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**Ahmadu Bello University
Zaria – Nigeria**

Department of English and Literary Studies

Undergraduate Students’

HandBook

2023-2027

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Preface

English is one of the most challenging courses offered in any university. The products of English are widespread with each contributing his/her quota to the economy of the nation: from the mass media to the banking sector, from oil companies to the tertiary institutions, from the civil service to the private sector; in fact, the list is endless.

Indeed, studying English at ABU is a rewarding adventure. It equips the studenta with the capacity to think creatively, imaginatively and positively. The Department offers admission to various A'level (GCE/IJMB) and SSCE holders to study English or Literature in English.

The Department of English and Literary Studies of this great institution has always been associated with producing writers of excellence. It still remains a centre of literary and academic excellence till date. Besides, it is at the centre in the development of the study of English as an academic subject, the promotion of language specialist, the elevation of traditional and cultural values of Nigeria and it continues to support some of the most eminent scholars and teachers in this country. Teaching in this Department is provided by a combination of face to face lectures, seminars, and practicals by highly committed and academically sound lecturers.

It is my believe that you will find your stay in this highly vibrant Department a rewarding and memorable experience.

I, therefore, warmly welcome you to the Department of English and Literary Studies, Ahmadu Bello University, Zaria for the 2023/2024 session.

Dr. Isyaku Saminu
Head of Department

A Brief History of the Department of English and Literary Studies

English at Ahmadu Bello University is a challenging discipline. It is made up of a number of courses in Linguistics and Literary Studies aimed specifically at enabling students, first to improve their linguistic and communicative competence: second, to learn to think critically and imaginatively through systematic exposure to the best literary materials available in fiction, poetry and drama: and third, to be creatively engaged in producing new literature and drama in English. The Department was one of the first to be established in 1962 in the University under the leadership of a renowned literary scholar, Mr. A.J. Creedy, a Reader, assisted by Miss Margery Morris (who set up the English Language Laboratory). Miss Anderson, James Simmons (a poet), and two others, all from Leeds University, United Kingdom. They worked hard to develop an integrated language programme, hoping to produce competent users and writers in English in the northern part of Nigeria.

This approach remained so until a decade or so later when new courses in African Literature and language studies were introduced to allow for specialization in either area. This development was further consolidated in 1975 when, following Faculty-wide rationalization of academic programmes and curriculum changes the name of the Department itself was changed to ENGLISH and DRAMA to provide THREE Honours degree programmes in English Language, Literature and Drama.

The period from 1962 to date has witnessed a phenomenal increase in student intake from just a handful of combined Honours (Students in 1962/63) to several hundred single Honours and Postgraduate students (M.A and Ph.D) in all the three areas of Linguistics, Literary and Cultural Studies. Also at the inception of the Department, all the lecturers were foreigners mainly of British origin. It was only in August, 1968 that the first Nigerian/African Mal. Aliyu Mohammed now a retired Professor on contract appointment was appointed Assistant Lecturer, followed in 1971 by Late Dr. Kolawole Ogungbesan as Lecturer II, who later rose to become the first Nigerian Professor and Head of Department. Now, thanks to a comprehensive Postgraduate Programme introduced in 1976, most of the existing staff in the Department were internally trained although they have considerable material and global exposure and recognition.

The department has now truly come of age and it is one of the largest in the University and widely recognized as one of the leading centres of Linguistic, Literary and Cultural scholarship among Nigerian universities.

2. The Vision of the Department

The Department of English and Literary Studies aspires to be a Centre of Excellence, providing responsive academic leadership through relevant and functional curriculum, research, effective linkages and outreach programmes in a conducive learning environment.

3. The Mission Statement of the Department

The mission of the Department is to serve humanity by helping to train the minds of the youth to enable them to understand the world around them through teaching, research and community service.

Past Heads of the Department

Mr. A.J. Creddy	1962-1967
Prof. Geoffrey Walton	1967-1972
Prof. Bruce King	1972-1976
Prof. Kolawole Ogungbesan	1976-1979
Dr. Ken Evans	1979-1983
Dr. John Haynes	1983-1985
Prof. Aliyu Muhammed	1985-1989
Prof. David Ker	1989-1990
Prof. Aderemi Bamikunle	1990-1993
Prof. Steve OgaAbah	1993-1995
Prof. Tanimu A.N. Abubakar	1995-1999
Prof. Sani Abba Aliyu	1999-2004
Prof. Adebayo A. Joshua	2004-2008
Prof. Onwudili Emmanuel Ofuokwu	2008-2011
Dr. Abubakar Aliyu Liman	2012-2016
Prof. Tajudeen Yaqub Surakat	2016-2020
Prof. Isyaku Saminu	2020-Date

ENTRY REQUIREMENTS INTO THE DEPARTMENT OF ENGLISH

COURSE ENTRY REQUIREMENTS			
Programme	Direct Entry Candidates	UME Candidates	UME Subjects
B.A. English Language	Two ‘A’ level papers including English at IJMB/NCE, or a minimum of Merit in Diploma. General English/Use of English at NCE and Diploma satisfies ‘O’ Level English Language and O’ Level Literature Requirements.	Five ‘O’ level credit passes to include Literature in English, English Language, and any other Arts or Social Science subjects	Use of English, one Arts subject and two other Arts or Social Science Subjects.
B. A. Literature in English	Two ‘A’ level papers including English at IJMB/NCE, or a minimum of Merit in Diploma. General English/Use of English at NCE and Diploma satisfies ‘O’ Level English Language and O’ Level Literature Requirements.	Five ‘O’ level credit passes to include Literature in English, English Language, and any other Arts or Social Science subjects	Use of English, one Arts subject and two other Arts or Social Science Subjects.

ACADEMIC PROGRAMMES

(a) Language Programme

Since the inception of B.A (Hons.) language in 1975, emphasis has been on language as a very complex phenomenon. In other words, the foci have been on both the functional side of language, that is the jobs language does in human society, and the formal view of language which focuses on the structure of language and its spoken realization. The first comes under the purview of sociolinguistics, multilingualism, and its associated aspects, psycholinguistics, historical linguistics, language and national development, language and politics, etc. The second area, explores in details, the components of linguistics beginning from the study of various levels of language such as phonetics, phonology, morphology, syntax, and semantics, and recently pragmatics. However, sandwiched between these two areas is a new programme aimed at improving students' writing skills, which has been a major source of concern to Nigerian institution as a whole. In this regard, the department has been operating as a servicing unit to other Departments and is involved in the teaching of English and Communication Skills course (ECS, now called GENS 103 and 104) for the whole University. The language course contents take cognizance of the diversified nature of job opportunities available to language graduate in the various sectors of the economy and administrative services.

(b) Literature Programme

When the English Department started, it was primarily concerned with English whose teaching incorporates instruction in literature. But this changed dramatically from 1975 when the literature programme was expanded to incorporate an African literature course which was initially introduced as one of the six compulsory final year courses in the 1970/71 session. Subsequently, the African literature component of the B.A. English (literature) programme was split into courses in African Prose-fiction and Poetry. Following the academic re-organization and the decision to re-focus academic programmes in 1976, the focus of the literature programme shifted from English to African literature, Orature and the literature of Blacks in the Diaspora. Courses in African-American and Caribbean literature were thus introduced. The original "English" programme was also expanded to include, in addition to the above, broad stream American and other literatures in translation from Europe and Latin America. Added to these are courses in Literary Theory and Criticism and several areas of cultural studies.

Consequently, the philosophy of the literature programme was enlarged to focus on the essence of literature, its intrinsic laws, its literariness and what makes it distinct as a field of knowledge that reflects the varying realities of life everywhere around the world, shaping and reshaping this life in literatures' image.

List of Academic Staff with their specializations in the Department of English and Literary Studies
Language Section

S/No	Name	P. No	Designation	Area of Specialization
1.	Prof. T.Y. Surakat	P.11,002	Professor	Developmental Psycholinguistics and Applied Linguistics
2.	Prof. (Mrs) T.O. Gani-Ikilama	P.11 ,453	Professor (Contract)	English Language & Linguistics, Pidgins and Creoles
4.	Prof. F. Frank -Akale	P.12,315	Professor	Discourse Analysis, Text Analysis
5.	Prof. G.Y. Sadiq	P.13,188	Professor	Syntax, Phonology
6.	Prof. S.A. Abaya	P.18,773	Reader	Pragmatics, Semantics, Stylistics.
7.	Prof. J.E. Amodu	P.12,405	Reader	Discourse Analysis & Pragmatics
8.	Prof. A. Ahmad	P.17,465	Professor	Sociolinguistics
9.	Prof. Saminu Isyaku	P.19.529	Reader	Syntax, Morphology, Phonology and Linguistics
10.	Mr. Ode J. Ekpeme	P.14.838	Lecturer I	Communications, Phonology and Semantics.
11.	Mal. Aliyu Abdullah	P.16.161	Lecturer I	Syntax, Morphology, Linguistics
12.	Dr. H.M. Sani	P. 20,438	Senior Lecturer	Sociolinguistics
13.	Dr. Auwal Mohammed	P. 20,708	Senior Lecturer	Psycholinguistics
14.	Dr. H. Mohammed	P. 22,088	Lecturer I	Phonetics, Phonology and Stylistics
15.	Mrs. Z. Yusha'u	P. 20.499	Lecturer I	Dialectology
16.	Mal. H.A. Iliyasu	P. 22,087	Lecturer II	Systemic Functional Linguistics and Translation
17.	Mrs. Suleiman-Shika, Murjanatu	P.24,195	Lecturer II	Phonetics & Phonology, Stylistics
18.	Mrs. Sani, Salamatu	P.24,197	Lecturer II	Linguistics, Grammar
19.	Dr. Muhammed, Samaila Halima	P.24,196	Lecturer II	Morphology, Syntax and Phonetics & Phonology
20.	Mrs. Hauwa Mohammed Zubairu	P.24,969	Lecturer II	Semantics and General Linguistics

Literature Section

s/no	Name	P.No	Designation	Area of Specialization
1.	Professor Tanimu A.N. Abubakar	P.10,954	Professor	Literary Theory and Comparative Literature
2.	Professor A.A. Sani	P.10,955	Professor	Orature and Literary History
3.	Prof. A.A. Liman	P.15,083	Professor	Popular Culture, Literary Theory
4.	Prof. E.S. Akuso	P.15,222	Professor	Caribbean Literature
5.	Prof. E.O. Abah	P.14,288	Professor	African American Literature
6.	Prof. K. A. Odiwo	P.15,331	Professor	Poetry, Prose and Drama
7.	Mal. Mu'azu Maiwada	P.12,518	Lecturer I	Poetry and Literary Theory
8.	Mr. Joseph Stephen	P.14,230	Lecturer I	Comparative Literature and Literary Theory
9.	Dr. Ibrahim. Isah	P.20,500	Reader	Nigerian Poetry & Literary Theory
10.	Dr. Abdullahi, Ismaila Ahmad	P.24,179	Lecturer I	Nigerian Literature
11.	Dr. Joyce O. Agofure	P.22,205	Senior Lecturer	Nigeria Literature
12.	Mrs. Samaila, Rebecca Shanum	P.24,194	Lecturer II	Orature and The Novel
13.	Mrs. Hassan, Onyinayi Bashirat	P.24,193	Lecturer II	Orature and The Novel
14.	Mr. Aboi, Dominic James	P.24,192	Lecturer II	Creative Writing, African-American Literature

COURSE CODE AND DESCRIPTION

LANGUAGE COURSES

FIRST SEMESTER

100 LEVEL

C.U.STATUS

LANG 101	-	INTRODUCTION TO GRAMMAR I	3	CORE
LANG 109	-	INTRODUCTION TO PHONOLOGY I	3	CORE
LITT 101	-	INTRODUCTION TO LITERATURE I	3	CORE
LITT 103	-	ORATURE I	3	ELECTIVE
THAP 101	-	INTRODUCTION TO THEATRE I	2	CORE
GENS 101	-	NATIONALISM	1	CORE
GENS 103	-	ENGLISH & COMMUNICATION SKILLS	2	CORE
GENS 107	-	HISTORY & PHILOSOPHY OF SCIENCE	1	ELECTIVE

200 LEVEL

LANG 201	-	CONTEMPORARY ENGLISH USAGE I	3	CORE
LANG 203	-	PHONETICS AND PHONOLOGY I	3	CORE
LANG 205	-	LANGUAGE AND COMMUNICATION	3	CORE
LITT 201	-	AFRICAN PROSE FICTION I	3	CORE
THAP 201	-	INTRODUCTION TO THEATRE II	2	CORE
GENS 201	-	MORAL PHILOSOPHY	1	CORE

200 LEVEL DIRECT ENTRY

LANG 201	-	CONTEMPORARY ENGLISH USAGE I	3	CORE
LANG 203	-	PHONETICS AND PHONOLOGY I	3	CORE
LANG 205	-	LANGUAGE AND COMMUNICATION	3	CORE
LITT 201	-	AFRICAN PROSE FICTION I	3	CORE
THAP 201	-	INTRODUCTION TO THEATRE II	2	CORE
GENS 201	-	MORAL PHILOSOPHY	1	CORE
GENS 101	-	NATIONALISM	1	CORE
GENS 103	-	ENGLISH & COMMUNICATION SKILLS	2	CORE
GENS 107	-	HISTORY & PHILOSOPHY OF SCIENCE	1	ELECTIVE

300 LEVEL

LANG 301	-	INTRODUCTION TO LINGUISTICS I	3	CORE
LANG 303	-	PHONETICS & PHONOLOGY II	3	CORE
LANG 305	-	HISTORICAL LINGUISTICS I	3	CORE
LANG 307	-	ENGLISH FOR SPECIFIC PURPOSES	3	CORE
LANG 309	-	ADVANCED COMPOSITION	3	CORE

400 LEVEL

LANG 401	-	SOCIOLINGUISTICS	3	CORE
LANG 403	-	PSYCHOLINGUISTICS	3	CORE
LANG 405	-	DISCOURSE ANALYSIS	3	CORE

LANG 407	-	ADVANCED ENGLISH SYNTAX	3	CORE
LANG 409	-	LANGUAGE AND POLITICS	3	CORE
LANG 411	-	LINGUISTIC STYLISTICS	3	CORE
LANG 413	-	PROJECT	6	CORE

SECOND SEMESTER LANGUAGE

100 LEVEL

LANG 102	-	INTRODUCTION TO GRAMMAR II	3	CORE
LANG 110	-	INTRODUCTION TO PHONOLOGY II	3	CORE
LITT 102	-	INTRODUCTION TO LITERATURE II	3	CORE
THAP 104	-	INTRODUCTION TO DRAMATIC TEXT	2	CORE
GENS 102	-	ENVIRONMENTAL HEALTH	1	ELECTIVE

200 LEVEL

LANG 202	-	CONTEMPORARY ENGLISH USAGE II	3	CORE
LANG 204	-	LANGUAGE AND SOCIETY	3	CORE
LANG 206	-	MORPHOLOGY I	3	CORE
THAP 202	-	THEORY OF AFRICAN PERFORMANCE	2	CORE
LITT 202	-	AFRICAN PROSE FICTION II	3	CORE
GENS 202	-	ENTERPRENEUSHIP	2	CORE

200 LEVEL DIRECT ENTRY

LANG 202	-	CONTEMPORARY ENGLISH USAGE II	3	CORE
LANG 204	-	LANGUAGE AND SOCIETY	3	CORE
LANG 206	-	MORPHOLOGY I	3	CORE
THAP 202	-	THEORY OF AFRICAN PERFORMANCE	2	CORE
LITT 202	-	AFRICAN PROSE FICTION II	3	CORE
GENS 202	-	ENTERPRENEUSHIP	2	CORE
GENS 102	-	ENVIRONMENTAL HEALTH	1	ELECTIVE

300 LEVEL

LANG 302	-	INTRODUCTION TO LINGUISTICS II	3	CORE
LANG 304	-	SEMANTICS I	3	CORE
LANG 306	-	LANGUAGE AND CONTEXT	3	CORE
LANG 308	-	MORPHOLOGY II	3	CORE
LANG 310	-	PHONETICS & PHONOLOGY III	3	CORE

400 LEVEL

LANG 402	-	SEMANTICS II	3	CORE
LANG 404	-	LANGUAGE AND NATIONAL DEVELOPMENT	3	CORE
LANG 406	-	PRAGMATICS	3	CORE

LANG 408	-	ENGLISH LANGUAGE IN NIGERIA	3	CORE
LANG 410	-	HISTORICAL LINGUISTICS II	3	CORE
LANG 412	-	DIALECTOLOGY	3	ELECTIVE
LANG 413	-	PROJECT	6	CORE
LANG 414	-	APPLIED LINGUISTICS	3	ELECTIVE

LITERATURE COURSES

FIRST SEMESTER LITERATURE

C.U. STATUS

100 Level

LITT 101	-	INTRODUCTION TO LITERATURE 1	3	CORE
LITT 103	-	ORATURE 1: THEORY	3	CORE
LANG 101	-	GRAMMAR 1	3	CORE
LANG 109	-	INTRODUCTION TO PHONOLOGY I	3	ELECTIVE
THAP 101	-	INTRODUCTION TO THEATRE I	2	CORE
GENS 101	-	NATIONALISM	1	CORE
GENS 103	-	ENGLISH & COMMUNICATION SKILLS	2	CORE
GENS 107	-	HISTORY & PHILOSOPHY OF SCIENCE	1	ELECTIVE

200 Level

LITT 201	-	AFRICAN PROSE FICTION WEST AFRICA	3	CORE
LITT 203	-	CRITICAL THEORY 1: FROM CLASSICISM TO ALLEGORICAL CRITICISM	3	CORE
LITT 205	-	INTRODUCTION TO POETRY ANALYSIS	3	CORE
LANG 201	-	CONTEMPORARY ENGLISH USAGE I	3	CORE
THAP 201	-	INTRODUCTION TO THEATRE II	2	CORE
GENS 201	-	MORAL PHILOSOPHY	1	CORE

200 LEVEL DIRECT ENTRY

LANG 201	-	CONTEMPORARY ENGLISH USAGE I	3	CORE
LITT 201	-	AFRICAN PROSE FICTION I	3	CORE
LITT 203	-	CRITICAL THEORY 1: FROM CLASSICISM TO ALLEGORICAL CRITICISM	3	CORE
LITT 205	-	INTRODUCTION TO POETRY ANALYSIS	3	CORE
THAP 201	-	INTRODUCTION TO THEATRE II	2	CORE
GENS 201	-	MORAL PHILOSOPHY	1	CORE
GENS 101	-	NATIONALISM	1	CORE
GENS 103	-	ENGLISH & COMMUNICATION SKILLS	2	CORE
GENS 107	-	HISTORY & PHILOSOPHY OF SCIENCE	1	ELECTIVE

300 Level

LITT 301	-	THE NIGERIAN NOVEL	3	CORE
LITT 303	-	INTRODUCTION TO MODERN LITERARY THEORY 1: FROM PRACTICAL CRITICISM TO FORMALISM	3	CORE
LITT 305	-	CARIBBEAN LITERATURE	3	CORE
LITT 307	-	SPECIAL AUTHOR	3	CORE
LITT 319	-	AFRICAN-AMERICAN LITERATURE	3	CORE
LITT 311	-	LITERARY RESEARCH METHODOLOGY	3	CORE
LITT 313	-	ORATURE AND MULTI-MEDIA (EL)	3	CORE

400 Level

LITT 401	-	NIGERIAN POETRY	3	CORE
LITT 403	-	ADVANCED LITERARY THEORY 1	3	CORE
LITT 405	-	MODERN FICTION	3	CORE
LITT 407	-	EAST, CENTRAL AND SOUTHERN AFRICAN POETRY3	3	CORE
LITT 408	-	PROJECT	6	CORE
LITT 411	-	SHAKESPEARE AND HIS CONTEMPORARIES	3	CORE
LITT 413	-	MODERN DRAMA (EL)	3	ELECTIVE

SECOND SEMESTER LITERATURE**100 Level****C.U. STATUS**

LITT 102	-	INTRODUCTION TO LITERATURE I	3	CORE
LITT 104	-	ORATURE II: FIELD WORK	3	CORE
LANG 102	-	INTRODUCTION TO GRAMMAR II	3	CORE
LANG 110	-	INTRODUCTION TO PHONOLOGY II	3	ELECTIVE
THAP 104	-	INTRODUCTION TO DRAMATIC TEXT	2	CORE
GENS 102	-	ENVIRONMENTAL HEALTH	1	ELECTIVE

200 Level

LITT 202	-	AFRICAN PROSE FICTION II: (EAST, CENTRAL & SOUTHERN AFRICA)	3	CORE
LITT 204	-	CRITICAL THEORY II: NEO-CLASSISM TO REALISM	3	CORE
LITT 206	-	THE ENGLISH NOVEL TO 1900	3	CORE
LANG 202	-	CONTEMPORARY ENGLISH USAGE II	3	CORE
GENS 202	-	ENTERPRENEUSHIP	2	CORE
THAP 202	-	THEORY OF AFRICAN PERFORMANCE	2	CORE

200 Level DIRECT ENTRY

LITT 202	-	AFRICAN PROSE FICTION II: (EAST, CENTRAL & SOUTHERN AFRICA)	3	CORE
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LITT 204	-	CRITICAL THEORY II: NEO-CLASSISM TO REALISM	3	CORE
LITT 206	-	THE ENGLISH NOVEL TO 1900	3	CORE
LANG 202	-	CONTEMPORARY ENGLISH USAGE II	3	CORE
GENS 202	-	ENTERPRENEUSHIP	2	CORE
GENS 102	-	ENVIRONMENTAL HEALTH	1	ELECTIVE
THAP 202	-	THEORY OF AFRICAN PERFORMANCE	2	CORE

300 Level

LITT 302	-	WEST AFRICAN POETRY	3	CORE
LITT 304	-	INTRODUCTION TO MODERN LITERARY THEORY II	3	CORE
LITT 306	-	INTRODUCTION TO CREATIVE WRITING	3	CORE
LITT 308	-	ENGLISH PEOTRY TO 1900	3	CORE
LITT 310	-	AFRICAN DRAMA	3	CORE
LITT 312	-	GENDER STUDIES	3	CORE

400 Level

LITT 402	-	MODERN POETRY	3	CORE
LITT 404	-	ADVANCED LITERARY THEORY II	3	CORE
LITT 406	-	AMERICAN LITERATURE	3	CORE
LITT 408	-	PROJECT	6	CORE
LITT 410	-	THE SHORT STORY	3	CORE
LITT 412	-	POPULAR CULTURE AND LITERATURE	3	CORE
LITT 414	-	ISSUES IN CULTURAL STUDIES	3	ELECTIVE

LANGUAGE COURSE CONTENTS

LANG 101: Introduction to Grammar I (Basic Sentence Elements')

This course explores, in fairly practical contexts, the most basic elements of English sentence structure. This focus is meant to help students gain successful insights into the main structural dimensions of the English language today. (Most of the points of grammar raised in this course will be further developed in other grammar-related courses at the 200 and 300 levels).

LANG 102: Introduction to Grammar II (Contemporary English Usage)

Focuses, through illustrative examples from everyday usage, on the most basic problems/errors of /by L2 learners in contemporary English usage. Attention will be devoted to such common problems as those relating to common sentence errors, subject - verb concord, Time and Tense References in Verbs, etc. (Points highlighted here will be further developed in LANG 201).

LANG 109: Introduction to Phonology I (Segmentals)

This course focuses on the basics of Segmental Phonology, with elementary language laboratory work and phonemic transcription practice.

LANG 110: Introduction to Phonology II (Supra Segmentals)

This course focuses on the non-segmental study of intonation, pitch, stress and tone and their meaning and interactional functions in English (and other Nigerian languages).

LANG 201: Contemporary English Usage I (Basic Compositional Skills)

Designed to improve students' practical command of written (standard) English, in order to satisfy the basic requirements of writing at the University level. (Emphasis will be placed on the training of students to produce different types of writing to suit different types of audience and purpose) specific areas of focus will include sentence development, sentence economy and variety and paragraph development.

LANG 202: Contemporary English Usage II (Academic Compositional Skills)

Essentially builds up on the main points of LANG 201, but with specific focus on composition process in academic context. Student will be encouraged to further explore and become more familiar with the different types of English usage found in different academic disciplines.

LANG 203: Phonetics and Phonology I (Basic Theory)

Deals with general phonetics/and phonology of familiar languages of Africa and the world, in such a way as to expose students technical intricacies involved in the perception and production of human language of different types.

LANG 204: Language and Society

Deals with such general issues as the use of language for class and racial domination; questions of racial, class and ethnic access to education; institutionalized expressions of ideological hegemony, etc. Within the framework of the course, students will be encouraged to embark upon a short

project on any one of the topics covered in class. In this way, the "social" purposes of language can be set against particular language "structure".

LANG 205: Language and Communication

Mainly a non-specialist course on language in relation to other sign (Semiotic) systems. Will include such basic points as the nature and function of (human) language as a system of communication (which is specie-specific to humans); the nature and function of the four basic language skills-speaking, listening, writing and reading; etc.

LANG 206: Morphology I (Inflectional Morphology)

Focuses on modern approaches to the study of morphology, with emphasis on inflectional morphology. Main topics will include 'plurality', 'Tense/Aspect', 'Gender', 'Genitive', etc. Attention will also be paid to the morphological representations of 'adjectives' 'adverbs' and their comparative forms.

LANG 301: Introduction to Linguistics I

This course deals with definitions levels, scope and branches of linguistics. It also examines the scientific features of the discipline and its relevance

LANG 302: Introduction to Linguistics, II (Structuralist Approaches)

Will deal with structuralist approaches to language study, starting from the early 1990's. Attention will be paid to the parallel development of 'linguistic studies in Europe and the Americas, from 1900 to date and the implication of this for both the theory and practice of linguistics in Africa and the rest of the world.

LANG 303: Phonetics and Phonology II (Advanced Theory)

This course deals with the precursors to and the emergence of modern, structuralist linguistics. Attention will be paid to the various schools of linguistics in Europe, America as well as their implications for both the theory and practice of linguistics in Africa and the rest of the world.

LANG 304: Semantics I (Basic Semantic)

Will be devoted to the study of two basic types of meaning - (1) LEXICAL and (2) GRAMMATICAL meanings, with extensive illustrations from known African and World languages

LANG 305: Historical Linguistics I (Elementary Comparative Method)

Designed as an introductory study of how and why languages change over time. It also examines how languages are related to one another in different degrees. Students will be exposed to some of the basic principles behind the 'comparative' method in the historical study of languages.

LANG 306: Language and Context

Basically aimed at sensitizing students to the 'variable' quality involved in language use in society. It will begin by exposing students to such key theoretical concepts as 'text', 'context of situation',

'context of culture' and 'register'. Later, students will be required to apply these concepts in practical classroom (and out-of-class) exercises and assignments.

LANG 307: English for Specific Purposes

Designed to study (in concrete terms) the ways in which the English language is adapted to particular circumstances (or contexts). It highlights the importance of research into and analytical description of 'specialized' varieties of English. Each major unit of the course will focus on a particular type of discourse, and at the end, students will be required to produce a mini-project (or short essay) on one chosen area of research.

LANG 308: Morphology II (Derivational Morphology)

Develops further the main points of LANG 206 (Morphology 1), but with focus now on Derivational Morphology. It will draw examples from English and Nigerian Languages in relation to the discussion of such, points as prefixes', 'suffices', 'replacives', 'compounding', etc.

LANG 309: Advanced Composition

Reinforces the work done in grammar-oriented courses. However, more specifically, it emphasizes the relation between language and experience. It is basically aimed at highlighting the ways in which writing develop observation. Students will be encouraged to develop and sharpen their sense of observation of daily events, their capacity to see the individual case as symptomatic and their awareness of the philosophical and ideological implications of events and behavior patterns.

LANG 310; Practical Phonetics and Phonology

This course focuses on prosodic features of speech as well as the distinctive characteristics of various accents of Nigeria English with a view to solving pronunciation problems.

LANG401 Sociolinguistics

Broadly looks at the various ways on which language is used in society as well as its relationship to various social structures and institution.

LANG 403: Psycholinguistics

This course is especially concerned with the branch of Psycholinguistics known as "Developmental" Psycholinguistics. Key areas covered include First Language Acquisition, Second Language Learning, problems of bilingualism, Neurolinguistics and Language Disorders

LANG 405: Discourse Analysis

Focuses on both the structural analysis and pragmatic analysis of human discourse. Particular attention is paid to the differentiation and description of different types of situational and occupational discourse.

LANG 407: Advanced Syntax

Focuses on the three principal grammatical methodologies of the 21st Century - the 'Structural' 'Transformational' and Functional. Students are encouraged, through practical classroom exercises, to become familiar with the similarities and differences between these three methodologies.

LANG 409: Language and Politics

Aimed at increasing students' critical awareness about the way in which language is used in 'political practice' - political speeches, slogans, charters, treaties, etc. Particular attention is drawn to the way in which innocent-looking usages bear hidden political undertones.

LANG 411: Literary Stylistics

Students are introduced to contemporary ideas about the literary text, linguistic and semiotic analyses, literary theory and literary competence. Particular attention is to be paid to the basics of the poetics of literary narrative and verse. Practical application of these ideas to specific texts will be emphasized.

LANG 402: Semantics II (Structural Semantics)

Focuses (in depth) on the relationship between linguistic and social meanings, especially at the 'Sentence' level. At the end, students will be required to prepare term papers on some aspect of the work covered in class, individual study and tutorial discussions.

LANG 404: Language and National Development

The course aims at putting the question of 'National Development' in Nigeria and Africa into historical, social and political perspectives, and proper account of how this is related to the prevalent linguistic situation in Nigeria. The course basically deals with the idea of the modern 'nation-state' and its association with language. Attention is to be paid to the complex, multifaceted nature of national development and the role of language (both indigenous and non-indigenous) in this development process.

LANG 406: Pragmatics

Represents a more detailed study of the "Social" uses to which language is put in society, with emphasis on the norms associated with each usage. Particular attention will be paid to the broad areas of paralinguistics, semiotics, kinesthetics in relation to language use.

LANG 408: The English Language in Nigeria

Emphasizes the study of such areas as the history of English in Nigeria, analysis of differences in Nigerian English (NE) of different kinds, as well as a broad contrast between such usages and British (standard) English. Some attention is also to be paid to the features of Nigerian Pidgin, as well as a discussion of the National Language Question in the context of Nigeria.

LANG 410: Historical Linguistics II (Advanced Comparative Method)

Aimed at further developing the major theoretical points previously introduced in LANG 304. Attention will be drawn to the shifts in theory and methods that have taken place in the historical

study of languages, especially with regards to the inter-relationship between spoken and written forms of language.

LANG 412: Dialectology

Involves a description of selected dialects of English (on a comparative basis), from the point of view of phonology, syntax and lexis. Attention will also be paid to a consideration of the notion of 'dialect' in relation to contact-languages and second-languages.

LANG414: Applied Linguistic

Aimed at exploring the various ways/directions in which linguistic science is related to and/or applied to disciplines such as literature, language teaching, translation studies, philosophy etc.

LANG 413: Project Work

The students offering this course may select any research topic/area (which is related to any of the courses they have offered up-to-date) and write an original presentation (project) for about 15,000 words.

LITERATURE COURSE CONTENTS

LITT 101: Introduction to Literature

The course introduces students to the basic features of Literature without losing sight of its oral antecedents. It attempts a definition of Literature, drawing attention to the various associations and that the term, Literature, generates. Students are made aware of the development of literature as a discipline in the early 20th century Britain/Europe even though the activity of writing has existed for a long time before then. The course focuses closely on the rudiments of one of the three genres of literature being prose Narrative fiction. In this respect such terms as prose, narrative and fiction are correspondingly explored. Students are subsequently introduced to the three major genres of prose being the novel, novella and short story. In addition, the course pays attention to the various features of writing that cuts across the sub-genres such as theme and the general features of technique. Overall the course establishes the various types of the novel form.

LITT 102: Introduction to Literature II (Drama and Poetry)

While LITT101 focuses on the nature of prose and its elements LITT102 focuses on Drama and Poetry, and as well, focus on the features that distinguish drama and poetry from prose fiction. The course will examine the various elements that define the genres of Drama and Poetry.

LITT 103: Orature I (Theory)

This course will focus on verbal artistic production, poetry prose and drama, as opposed to notions of written literature. It will start by examining the nature of orature, its contexts, its variety and its social functions. After this, the course will examine various theories of oral literature, their origin, nature and analysis.

LITT 104: Orature II (Field work)

This course will follow up on Orature I. The emphasis here will be on field work. Students will be expected to collect their own materials, transcribe them and finally analyse them in order to present a final research report.

LITT 201: African Prose Fiction I (West Africa)

This course will focus, through a selection of novels from various countries, Anglophone and Francophone, on an understanding of the processes or forces of history that have shaped life in this region and how artists, through the novel form have responded to these forces. The selection will try to reflect the variety of practices, the various types of novels; the various stages of history they deal with and the various views on the solutions to the problems of society.

LITT 202: African Prose Fiction II (East, Central and Southern Africa)

The aim of this course is to attempt, through a survey of the practices in East, Central and Southern Africa; to relate the novel form to the social processes in the societies they are produced. This involves a form that the social processes assume in various parts of that society in various stages of -history. Because of the scope of its aim, the course can only be based on representative books from different countries in that part of the world.

LITT 203: Critical Theory I (From Classical to Allegorical Criticism)

This course is designed to introduce students to conceptual discourse about the nature, function and evaluation of literature and arts from the Classical period to Allegorical criticism in the Middle Ages. The course will explore the general conception of the scope, form, character, and raise hermeneutical issues in the works of Plato, Aristotle, Horace, Longinus, Plotinus, St. Augustine, St Thomas Aquinas, Thomas Donalus, John of Sabolimy, Dante and Boccaccio,

LITT 204: Critical Theory II (From Neo- Classical to Realism)

This course is intended to further explore discourse over the nature, scope and evaluation of literature from the Neoclassical to the Enlightenment. The course will explore the works of Neo-classical and Renaissance thinkers, Metaphysicals, Romantics, the Naturalists and Realist schools of literary discourse.

LITT 205: Introduction to Poetry Analysis

This Course is concerned with acquainting the students with the rudiments of Poetry; it is designed to enable the students grasp in practical terms the various elements of poetry. To this end, students are exposed to poems randomly selected from various regions of Africa and beyond for analysis. Seminar presentations are also organized for students and criticisms are welcomed from other students after each presentation.

LITT 206: The English Novel to 1900

This course examines the development of the English Novel from its origins to 1900 using a variety of texts from Daniel Defoe to Jane Austen including such other eighteenth century novelist as Fielding, Richardson and Sterne to explore and illustrate the range of this genre. The course will

also consider how these novels responded to the social contexts in which they were produced. This exploration will be done within the context of the early novels as representations of the transformation of the eighteenth and early nineteenth century English society.

The course examines the novelists' development of new techniques of literary realism and their adaptation of older narrative forms such as romance and epic. The course will include consideration of various formal features of the genre, and their use in creating narratives of self and society. Students will be encouraged to engage critically with arguments by historians and literary critics that the novel functioned as a vehicle for social, economic and national ideologies.

The course assumes that candidates are familiar with the elements of prose fiction: style, theme, characterization, plot and point of view.

This course aims to enrich students' understanding of a major genre of English literature. It will offer historical perspectives on the emergence of the novel as a new literary form in the eighteenth century. It will enable students, through close readings of selected texts, to identify and critically discuss the major formal and thematic features of the genre in the eighteenth and nineteenth centuries. It will also introduce students to key texts on the theory of the novel.

LITT 301: The Nigerian Novel

This course focuses on the emergence and development of the

Nigerian Novel from its early pioneers as Amos Tutuola, Chinua Achebe, Flora Nwapa and Cyprian Ekwensi to the modern and contemporary novelists as Ibrahim Tahir, Festus Iyayi, Ben Okri, Zaynab Alkali, Sefi Atta, A.K. Usman, Chimamanda Ngozi Adichie, Helon Habila, etc., emphasizing as it were, the conception of the novel as a statement about the Nigerian society and nationhood.

Throughout the course, considerable emphasis is placed on the close textual study of the selected novels in relation to the social, cultural and philosophical issues shaping the trajectory of modern Nigeria. Students will be encouraged to deploy various critical perspectives (historicist, feminist, psychoanalytical, Marxist, etc) where appropriate in the study of each novel.

At the end of the course, it is expected that the students would have understood the basic and ontological essence of the Nigerian experience as expressed through the novel genre.

LITT 302: West African Poetry

The course will acquaint students with the written poetry by West Africans which relates to the African experience, to encourage them to think more critically about the various views held by Africans on issues that are crucial to the development and liberation of African nations.

LITT 303: Modern Literary Theory I (From Formalism to Practical Criticism)

This course is designed to expose students to the rigorous discourse about literature in the modern industrial era, starting with Reformation. The course revolves around the impact of positivism and the scientific method on literary issues and how this would lay the basis for such theories as linguistics, and structuralism, semantics, and the advent of practical and stylistics criticisms.

LITT 304: Critical Theory-Modern

This should be seen as a continuation of LITT 303 where we traced the development of a classical tradition of literary criticism from its gestation in the womb of Greek philosophy. This Course provides instruction on the impact of philosophy, pedagogical and socio-political discourses on literary criticism, from Marxism, Feminism, Structuralist, Post-structural to Post-colonial discourses. Essentially, the course examines the influence of sociological, "historical and political matters on literary composition and how these affect the hermeneutic/ apprehension of literary texts.

LITT: 305: Caribbean Literature

This course introduces students to the Literature of the Caribbean. It aims at broadening their horizon of world Literature especially works of black writers in the Diaspora. It traces the historical and social forces that have shaped and are still shaping Caribbean Literature.

LITT 306: Introduction to Creative Writing

This course offers both practical and theoretical instructions on imaginative writing with specific references to poetry, drama and prose. It will be run on seminar basis.

LITT 307: Special Author

This course provides detailed study of a selected author whose works cut across the major genres of literature; and is considered crucial to the growth of African and world literature.

LITT 308: English Poetry to 1900

Introduction

This course attempts to expose our students to English Poetry 1900. It examines the Historical and Literary development of English Poetry to 1900

General Introduction

Traces the history of England, its various Colonial onslaughts and invasions and how these have influenced the material culture or English literature generally.

1. Metaphysical Poetry
2. The Elizabethan Age
3. The Restoration Age
4. The Romantic Age
5. The Victorian Age

LITT 309: African American Literature

The course is concerned with the literature of the African Diaspora with its locale being the United States of America. The course is consequently designed to abreast students of the boundaries and dimensions of black writing in the United States. To this extent, the scope of the course spans the historical antecedents as well as the contemporary situation of relative freedom, integration and even prosperity for African American people.

From its early teething and difficult beginnings black American writing has gloriously climaxed in an enduring literary tradition, with Toni Morrison's award of the Nobel Prize for literature, at the close of the 20th century being its highest point.

Landmarks such as slavery, the Middle Passage, the Civil War, emancipation, and Post-emancipation, black cultural movements and the Renaissance as well as the Civil Rights and women related ferment are expectedly basic features of this dynamic literature.

LITT310: African Drama

The course intends to introduce the students to issues in the terrain of discourse on dramatic performances in contemporary Africa. The first problematic, most probably, to be encountered is in the area of the concept itself - AFRICAN DRAMA. That is, the various or multifarious arguments/postulations concerning the term 'African Drama'. What is meant by the term African Drama? Does it exist? Moving from the problematic a panoramic kaleidoscope of the literary traditions of the various regions of the African continent, namely; the North African (Arabic), West African (Anglo and Francophone), East and Central African and the Southern African experiences, will be undertaken with teachers drawn from across the Faculty. Another area of importance is the relationship between arts and the African societies (- myths, legends, beliefs, history). Arts in whatever society hardly exist devoid of or free from ideological imbue ment thus, a proper grasp of the dialectical role of the arts in our societies is important. Along-side this, is the reflection of history of African societies and attempts by writers to (re)interpret the colonial and dominant Western notions of African History and societies. An interesting development in contemporary Africa is the emergence of a strong tradition of protest drama both in terms of content and form. The emergent radical tradition even challenges the traditional orthodox Western theatre with an alternative theatre practice that is thriving. This tradition is equally manifested in the literary and performing genres. At the end of course it is hoped that the students will come out better informed and equipped to partake in the on-going discourse on the relevance or otherwise of the course in an ever changing world.

LITT 313: Orature and Multimedia (Elective) 3 Credits

The course highlights the impact of media technology on Orature. Orature is studied at 100 level as exclusively a traditional oral culture. Currently however, the interface of electronic media devices with virtually all genres and forms of Orature is creating a hybrid culture that is neither traditional nor modern but a synthesis of the two. The process of this form of polyvalence is the focus of Orature and Multimedia.

LITT 401: Nigerian Poetry

The course examines Nigerian Poetry in English Expression as a distinct sub-genre. It does so by conceptualizing the epistemic nature of poetry in Africa as a cultural construct whose sensibilities is ultimately tied to nation, nationhood and identity in terms of theme, style and vision. Subsequently therefore, the course examines the historical development of poetry in Nigeria vis a vis the iconic poets (specifically their poetry collections) across the three convenient generations namely first, second and third generations.

LITT 402: Modern Poetry

This course traces the development in poetry in the 20th century and focuses on what characterize the poems of such writers as Arthur Rimbaud, Yeats, Eliot and Pound who wrote between the late 1900 and 1940.

LITT 403: Literary Stylistics

The principal aim of this course is to engage students in the conceptuality of literary analysis and its expression in some of the most integral literary critical methodologies available. The course unit will examine both the specific theoretical problematics of specific methods and the contested nature of literary-critical methodology itself, through a critical discussion of the epistemological and practical assumptions which have historically defined cultural methodology as an academic discipline.

LITT 404: Advanced Literary Theory

This course is about the theory of the speculative modelling (meta-theory) that produces the varieties of analytical reflections on 'literature' or texts in general or even on what is called literary or textual analysis. It also deals with the philosophical, linguistic and semiotic premises of that has come to be known as literary theory. The course will seek to highlight the premise that literary theory is analytical, conceptual and methodological consciousness of textual criticism and the interpretation of textual, cultural, literary, and linguistic phenomena.

LITT 405: Modern Fiction

This course attempts to explain and illustrate the great changes that have taken place in the European novel during the 20th century. The course opens with a brief account of modernism—the effect of new psychological, sociological and scientific ideas and also of large-scale industrialisation and the consequent formation of the mass society on man's conception of his place in the world and of the nature of human society.

The central emphasis of the course is upon the influence of these ideological and practical developments upon the novelist's attitude towards the role of the novel. In particular, attention is drawn to experiments with structural techniques and methods of characterisation emanating from the efforts of novelist to create forms more relevant than traditional forms to the new realities of human life.

All these philosophical and literary factors are given concrete relevance by means of a detailed study of a selection of prominent novelists from the 20th century to the present from several countries, which include France, Germany, the UK and Russia.

LITT 406: American Literature

This course is designed to equip students with the foundational philosophy that underline American writing and its emergence. It draws considerably from America's colonial and political history as well as the socio-cultural ferments which find correlation in the literature that has sprouted in the United States.

Students, in this course, are made aware of the dynamics, the overriding complexities and glaring contradictions that characterize American society and consequently its writing. American

diversity, its multicultural nature and plurality are all reflected in the literature that is now referred to as American.

LITT 407: East, Central and Southern African Poetry

In This course, the written poetry of these regions is examined in relation to the response of Black writers to African politics, neo-colonialism, race relations, African culture and the place of the writer in modern Africa.

LITT 408: Research Project

The project may be in the field of criticism, translation into or any other approved area.

LITT 409: Advance Creative Writing

This course will be based on writing in prose, poetry or drama. Admission into the course will be based on the samples of students' creative work submitted to the Course Coordinator by a specific date.

LITT 410: The Short Story

Prose fiction is generally divided into novel, novella and the short story. The focus of this course is the deepening of the appreciation of the Short Story form as a distinct fictional category. It is therefore, designed to introduce the students to the works of established Short Story writers across the globe, so as to appreciate the rudimentary aesthetic nuances of the Short Story as a fictional and figural category.

LITT 415: Issues in Cultural Studies (Elective) 3 Credits

The intrusion of multiculturalism into academic institutions in the post-modern period has opened up the space that is until now occupied by literature. The concern of the course is to broach the politics and ideology of culture, including literature and how it is privileged over and above other modes of cultural expression.

LITT 412: Popular Culture and Literature (Core) 3 Credits

Popular culture introduces the students of literature to the diverse nature of popular forms and texts, both literary and non-literary. The preponderance of cultural texts rather than literary texts in popular culture exposes students to the way in which the literary space is opening up in the contemporary period.

FACILITIES

HOD'S Office

This is located on the first floor, directly opposite the General Office of the Department. The Office also houses the Department's conference room and exclusive reference materials.

General Office

1. This accommodates the Chief Office Assistant in persons of Mal. Ibrahim Garba

The Office of the Head of Department

This accommodates Administrative staff of the Department, who are:

2. Mrs. Tabitha Nnaliya (Secretary)
3. Mal. Kabiru. Adamu (Operations Manager)

All inquiries are to be made through the Secretary in the Office of the Head of Department. The General Office also houses the staff mail box, official notice board and all other staff and student records of the Department.

Departmental Library

The department has a Library of its own. There are three sections in the Library managed by two experienced staff: Mr. Shehu Namson, Mrs. Nimat Salihu, Badakin Victoria Ladi and Usman Usman . There is the general reading room. There is a section for reference materials. The third section keeps dissertations and projects. There is an overall supervising Books and Library Officer. Students should seek guidance on the use of both Departmental and Central (K.I.L.) Libraries from the officers in Charge.

E-Library

This accommodates Mal Sa'ad Dalhatu Mu'azuas as Senior Library Officer

Staff offices:

All academic staff are accommodated. The offices are numbered and tagged with the names of staff. The offices are often used for Tutorials but are exclusively for staff's use.

Classrooms

These are located on the ground floor. They are numbered and the time table always indicates when and what lectures are to hold. There are three theatres, Abdullahi Smith I and II for lectures including various lecture rooms.

Gents and Conveniences

Staff gents are located on the second and top floors while students convenience is beside the former Faculty Computer internet café now Arabic Department downstairs.

Examination/Computer Room

This room houses exam materials record. The computer room is out of bound for students unless invited by the Chief Exam Officer.

E-Resources/Library

In addition to the University wide internet which runs 24/7 and is accessible to all students, the department also has an e-library.

EXAMINATION REGULATIONS

- (i) “Examination” Means any examination required by the Senate in a programme or study.
- (ii) “Session” Means an academic year of 2-3 semesters as determined by the senate
- (iii) “Semester” Means the sub-division of the session/year of study into two/three sections; a semester normally should last about 18 weeks (including registration, teaching and examination periods provided that no less than 15 weeks each are actually devoted to teaching during the first and second semesters and 10 – 12 weeks during the Long Vacation Semester.
- (iv) “Year of Study” means the total aggregate of course units undertaken by the student within a session.
- (v) “Programme of Study” means the total aggregate of course unit undertaken by a student which together forms a first degree course.
- (vi) “Course units” Means those units of teaching the examination results of which are aggregate to determine student’s overall assessment for year of studies. It is a quantitative organization of the curriculum in which subject areas are broken down into course units which are examinable and for which students earn credit(s) if passed: each examinable course unit spanning only one semester.
- (vii) “Credit Unit” Means (a) measure of work load which describes the student-teacher contact hours per week per semester e.g. one credit unit is equal to one hour lecture or tutorial etc. per week per semester; (b) a measure of course weighing the total number of contact hours per week in a semester determined the weighing.
- (viii) “Grade point” (GP) means the actual percentage raw score for a given course converted into a letter grade and a grade point (see page 48)
- (ix) “Grade Point Average” (GPA) means the average of weighted grade point earned in the courses taken during a semester. The GPA is obtained by multiplying the GP attained in each course by the number of credit Units assigned to that course, sum these up and divide by the total number of credit units taken in the semester.
- (x) “Cumulative Grade Point Average”(CGPS) means the up-to-date means of the Grade points earned by the student in a programme of study. It is an indication of the student’s overall performance at any point in the programme of study. This is obtained by totaling Grade points multiplied by the respective credit units for all semesters to-date and dividing by the number of credit Units completed.

- (xi) “Probation” Means a status granted to a student whose academic performance as measured by the CGPA falls below 1.0 in case of classified degree or below 2.4 in the case of unclassified degree at the end of two consecutive semesters.

ADMINISTERING EXAMINATIONS

1. All examination question papers should be submitted to the Chief Examiner along with marking schemes at least four (4) weeks before commencement of the Semester examination.
2. Internal (Departmental Examiners Board) moderation of question papers and marking schemes must be completed three weeks before examination.
3. External moderation of question papers and marking schemes must be completed two weeks before examination.
4. Moderated/corrected copies of question papers and marking schemes should be under the custody of the Chief Examiner of the Department (HOD).
5. Production of examination question papers (by Departmental Examination Office) must be under the supervision of the Chief Examiner (HOD).
6. The Chief Examiner should submit all examination questions for each examination session to Examination Officer/Departmental Officer 45 minutes to commencement.
7. All Chief invigilators should receive examination questions from the Faculty/Departmental Examination Officer 30 minutes before the start of each examination and take them to the examination venue.
8. All Invigilators should be at the venue of each examination 30 minutes before the commencement of each examination. Accreditation of students into the examination hall commence 30 minute to the examination.
9. The invigilator should ascertain the number of examination scripts collected.
10. Examination grades should be submitted along with answer scripts and marking scheme/ model answer.
11. Examination answer scripts should be collected from Faculty Examination Officer by HOD/ Departmental Examination Officers within 24 hours of each examination and course lecturer should collect their scripts for marking within the same period. The HOD must ensure the scripts collected tally with the attendance slip.
12. Marking of examination scripts should be completed at least 4 weeks after the last date of examination.
13. Faculty examinations should not last longer than three weeks.
14. Internal (Departmental Examiners Board) moderation/ consideration of results must be completed by departments five weeks after examination.
15. All final year examinations should be moderated by external examiner.

16. Faculty Board of examiners shall meet six weeks after the last day of the examinations to approve the results.

REGISTRATION OF STUDENTS FOR EXAMINATION

In order to be admitted to any examination a student must have been registered for the course units to be examined and must have fulfilled all University requirements concerning residence, fees or other matters. At least 75% attendance is required in all classes, laboratories, clinics, field practical/theatre training etc, to qualify to sit for semester examinations. He must also have fulfilled faculty requirements regarding attendance at or satisfactory completion of any course-work, practicals, assignments, projects or other matters. The standards necessary to satisfy these faculty requirements shall be determined from time to time by a Faculty Board on the recommendation of the appropriate departments, and any change shall be made known to the students by the start of the relevant semester.

The Registrar shall prepare examination cards with appropriate examination number for issue to students at least two weeks before the semester examinations begin. These cards will be issued on the basis of lists of students submitted by each Faculty Examination Officer, who shall certify that the students have been registered for the programmes of studies shown for them and have not infringed any Faculty requirements or, so far as the Faculty Examination Officer has information, any University requirements for admission to Examination.

Before issuing an Examination card to any student the Registrar shall confirm that the student has been registered in the Academic Office for the programme of study and has not infringed any University requirements for admission to examinations.

It shall be the responsibility of each student to make sure that they are registered for the appropriate examinations and that they know, the dates, times and places of the examination for which they are registered.

DISCIPLINE DURING EXAMINATION

A student shall be at the examination room at least ten minutes before the advertised time of the examination. A student is to supply their own pens, pencils, rulers, etc.

A student may be admitted up to forty-five minutes after the start of the examination but they shall not be allowed extra time. If a student arrived later than forty five minutes after the start of the examination an invigilator might at their discretion admit them if they were satisfied that the student had good reason for their lateness. The invigilator shall then report the extenuating circumstances to the Faculty Examination Officer who shall advise the Board of Examiners which shall decide whether to accept the student's paper.

A student may be permitted by an Invigilator to leave the examination room during the course of an examination provided that:

- a) No student shall normally be allowed to leave during the first hour or last fifteen minutes of the examination
- b) A student must hand over their script to the Invigilator before leaving if they do not intend to return.
- c) A student who leaves the examination room shall not be re-admitted unless throughout the period of their absence they have been continually under the supervision of an invigilator or assistant invigilator.

A student shall bring their examination card and identity card to each examination and display them in a prominent position on their desk.

Each student shall complete an attendance form with their number, name and signature which shall be collected by the invigilator of each examination.

During an examination no student shall speak to any other student, or except an essential, to the invigilator, or make any noise or disturbance.

No book, printed paper, or written document or unauthorized aid may be taken into an examination room by any student as may be stated in the rubrics of any examination paper.

A student is required to deposit any handbag, briefcase, etc. at the invigilator's desk or a desk provided for the purpose before the start of an examination.

A student must not during the examination directly or indirectly give assistance to any other student or permit any other student to copy from or otherwise use their paper. Similarly, a student must not directly accept assistance. Similarly, a student must not directly accept assistance from any other student or use any other student's paper.

If any student is suspected or found to be infringing any of the provisions of the University examinations regulations or in any way cheating or disturbing the conduct of the Examination, a report shall be, as soon as possible, submitted to the Faculty Examination Officer and Dean. The Dean will cause the circumstances to be investigated and reported to the Board of Examiners, and take such steps as may be necessary for the smooth conduct of examinations. The student concerned shall be allowed to continue with the examination provided they cause no disturbances but the Board of Examiners may subsequently recommend to the Faculty Board and the senate whether their paper should be accepted and as to any other action that should be taken in the case.

Students shall write their examination numbers, not their names, distinctly at the top of the cover of every answer booklet or separate sheet of paper.

The use of scrap paper is not permitted. All rough work must be done in answer books and crossed neatly, or in supplementary answer books which must be submitted to the invigilator. Except for the printed question paper a student may not remove from the examination room or mutilate any paper or other material supplied.

At the end of the time allotted, each student shall stop writing when instructed to do so and shall gather in order for collection by the invigilator.

EXAMINATION RESULT

(a) Semester grades are calculated as Grade Point Average (GPA) on the basis of A,B,C,D,E, and F, which are equivalent to 5,4,3,2,1, AND 0 Grade point (GP), respectively for classified degrees.

(b) For non-classified degrees, only grades A,B and C corresponding to 5,4 and 3 Grade point are pass grades.

(c) The Minimum pass mark is 40% or GP of 1.00 for classified degrees, and 50% or GP of 1.00 is required for graduation in classified degree programmes and 2.40 for non-classified degree programmes.

(a) In order to obtain an overall pass in the examinations in any year of study, a student is required to maintain a CGPA of at least 1.00 in classified degree programmes and 2.40 in non-classified degree programmes to be in “good academic standing”. A student whose cumulative GPA falls below 1.00 of classified degree programmes or 2.40 for non-classified degree programmes at the end of any year of study shall be placed on “probation”.

(b) How Grades Point are computed in your Courses

Grades	Grade Point
70-100 (A)	5
60-69 (B)	4
50-59 (C)	3
45-49 (D)	2
40-44 (E)	1
0-39 (F)	0

The classes of degree as described above are to be determined by the efforts a student put into his/her studies from 100 Level or 200 Level as the case may be to the final level/year of his/her studies.

Examples

Suppose a 100 level student in the Department of English and Literary Studies has the following result in the first and second semester.

First Semester

(a) Course	(b) Grades	(c) Grade	(d) Credit	(e) Credit Points
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	Points	Units	(cxd)	
LANG101	65(B)	4	2	8
LANG109	76(A)	5	2	10
LITT101	70(A)	5	1	5
THAP101	63(B)	4	2	8
GENS101	72(A)	5	1	5
GENS103	73(A)	5	1	5
HAUS103	67(B)	4	1	4
THAP105	75(A)	5	1	5
FULA107	47(D)	2	1	2
ARBC101	41(E)	1	2	2
HIST121	57(C)	3	<u>2</u>	<u>6</u>
			<u>16</u>	<u>60</u>

Registered Credit unit (RCU) = 2+2+1+2+1+1+1+1+1+2+2 = 16

Earned Credit Unit (ECU) = 2+2+1+2+1+1+1+1+1+2+2 = 16

Thus first Semester GPA = $\frac{60}{16} = 3.75$

Second Semester

(a)	(b)	(c)	(d)	(e)
Course	Grades	Grade Points	Credit Units	Credit points (c x d)
LANG102	75(A)	5	2	10
LANG110	72(A)	5	1	5
LITT102	64(A)	4	1	4
LITT104	69(A)	4	2	8
THAP102	70(A)	5	2	10
THAP104	78(A)	5	2	10
GENS102	75(A)	5	1	5
GENS104	72(A)	5	2	10

HAUS102	56(C)	3	2	6
			15	68

Thus for second semester GPA = $\frac{68}{15} = 4.53$

$$\text{CGPA} = \frac{\text{Precious TCP} + \text{Present CP}}{\text{Previous TRCU} + \text{Present RCU}}$$

Where: TCP – Total Credit Point
 CP – Credit Point
 TRCU – Total Registered Credit
 RCU – Registered Credit
 CGPA – Cumulative Grade Point Average

Hence,

$$\text{CGPA} = \frac{60 + 68}{16 + 15} = 4.13$$

(d) A student who remains on probation for two consecutive semesters and who fails to attain the status of “good academic standing” at the end of that year shall be withdrawn from the programme of study.

A Student who is absent from any examination shall be deemed to have failed the course – units missed, unless allowed as below to sit as his first attempt. The Senate on the recommendation of the relevant Faculty/School Board may allow the student to sit the missed course-unit later, as his first attempt. If the absence is explained on the medical grounds (including, for Female student’s, being more than 34 weeks pregnant), certified by an Ahmadu Bello University Medical Officer, the student’s overall result for the first attempt shall then be passed, and if a supplementary examination should be taken, then the Faculty/School Board may allow this provided it can be arranged in time, failing which the student has been absent from any examination other than on medical grounds, or he was absent on medical ground but this not certified by an Ahmadu Bello University Medical Officer, then the student on the recommendation of the relevant Faculty/School Board may only allow that the student’s sitting the missed course-unit later should be accepted as his first attempt.

A student who is admitted to a programme of studies for a first degree without having initially fulfilled the university General Requirement in the English Language shall fulfill it before graduation.

The number and titles of the core and elective course-units to be examined in any programme of studies shall be as specified in the syllabus approved by the senate.

- a) The method of determining continuous assessment mark;
- b) The weight to be given to continuous assessment marks for any year of study shall fall within range from a minimum of 40% up to a maximum of 60% of the aggregate marks allowed for the year;
- c) Continuous assessment which for this purpose includes routine term papers, frequent tests (formal and informal, assessment in workshop/laboratory/studio/field/clinics medical wards/exhibition/assignment etc., as may be applicable to respective discipline;
- d) At least two continuous assessment tests must be given per course per semester;
- e) Continuous assessment and semester examination marked scripts must be returned to the students within reasonable time. However, the semester examination marked script shall be collected back for safe keeping by the Chief Examiner.

THE STRUCTURE OF STAFF ADVISER AND STUDENTS' RELATIONSHIP IN THE DEPARTMENT

Beyond the confines of the classroom the Staff Adviser/ Student relationship is a framework that provides students with the opportunity to meet and interact with designated academic staff members. These staff members are otherwise called Staff Advisers, so-called because they are to offer advice or forms of intervention with respect to the academic issues that concern students. Such students are expected to be offered advice, suggestions and support by the Staff Adviser when they come forward or approach him/her. The overriding thrust in the staff adviser and student relationship is hinged on academic matters as these have to do with the student. However, this arrangement recognizes how some other related factors, not necessarily academic could come into play. In this respect, social matters such as emotional, psychological and financial ones may form part or the basis of such an interaction especially if they are considered as impacting significantly on the academic fortunes and work of the student. When non-academic matters are at the centre of the interaction and the liaison with the Staff Adviser, the latter, acts as a first point of call or a stabilizing factor. The Staff Adviser, after assessing the situation could then refer the student to one or all of these organs: the head of Section and/or Department, the Guidance and Counseling Unit of the University or the University Health Services in order to be offered quality assistance. While students, who are facing academic and/or other challenges, are expected to make themselves available by approaching the designated staff this may not be the case all the time. Exceptions to the rule may occur in certain instances when it is the Staff Adviser who initiates the process when he/she is convinced that the student's academic life is far from the ideal and an interaction with the student may be beneficial to him or her in the long run.

LAYERS OF ARRANGEMENTS IN THE STAFF ADVISER/STUDENT RELATIONSHIP

The National Association of Students of English and Literary Studies (NASELS) STAFF ADVISERS

The Department has at the apex of the staff adviser/student pyramid the position of the staff adviser who has assistants under him/her. The structural arrangement is such that the staff adviser

and the assistants liaise with students on particularly political and leadership concerns regarding the day to day running of the students' body. Also, this structure helps out the body of students in terms of some of the challenges that the leadership core and the entirety of the rank and file of students confront in the pursuit of their degree programmes. Similarly, the Staff adviser office also oversees, even if 'passively', the NASELS' body as it interacts with other structures within the University and the NASELS National Exco and the other branches of the Association outside the University. The NASELS' staff advisers also stand in between the students' body and the office of the Head of Department on issues that both sides find impactful to the overall mandate of the Department in terms of having the necessary structures and enabling environment that facilitate the acquisition of knowledge and the delivering of the various degree programmes that are on offer in the Department.

Staff Advisers and Students' Relationship Outside of the Structure of NASELS

Outside of the largely formal and more structured political arrangement that defines the NASELS' operation is the existence of the general and staff/student advisory relationship. In this regard, students of each set from 100 to 400 levels are allotted accordingly to respective academic staff members in the two sections of the Department. By this arrangement, Staff advisers interact with the students mentoring and offering particularly useful tips and advice to them. In practical terms, the arrangement is such that if there are 100 students across the levels in say the Language section and there 10 academic staff in a corresponding sense, the students could be distributed in equal number to the number of staff. This process of sharing out students to teaching staff begins at the 100 or 200 levels if the student is entering the system through the Direct Entry. Students given such advisers remain under the tutelage of the staff throughout their stay in the University. This may be altered if for any reason the staff member leaves the University either temporarily or on a permanent basis.

All the advisers have an obligation to liaise with their respective Heads of sections if and when issues that arise are complicated or if there is need to have more inputs in resolving an issue at stake.

Another option that could be tried is that of getting a staff member or two/three to mentor and guide particular levels of the students. In this case the advisers who are familiar with the students, for instance in the 100 level will continue with that set until gradation. Similarly, as the set progresses to the 200 level a set of staff are chosen to mentor the incoming set of 100 level. This way the chain is maintained in a generational sense.

JOIN ENGLISH DEPT. ALUMNI ASSOCIATION BY FILLING THIS FORM

Names: _____

Year of Admission _____ Graduation _____

Permanent Home Address: _____

Phone: _____

E-Mail: _____

Remember, always reach out and communicate with us in the Department, your almatata. We need to know where you are and what you are doing.