.jstor.org/stable/3588214?Search=yes&amp;resultItem</a>

Language on Educational Policies and Practices in the Asia-Pacific Region	<a href="https://www.jstor.org/stable/3587831?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1">Click=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1</a>
Language, Identity, and the Ownership of English	<a href="https://www.jstor.org/stable/3587831?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1">https://www.jstor.org/stable/3587831?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1</a>
What the "Good Language Learner" Can Teach Us	<a href="https://www.jstor.org/stable/3586011?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1">https://www.jstor.org/stable/3586011?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-default%3A81fdbc2e231b00e21615dd4427cc1ee&amp;seq=1</a>
Misconceptions about Teaching English-Language Learners	<a href="https://www.jstor.org/stable/40009164?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-">https://www.jstor.org/stable/40009164?Search=yes&amp;resultItemClick=true&amp;searchText=ENGLISH%20LANGUAGE&amp;searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DENGLISH%20LANGUAGE%26filter%3D&amp;ab_segments=0%2Fbasic_search_gsv%2Fcontrol&amp;refreqid=fastly-</a>

	<a href="#">default%3A81fbdbc2e231b00e21615dd4427cc1ee&amp;seq=1</a>
The effectiveness of cooperative learning in teaching English to Chinese tertiary learners	<a href="https://www.tandfonline.com/doi/abs/10.1080/19415532.2010.522792">https://www.tandfonline.com/doi/abs/10.1080/19415532.2010.522792</a>
Teaching Proficiency Through Reading and Storytelling (TPRS) as a Technique to Foster Students' Speaking Skill	<a href="https://www.neliti.com/publications/135553/teaching-proficiency-through-reading-and-storytelling-tprs-as-a-technique-to-fos">https://www.neliti.com/publications/135553/teaching-proficiency-through-reading-and-storytelling-tprs-as-a-technique-to-fos</a>
Teaching Writing Skill Through Collaborative Writing Technique: From Theory to Practice	<a href="https://www.neliti.com/publications/135563/teaching-writing-skill-through-collaborative-writing-technique-from-theory-to-pr">https://www.neliti.com/publications/135563/teaching-writing-skill-through-collaborative-writing-technique-from-theory-to-pr</a>
Stad as a Strategy of Teaching Reading Comprehension in Junior High School	<a href="https://www.neliti.com/publications/91113/stad-as-a-strategy-of-teaching-reading-comprehension-in-junior-high-school">https://www.neliti.com/publications/91113/stad-as-a-strategy-of-teaching-reading-comprehension-in-junior-high-school</a>
General Self-confidence and Its Implication on Students' Achievement in Oral Presentation	<a href="https://www.neliti.com/publications/90932/general-self-confidence-and-its-implication-on-students-achievement-in-oral-pres">https://www.neliti.com/publications/90932/general-self-confidence-and-its-implication-on-students-achievement-in-oral-pres</a>
Enhancing Writing Ability Through Idea Listing Technique	<a href="https://www.neliti.com/publications/90730/enhancing-writing-ability-through-idea-listing-technique">https://www.neliti.com/publications/90730/enhancing-writing-ability-through-idea-listing-technique</a>
Developing Prophetic Stories as a Character-based English Learning Source	<a href="https://www.neliti.com/publications/91048/developing-prophetic-stories-as-a-character-based-english-learning-source">https://www.neliti.com/publications/91048/developing-prophetic-stories-as-a-character-based-english-learning-source</a>

The Use of Short Comics and Its Impact on Students' Writing Skill	<a href="https://www.neliti.com/publications/90890/the-use-of-short-comics-and-its-impact-on-students-writing-skill">https://www.neliti.com/publications/90890/the-use-of-short-comics-and-its-impact-on-students-writing-skill</a>
Flashcards as a Means to Improve EFL Learners' Vocabulary Master	<a href="https://www.neliti.com/publications/90751/flashcards-as-a-means-to-improve-efl-learners-vocabulary-mastery">https://www.neliti.com/publications/90751/flashcards-as-a-means-to-improve-efl-learners-vocabulary-mastery</a>
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A case for investing in improving English language literacy teaching in the early grades in Nigeria	<a href="http://universallearningsolutions.org/wp-content/uploads/2015/03/A-Case-for-Teaching-English-Literacy-in-the-Early-Grades-in-Nigeria.pdf">http://universallearningsolutions.org/wp-content/uploads/2015/03/A-Case-for-Teaching-English-Literacy-in-the-Early-Grades-in-Nigeria.pdf</a>
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The Domestication of the English Language for Literary Purpose in Nigeria: Creating a National Identity	<a href="http://www.ijssh.org/papers/153-A10013.pdf">http://www.ijssh.org/papers/153-A10013.pdf</a>
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## 9.2 Learner Support Services

The National Open University of Nigeria (NOUN) as an open and distance learning institution has a Directorate that provides support services to its students. This Directorate is named Directorate of Learner Support Services (DLSS). The concept of Learner Support Services (LSS) in NOUN is intended to assist learners in meeting their objectives from the point of first inquiry through graduation and often for a life time. Learner support model in the Directorate is a two-tier system *viz*: The Main Campus (Headquarters) and the Study Centres who have direct contact with the students and larger society. The Directorate at the Main Campus coordinates the activities of the Study Centres with a Director as the head and other staff. While the Study Centres are headed by Study Centre Directors supported by Student Counsellors and other support Staff.

Learner Support Services in NOUN are deployed in various ways. They include:

- a) **Information, Advice and Guidance (IAG):** Where information on the various programmes in the University, basic requirements for each of the programmes and other related information are given.
- b) **Counselling Services:** Providing individual and group counselling for both staff and students who may be having difficulty in rejoining studies or any other issue that may hamper completion of their studies.
- c) **Other ways of providing support for the learners are:** e-ticketing, emails, WhatsApp groups, telegram etc. These are used in sending information to students, while queries or complaints are addressed using e-ticketing. In this platform, learners are sure to get answers to their queries within 24 hours.

Academic counselling services are equally provided on general academic matters before enrolment and during the progress of

study. Furthermore, support services to learners are provided in the area of study skills advice, managing and monitoring student attendance; orientation on academic issues, registration and matriculation. In addition to these are grouping learners for tutorials (facilitation), helping to source for instructional facilitators and recommending same to the HOD/Dean of Faculties for appointment among others.

The learner support services also cater for learners with special needs. This is done taking cognisance of the different categories of disabilities: visually impaired, deaf or hard of hearing, physical disability, autism spectrum disorder etc.

In any case, the National Open University of Nigeria always strives to meet the needs of its students one-on-one by providing 24/7 support services to them.

### 9.3 LIST OF ACADEMIC STAFF

S/N	Name	Qualification	Specialisation	Rank	Full Time /Part Time
1	Prof <b>Eyisi Joy</b>	Ph.D English UNN (2000), M.A. (Ed)Admin & Supervision (1996), M.A. English (1998), B.A. (Ed) English (1992)	English /Education	Professor	Adjunct
2	Prof <b>Nwabueze Omolara</b>	B.Ed. English/Language Arts (1991), M.A. English (1998), Ph.D. English (2008).	English /Education	Professor	Adjunct
3	Prof <b>Ofulue Christine</b>	B.A. Linguistics (1984, Ilorin), MA Linguistics (1986, Ibadan), Ph. D (Indiana), PGDDE	English	Professor	Adjunct
4	Prof <b>Iwuchukwu Onyeka</b>	B.A. (Nig), MA (Lagos), Ph.D (Lagos)	English Literature	Professor	Adjunct
5	Dr. <b>Fatimayin, Foluke</b>	Ph.D. M.Ed. Language Education, B.Ed. language Arts, NCE (Eng./Hist), TC II	English Education	Associate Professor	Full Time

S/N	Name	Qualification	Specialisation	Rank	Full Time /Part Time
6	Dr Yakubu Anthonia	B.A. English (1991), M.A. English (1995), Ph.D. English (2010)	English Literature	Asso Professor	Adjunct
7	Dr. Osikomaiya, Olufunke	Ph.D. English Language Education (2013); M.Ed Language Education (2003); B.Ed, English Education (1997); NCE Social Studies (1991).	English Education	Senior Lecturer /HOD	Full Time
8	Dr Oamen Felicia	Ph.D. English-(2015) Unilag, B.A. English (1990), PGD Journalism (1997) M.A English (2004) Unilag,	English	Lecturer I	Adjunct
9	Dr Gbenoba Felix	Ph.D. Literature (2004) (Ibadan), M.A. English (1987) B.A. English (1983).	English	Lecturer I	Adjunct
10	Dr Iyere, Theodore O.	Phd. English (2015) PGDE (ABU), M. A.	English	Lecturer I	Adjunct

S/N	Name	Qualification	Specialisation	Rank	Full Time /Part Time
		English (ABU), Ph.D English (2021) (NOUN)			
11	Dr <b>Ugoala</b> Bibian	Ph.D, English(2016), M.A, English (2008), B.A, English (2006) HND, Mass Comm. (1994)	English	Lecturer I	Adjunct
12	Dr <b>Dodo</b> Hanatu	Ph.D. English (2017) (SUDAN) M.A. English (2014) (SUDAN) B.A. English (2012) (Katsina)	English	Lecturer II	Adjunct

#### 9.4 List of Non-Teaching Staff

S/N	Name of Staff	Full Time / Part Time	Rank/ Designation	Qualification with Date Obtained	Post Qualification Work Experience
1	Miss <b>Anoruo</b> Cynthia Chinyere	Full Time	Assistant Chief Confidential Secretary. CONTIS 12/2	PGD IN Public Administration (2015). Diploma in Desktop Publishing (2006). HND in Secretariat Administration 2006). ND Secretariat Administration (2003). SSCE, NABTEB (1986)	NOUN (2009 – date) Victory Unity College & LGA Secretariat, (NYSC).2007- 2008), Cutix Plc, Otolu Nnewi (2003 – 2004), Claretian Institute of Philosophy, Maryland, Nekede (1998–2003)
2	Mr. <b>Salam</b> Oladapo	Full Time	Administrative Officer I CONTIS 8/4	MPIA (Masters in Public and International Affairs) 2012, (UNILAG), B. A (Philosophy) 2002.	NOU (2020 - date). Titanic Media Nig. Ltd. (2019-2020) Kabiol Fabrics Limited. (2016 –

S/N	Name of Staff	Full Time / Part Time	Rank/ Designation	Qualification with Date Obtained	Post Qualification Work Experience
				(Ogun State University. SSCE 1995. CIPM (Associate) 2014	2018). Atlas Systems & Tech Solutions. (2015 – 2016), Business Day Newspaper Ltd (2014-2015). Punch News-paper Nig. Ltd. (2008-2014)
3	Mr. Oka Emmanuel	Full Time	Senior Database Administrator (MIS) Contiss 9/1	PGD Info. Technology, NOUN, B. Sc. Computer Science, Joseph Ayo Babalola University.	NOUN 2017- Date. Avidor Services Ltd, 2016. Samuel Josphus Consulting Ltd, 2013-2015. Forever Living Products Nigeria Ltd, (2012-2013). Arochukwu LGA, Abia State, (2011-2012).



<b>S/N</b>	<b>Name of Staff</b>	<b>Full Time / Part Time</b>	<b>Rank/ Designation</b>	<b>Qualification with Date Obtained</b>	<b>Post Qualification Work Experience</b>
4	Ms. <b>Adisa</b> Temitope	Full Time	Chief Clerical Officer CONTIS 6/2	OND, Hotel and Catering Management. 2002, SSCE (1995)	Wisemaster Nig. (2002-2008), NOUN (2011-Till date)
5	Mr. <b>Olugboye</b> Praise Gboluwaga	Full Time	Clerical Officer CONTIS 3/5	SSCE, 2008	INEC, Lagos State, NOUN. (2020-Till Date)
6	Mr. <b>Uzundu</b> Chinonso Francis	Full Time	Senior Environmental Attendant CONTIS 4/4	SSCE, 2008	NOUN (2002-Till Date)
7	Mr. <b>Ahmed</b> Sadam	Full Time	Environmental Attendant, CONTIS 3/4	SSCE, 2015	NOUN, 2020 –Till Date

### 9.5 List of Staff Adviser

S/N	Name	Qualification	Specialisation	Rank	LEVEL
1	Dr. <b>Fatimayin,</b> Foluke	Ph.D. M.Ed. Language Education, B.Ed. language Arts, NCE (Eng./Hist), TC II	English Education	Associate Professor	300L & 400L
2	Dr. <b>Osikomaiya,</b> Olufunke	Ph.D. English Language Education (2013); M.Ed Language Education (2003); B.Ed, English Education (1997); NCE Social Studies (1991).	English Education	Senior Lecturer /HOD	100L & 200L

## 9.6 List of ICT Staff at Study Centres

NS	NAME OF STAFF	STAFF ID	DESIGNATION	LEVEL	PRESENT LOCATION	NUMBER	EMAIL
1	Egunlola Samuel K	6230	Database Administrator II	CT 7	Abakaliki	08038298266	segunlola@noun.edu.ng
2	Okolie-Odiwe Oge Samuel	05809	System Analyst II	CT 7	Abakaliki	08069706678	sokolieodiwe@noun.edu.ng
3	Owolabi Olusina Sunday	01591	Chief Network Engineer	CT 13	Abeokuta	08032373616	sowolabi@noun.edu.ng
4	Nagoda Sadiq I.	6184	System Analyst II	CT 7	Abeokuta	234-7033697593	snagoda@noun.edu.ng
5	Adekunle Jerry Adeyemi	5909	Hardware Engineer I	CT 8	Abeokuta	8033278852	jadekunle@noun.edu.ng
6	Ekechi Mary Folakunmi	02068	Principal System Analyst	CT 11	Abeokuta	08063783272	ffella@noun.edu.ng
7	Ajibulu Bisola	05910	Network Administrator II	CT 7	Ado Ekiti	8169759202	bajibulu@noun.edu.ng
8	Folayemi Rotimi Oluwole	06122	System Analyst II	CT 7	Ado Ekiti	07069496568	rfolayemi@noun.edu.ng
9	Oloyede Oluwabayo Micheal	02597	Senior Database Administrator	CT 9	Ado Ekiti	8132250185	ooloyede@noun.edu.ng
10	Musa Kassim	04166	Network Administrator II	CT 7	Airforce Kaduna	8038870761	kmusa@noun.edu.ng
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### 9.9 Language Laboratory Attendant

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