

**AJETUNMOBI COLLEGE OF EDUCATION**  
**SCHOOL OF LANGUAGES**  
**SECOND SEMESTER COURSE ALLOCATION**

S/N	COURSE CODE	COURSE TITLE	UNIT	LECTURER-IN-CHARGE	PHONE NO
1	ENG 121	Basic Reading Skills and Comprehension	2	AKINOLA	08162273155
2	ENG 122	English Language and Literature Methods	2	AKINOLA	08162273155
3	ENG 123	Modern African Literature/Female Writers in Africa.	2	ALABERE	08060093814
4	ENG 221	Composition Writing	2	AKINOLA	08162273155
5	ENG 222	Summary Writing Skills	1	OLASUNKAMI	08034894595
6	ENG 223	Critical Theory and Practical Criticism	2	AKINOLA	08162273155
7	ENG 224	Children /Young Adult Literature	1	OLASUNKANMI	08034894595
8	ENG 225	Stylistics	1	ALABERE	08060093814
9	YOR <sub>1</sub> 121	Fonólójì Yorùbá	2	ABDULRASAQ	
10	YOR <sub>1</sub> 122	Ìtumọ̀ èdè	1	AWEDA	08063695390
11	YOR <sub>1</sub> 123	Ìtàn Àṣà àti ìgbé-ayé Yorùbá	1	ABDULRASAQ	
12	YOR <sub>1</sub> 124	Ìtàn Àròṣọ̀ Àpilẹ̀kọ̀ Yorùbá	2	AWEDA	08063695390
13	YOR <sub>1</sub> 221	Ọ̀gbọ̀n Ịṣẹ̀wádíí ní Yorùbá	1	ABDULRASAQ	
14	YOR <sub>1</sub> 222	Ìfikọ̀ra Ịṣẹ̀ àti Ịkọ̀wé Aláíńudá Yorùbá	2	AWEDA	08063695390
15	YOR <sub>1</sub> 223	Ewì Àpilẹ̀kọ̀ àti àwọ̀n Akéwì Yorùbá	1	AWEDA	08063695390
16	YOR <sub>1</sub> 224	Ọ̀gbọ̀n Ịkọ̀nì ní Yorùbá II	1	ABDULRASAQ	

**YOR<sub>1</sub> 121**

**FONÓLÓJÌ YORÙBÁ**

**KIREDIITI 2) C**

Kín ni Fonólójì Yorùbá?

Òfin tó de ìró ohùn Yorùbá

Àwọn ìró ohùn

Ìhun sílébù

Ìpajẹ àti Ìsúnkì

Àràn mó

Ìjẹyọpọ fàwẹ̀lì

À̀nkòò fàwẹ̀lì

Ìyọpọ fàwẹ̀lì

Ìşẹ àmúşẹ ní iyàrá ìfẹ̀rọ̀kédè ní a gbọ̀dò tẹ̀pẹ̀lẹ̀ mó

**YOR<sub>1</sub> 122**

**ÌTUMỌ ÈDÈ**

**(KÍRÉDÍÌTÌ 1)E**

Òfin tí ó de ìtumọ̀ èdè

- Èyà ìtumọ̀ èdè
- Ìyílétà-padà

Bí a şe ń lo èyà méjèèjì

Ìsòro tí ó ń kojú àwọn akékọ̀ọ̀ lóri aáyan ògbifọ̀ àti ọ̀nà àbáyọ̀

Àmúşẹ ìşẹ̀ lóri ìtumọ̀ èdè

Títúmọ̀ àwọn àyọ̀kà èdè Gẹ̀ẹ̀sì sí Yorùbá, àti ti Yorùbá sí Gẹ̀ẹ̀sì

**YOR<sub>1</sub> 123**

**ÌTÀN ÀŞÀ ÀTI ÌGBÉ-AYÉ YORÙBÁ**

**(KÍRÉDÍÌTÌ 1)E**

Orírùn Yorùbá

Àwọn èyà Yorùbá tí ó wà

Ètò ìlànà ìfinimọ̀lẹ̀-àwujọ̀ b.a. ìgbéyàwó, ọ̀mọ̀ bíbí àti ìtọ̀jú ọ̀mọ̀, ètò ìsọ̀mọ̀lórúko, Èkọ̀ ilé – ìwà ọ̀mọ̀lúàbí, ikíni abbl.

Eré síşẹ̀ àbíníbí

Àwọn ọ̀dún ìbílẹ̀ àti àwọn òrìşà Yorùbá.

Ètò ìşẹ̀lú àwùjọ̀ (Èbí, Ọ̀rẹ̀ síşẹ̀, àti àjọşepọ̀ pẹ̀lú àwọn mìíràn)

Àwọn óúnjẹ̀ abíníbí àti ètò ìlànà óúnjẹ̀ jíjẹ̀

Aşà Ìsínkú

Ìgbàgbò Yorùbá, èyí ni Èèwò, Osó àti Àjé abbl.

Ètò ọ̀rọ̀-ajé àwùjọ Yorùbá, èyí ni òwò takọ̀-tabo, ọ̀jà títà abbl., irúfẹ̀ àwọn ọ̀jà tí wọn lè pàtẹ̀, owó, àti ìpolówó ọ̀jà

Òhàkà àti Ìsírò Yorùbá

**YOR<sub>1</sub> 124 ÌTÀN ÀRÒSỌ ÀPILÈKỌ YORÙBÁ (KÍRÉDÍTÌ 2)C**

Ohun tí ìtàn àròsọ Yorùbá jẹ

Àwọn èyà ìtàn àròsọ Yorùbá b.a. ọ̀tẹ̀lẹ̀múyẹ̀, adálẹ̀rì-ìtàn-gidi, fẹ̀yíkọ̀gbọ̀n.

Kíkọ̀ àkọ̀jinlẹ̀, ó kéré tán oríṣíí èyà méjì (agbógoyọ̀, agbógoyọ̀ titun, ìgbàlódé), àti títẹ̀pẹ̀lẹ̀ mó àwọn ọ̀gbọ̀n ìsòtàn, ìlò-èdè, ìpàrokò, àhunpọ̀-ìtàn, ìfiwàwèdá-ìtàn abbl. Yíyan ìwé kọ̀òkan (ìwé méta-Fágúnwà, Ọ̀tẹ̀lẹ̀múyẹ̀ ati ti ìgbalódé)

**YOR<sub>1</sub> 221 Ọ̀GBỌ̀N ÌṢẸ̀WÁDÌÍ NÍ YORÙBÁ (KÍRÉDÍTÌ 1) E**

Ohun tí ìṣẹ̀ ìwádìí jẹ

Àwọn èyà ìṣẹ̀ ìwádìí b.a. aṣàpẹ̀júwe, adálẹ̀rì-ìtàn gidi, adálẹ̀rì-àṣewò/àkíyèsí abbl.

Ìwúlò àti lááríjà ìṣẹ̀ ìwádìí

Ọ̀nà ìṣàkọ̀jọ̀ dẹ̀tá (àkọ̀jọ̀ èdè fáyẹ̀wò)

Ìṣàgbékalẹ̀ àtòjọ̀ ibeèrè ìwádìí (dáhùn-bí-o-ṣe-fẹ̀ àti dahùn-bí-a-ṣe-là-á-sílẹ̀)

Ìtọ̀kasí àti àkọ̀jọ̀ orúkọ̀ ìwé (lílò ètò ìlànà ti American Psychological Association)

**YOR<sub>1</sub> 222 ÌFIKỌ̀RA ÌṢẸ̀ ÀTI ÌKỌ̀WÉ ALÁTINÚDÁ YORÙBÁ (KÍRÉDÍTÌ 2)C**

Ìṣàkọ̀jọ̀ àwọn ìṣẹ̀ ọ̀wọ̀ abínibí

Ìṣẹ̀ Aró, Aṣọ̀-híhún, ẹ̀nì-híhun, ọ̀tí-píṣọ̀n, ìṣẹ̀ ẹ̀bu ọ̀ṣẹ̀,

ìṣẹ̀ àdí síṣe, ìṣẹ̀ ẹ̀bu ìkòkò abbl.,

Ìdámọ̀ àti àwọn ìlò díẹ̀ lára àwọn ohun èlò abínibí yii b.a aro dídá, irin ríro abbl.

Ìjíròrò lórí ilé isúra nṣẹ̀nábáyé

Oríṣíí ìmúṣe nínú Eré-oníṣe – tíátà, ìwéréndé, - alága ìjókòdó, adárí ètò abbl.

Ònkọ̀wé alátinúdá àti ìṣẹ̀ rẹ̀

Àbùdá àdání ìṣẹ̀ ònkọ̀wé alátinúdá

Ìlànà tó rọ̀ mó ìṣẹ̀ àtinúdá

Ewì, Ìtàn àròsọ àti Eré-oníṣe  
Ẹ̀bùn sọ̀rọ̀sọ̀rọ̀  
Àmúṣe iṣẹ̀ gúnmọ̀ lórí iṣẹ̀ òh̀kọ̀wé alálatinúdá  
Kíkó àwọ̀n akékọ̀ọ̀ lọ sí ibudó ìmọ̀

**YOR<sub>1</sub> 223**      **EWÌ ÀPILÈKỌ ÀTI ÀWỌN AKÉWÌ YORÙBÁ**      **(KÍRÉDÎTÌ 1)E**  
Ohun ti Ewì Àpilẹ̀kọ Yorùbá jẹ́  
Ẹ̀yà Ewì Àpilẹ̀kọ Yorùbá  
Ààtò  
Kókó-ọ̀rọ̀  
Kíkó àkọ̀jinlẹ̀ lórí àwọ̀n akéwì méji-saájú òmìnira, lẹ̀yìn òmìnira àti arọ̀mọ̀gbà (Tako-tabo)

**YOR<sub>1</sub> 224**      **ỌGBỌN ÌKỌNI NÍ YORÙBÁ II**      **(KÍRÉDÎTÌ 1) C**  
Lílo Yorùbá fún ìkọni nínú àwọ̀n iṣẹ̀ mìíràn.  
Ètò iṣẹ̀ àti ìlànà iṣẹ̀ ìjókòó kan  
Ìgbéléwọ̀n  
Ìlànà yíyan ìwé àsàyàn  
Awon iwe gbogbo ti a n lo ni fun ise ikoni ni ilé-ìwé

**ENG 121:**      **Basic Reading Skills and Reading Comprehension (2 Credits) C**

### **Objectives**

The aim of this course is to expose trainees to critical components of reading with a view to emphasizing reading skills and reading comprehension, which include literal critical and creative comprehension skills, vocabulary development, reading efficiency and fluency

### **Course Outline**

#### **Concepts in Reading**

- Meaning of reading
- Types of reading
- Reading skills: Decoding, fluency, vocabulary, sentence construction and cohesion, background knowledge, memory and attention
- Reading strategies: Scanning, skimming, SQ3R

#### **Reading Challenges**

- Sub-vocalization
  - Eye regression
  - Tracing with fingers
    - Head movement
    - Backward skipping
- Repetition (in oral reading)

### Comprehension

- Word recognition/analysis
  - Print Concept:
    - Print awareness
    - Letter knowledge
    - Alphabetic principle
    - Phonemic awareness
    - Phonemic segmentation
- Word Comprehension
- Sentence Comprehension
- Paragraph Comprehension
- Text comprehension at literal, interpretative, inferential, critical and creative levels
- Reading for sequence
- Intensive and extensive reading practice to include poetry, prose, and drama passages involving narration of real-life stories to expose students to diverse texts

## ENG 122: English Language and Literature Methods (2 Credits) C.

### Objectives

*The course is designed to give the teacher trainee the relevant methods in the teaching of language and literature. Emphasis should be on practice, application, micro-teaching, and techniques of teaching both language and literature.*

- Nature of Language
- Distinction between language learning and acquisition
- Language teaching methods
- Teaching the four language skills/Language Arts Approach (Strategies and techniques for teaching listening, speaking, writing and reading) using contemporary Language Teaching Methods for **the JSS level.**
- Teaching other language items:
  - Teaching vocabulary items
  - Teaching grammatical structures
- Planning to Teach:
  - The lesson plan
- Language and Literature teaching and learning resources
- Teaching and learning of Literature

- Methods, techniques, strategies and resources for teaching prose, drama and poetry (thematic, discussion, dramatisation, oral, lecture)
- Criteria for selecting literature texts
- The concepts of Reading and Reading readiness.
- Methods of teaching vocabulary; language games, e.g. quiz, scrabble, use of acronyms, etc.
- Active learning strategies

**ENG 123: Modern African Literature /Female Writers in Africa (2 Credits) C**

**Objectives**

*This course is aimed at exposing students to modern trends in African literature highlighting namely: colonialism, negritudism, neocolonialism, post- colonialism, protest, civil war literature, and feminism.*

*Effort must be made to cover the entire contents. Texts selected should cut across the main genres of literature including drama, poetry, and prose (short stories inclusive). The following topics should be covered:*

**Course Outline**

- Understanding the concepts of African literature and modern African literature.
  - Discuss the history and development of modern African literature
  - Scope of African literature:
    - East and Central African Literature
    - West African literature
    - Southern African literature
    - North African literature
  - Literary Trends of colonialism, post colonialism, protest, feminism, etc.
  - Practical analysis of texts (the three genres of literature to exemplify the thematic and literary considerations of the scope and trends of African literature)
  - The following texts are recommended:
    - The Old Man and the Medal by Ferdinand Oyono.
    - Things Fall Apart by Chinua Achebe
    - No Longer at Ease by Chinua Achebe
    - Sizwe Bansi is Dead by Athol Fugard
    - The Lion and the Jewel by Wole Soyinka
    - Tell Freedom by Peter Abraham
    - The Still Born by Zaynab Alkali
    - One is Enough by Flora Nwapa
    - The Successors by Jerry Agada
    - So Long a letter by Mariama Ba
    - The Victims by Isidore Okpewho
    - No Sweetness Here by Ama Ata Aidoo
- The list should be updated from time to time as new writers, especially females, emerge

**ENG 221: Composition Writing (2 Credits) C**

**Objectives**

*The teaching of English composition is meant to enable students to compose and write in the language. Learners should be exposed to what to write on before they are asked to write.*

### **Course description)**

- Nature and essential features of composition writing?
- The basic components of composition writing?
- Types of composition and their characteristics
- Paragraphing: Meaning, qualities of a good paragraph, paragraph development
- Formal, semi-formal and informal letters.
- Elements of some special forms of writing: Technical Writing (e.g. Accident Report, Duty Report, Handing- over Notes, Instruction Manual, Minutes of Meetings)
- Other forms of writing such as:
  - Personal Data,
  - Autobiography,
  - Curriculum Vitae (CV),
  - Memoirs,
  - Diary keeping
- Memorandum Writing
- Complaints and Petitions
- Articles for Publication
- Speech Writing

**ENG 222: Summary Writing Skills (1 Credit) C**

### **Objectives**

*The teaching and learning of summary skills is aimed at cultivating in the learners specific techniques they need to enable them read and summarise texts, short stories, novels, etc.*

### **Course Outline**

- What is summary writing?
- Techniques for summary writing
- Identifying topic sentences or main point(s)
- Formulating topic sentence(s) or main point(s)
- Learning to provide a title to a text
- Learning paraphrasing skills.
- Summarising short texts and long texts, e.g. novels, essays etc.

**ENG 223: Critical Theory and Practical Criticism (2 Credits) C**

### **Objective**

The course is aimed at introducing students to the great critical debates so that they would see how different schools of thought perceive literary productions and their techniques of appreciation

### **Course Outline**

- Equipping students with the skills of interpreting and evaluating literary texts.

- Types of criticism: Aristotelian or Intrinsic, Platonic or Extrinsic. The major schools should include t Socialism, Formalism, Structuralism, Feminism, Marxism, etc.
- Lecturers should ensure that texts selected as basis of reference must reflect the three major genres i.e. Poetry, Prose and Drama.

**ENG 224: Young Adult Literature (1 Credit) C**

**Objectives**

This course is designed to introduce the features, themes, trends of young adult literature to trainees with the background of what their challenges are.

- The nature and features of young adult literature
- Functions of young adult literature
- Themes in young adult literature
- Comparative analysis of young adult literature and popular literature.
- Techniques of teaching young adult literature

**Note:**

This course is essentially in the form of project in the three genres of literature. The underlited authors and texts can be used as well as other appropriate ones.

- |                              |   |                   |
|------------------------------|---|-------------------|
| ➤ The Gods have Failed Again | - | Alex A. Maiyanga  |
| ➤ Too Late To Cry            | - | Babatunde Adeyemi |
| ➤ Flaming Beads              | - | Alex A. Maiyanga  |
| ➤ New Yam Holiday            | - | Chuma Okoye       |
| ➤ Rage and Tears             | - | Jerry Agada       |
| ➤ In Search of Golden Fleece | - | Toyin Makinde     |
| ➤ Adamu and the Princess     | - | S. Omore          |

**ENG 225: Stylistics 2 C**

**Objectives**

The course is aimed at exposing trainees to different styles in language use with emphasis on the relationship between form, context and content

**Course Outline**

Definition of Stylistics

Identification of Stylistic features and their effects in chosen texts

Language use according to situation

Identification different u approaches to style.

Types and Dimensions of stylistics

Practical stylistic analyses of texts from different discourse types

