



NATIONAL BOARD FOR TECHNICAL EDUCATION

**GENERAL STUDIES
IN
USE OF ENGLISH II**

**CURRICULUM AND COURSE SPECIFICATIONS
DEVELOPED IN COLLABORATION WITH
MARITIME ACADEMY OF NIGERIA, ORON**

*Produced by the National Board for Technical Education (NBTE)
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FOREWORD

The National Policy on Education requires that all students enrolled in higher institutions should, as part of a general programme of all-round development, take courses in the history of ideas, philosophy of knowledge, or some other suitable course(s) as may be determined, in order to reduce the widespread ignorance among Nigerian groups about each other and about themselves. All programmes should include courses in social organization, customs, culture and history of our various peoples. In addition, it is a sound educational policy for all graduates of post-secondary education to be able to communicate well in English language both verbally and in writing.

For the polytechnic system, the Board has included a general education component in the curriculum of each programme in order to achieve these objectives. The general education courses account for 10 to 15% of the total number of hours allocated to each programme.

This publication sets out the contents of the various courses intended to improve students' knowledge of English, and the social, political and economic environment in which they shall live and work and make useful contributions as worthy citizens. The English and Communication components have recently been reviewed in response to the feedback received from the polytechnics.

As the courses are to be taught in the General studies Department, their code numbers are indicated in the curriculum table of the appropriate programme. Hence this publication is a companion volume to all the ND and HND curricula and course specifications issued by the Board.

The courses have been structured in units in line with the provisions of the National Policy on Education which makes it mandatory for all institutions to introduce the credit unit system

that allows for the transfer of credits from one institution to another similar institution. Also, the content of each course has been spelt out in behavioural objectives to enhance the articulation process if the transfer of credit between institutions is to be meaningful and acceptable to all institutions; and for employers to know the behaviour of diplomats seeking entry level employment in industry.

The Board's policy that the institutions which run the programme should initiate the new curriculum based on the guidelines issued by the Board was fully implemented. Critique and review workshops in which representatives of the academic community, professional bodies, employers and practitioners were present also took place.

I wish to express my deep appreciation to the Council of Heads of Technological Institutions (COHEADS) for initiating the drafts, the academic community, Employers' Associations etc. for their very valuable contributions to these course specifications.

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(NBTE)*

INTRODUCTION

Nigeria has reached a critical stage in its development. It is now forced, through economic, social and moral constraints, to decide whether to fully take over the reins of technical development and training or to continue to import technology and technical expertise.

It appears that the country has opted to lead, rather than to be led. For the country to accomplish such a feat, great concentration must be placed on the development of technological know-how. We in the Polytechnics are a key in the process that is to follow, for through our doors will pass those people who will become the technological backbone of the nation. We firmly believe that to have a strong technical force, we must instil in our students (the future leaders):

- i. A belief that there is value in general education;
- ii. That general education helps students to acquire an understanding of society and the place of the individual within it;
- iii. A conviction that the hallmark of an educated person is a critical mind in the sense of the capacity to test and challenge previous assumptions and new ideas, and equip him with the skills and ability to survive in the environment in which he finds himself;
- iv. A strong commitment to the principle that, in a complex and technological society, an educational institution cannot be insensitive to the need of its students for professional training that will best benefit them and the nation;

- v. That a higher education must provide students with a breadth of knowledge and sensitivity to weigh ethical and moral issues and form values and life goals;

To attain these goals, in accordance with the new mood of the nation, we must incorporate a strong general studies base into our technical presentation of courses. This is necessary, especially in a society such as ours, where insensitivity to our fellowman and the acquisition of profit at all costs, have become prevalent. We adhere to the principle that a good engineer or technologist (in any area) must be aware of his obligations and responsibilities to the society and must be given the opportunity to be so sensitized. An engineer who is not aware of the ethics of his profession can never perform at the level this nation now requires. A medical technologist who has never been made aware of the social illness will not be the best technologist – and now we must seek out the best, as we are about fashioning and strengthening a nation.

In accordance with the beliefs stated, we have created and written this syllabus for General Studies at the ND and HND levels.

GOALS:

The goals of the General Studies programme at ND and HND levels are:

1. To provide a broad-based education designed to sharpen students’ communication skills, their realization of the need for cross-fertilization of ideas and the inter-relatedness of the various disciplines as well as bridging the gap between what would have been otherwise two separate cultures, i.e. the literary and the scientific;

2. To inculcate the idea of national loyalty and understanding based on an awareness of the nation's roots and cultural antecedents, thus enabling students to come to grip with our societal morals, national aspirations, values and problems;
3. To produce a citizenry conscious of its role in a wider world, proud of its antecedents and prepared for effective leadership role in diversified fields in the society, thereby ensuring a positive contribution to national integration and greatness.

GUIDES TO THE USE OF THE SYLLABUS

In order to achieve the goals spelt out for the General studies programme in the National Diploma and Higher National Diploma in Polytechnics and similar institutions in the country, all National Diploma and Higher National Diploma students shall take the courses provided in English Language and Communication compulsorily. The details are as follows:

1. GNS 101 and 102 are for the first and second semesters of ND I, respectively;
2. GNS 201 and 202 are for the first and second semesters of ND II, respectively;
3. GNS 301 and 302 are for the first and second semesters of HNDI, respectively;
4. GNS 401 and 402 are for the first and second semesters of HND II, respectively.

In addition MAC III, MAC 112, MAC 211 and MAC 212 should be taught by lecturers with at least a first degree in English. MAC 362, MAC 412 and TRP and 311 should be taught by lecturers with at least a first degree in English in conjunction with lecturers in the department of Mass Communication or Town Planning, as the case may be.

Furthermore, materials for comprehension, topics for essay writing and topics for report writing should be taken from the student's field of specialization in order to reflect English for Specific Purposes (ESP) perspective in the syllabus.

The Social Science and History courses provided in the syllabus are for the technology and science based students while the science courses are for the social science and management students after NDI.

GNS III and GNS 121 are however mandatory for all ND students (Science, Technology and Engineering inclusive) and should be taken in the first and second semesters of NDI. GNS 228 is for all students, while GNS 313, GNS323 and GNS 413 are for Engineering students.

Note that the choice of courses to offer should be guided by the need to broaden the student's knowledge and skill. The General studies courses taken should enhance the student's understanding of his environment as well as the practice of his skill.

PROGRAMME: GENERAL STUDIES	CODE: GNS I01	CREDIT HOURS: 2 HR
COURSE TITLE: USE OF ENGLISH LANGUAGE I	PRE-REQUISITE	THEORETICAL:
SEMESTER 1ST		HOURS/WEEK
PRACTICAL:		
<p>GOAL: This course is designed to provide the student with the language skills which will enable him to cope effectively with the challenges of his course, to use English Language effectively in the practice of his chosen profession as well as interact with others in the society.</p>		
<p>GENERAL OBJECTIVES:</p> <p>On completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Know the nature of language. 2. Understand the basic rules of grammar. 3. Learn the essential qualities of paragraphs, 4. Acquire appropriate study skills. 5. Appreciate literary works in English. 		

PROGRAMME: NATIONAL DIPLOMA BOAT/SHIP BUILDING TECHNOLOGY						
COURSE:		CODE: GNS 101	Credit 2.0	Unit:	CONTACT HOURS: 2	
GOAL: To provide the necessary study skills in the use of English Language						
GENERAL OBJECTIVE 1.0: Develop appropriate study skills.						
THEORETICAL CONTENT				PRACTICAL CONTENT		
Wk	Specific Learning Outcome	Teachers' Activities	Learning Resources	Specific Learning Outcome	Teachers' Activities	Evaluation
1-3	<p>Study Skills</p> <p>1.1 Explain the necessity for acquiring good note taking/making techniques.</p> <p>1.2 List the methods of note-taking/making.</p> <p>1.3 Use the dictionary correctly.</p>	<p>➤ Define note taking/making.</p> <p>➤ Explain the importance of note taking/making.</p> <p>Discuss different methods of note taking/making.</p> <p>Explain the use of dictionary.</p>	<p>Whiteboard</p> <p>Marker</p> <p>Textbooks</p> <p>Projector</p> <p>Dictionary</p> <p>Reference Books,</p> <p>Library</p>	<p>Demonstrate good note taking skills in English.</p> <p>List the methods of note taking/making in English.</p> <p>Use the dictionary correctly .</p>	<p>Guide, supervise and correct students' activities.</p>	<p>Class work, Assignment and Test.</p>

	<p>1.4 List information sources in the Library.</p> <p>1.5 Identify good reading habits.</p> <p>1.6 Explain the different methods of reading, viz., scan, skim etc.</p>	<p>Expose students to sources of library information.</p> <p>Explain good reading habits.</p> <p>Enumerate the different methods of reading.</p>		<p>Locate information in the sources listed in 1.4 above.</p> <p>Practice good reading habits.</p> <ul style="list-style-type: none"> ➤ Explain the different methods of reading. ➤ Use the different methods of reading explained in 1.6 above. 		
GENERAL OBJECTIVE 2.0 Know the nature of Language						
4-5	<p>Language</p> <p>2.1 Define the concept of language.</p> <p>2.2 List the characteristics of language.</p>	<p>Explain the concept of language.</p> <p>List and explain the characteristics of language.</p>	<p>Textbooks</p> <p>Overhead</p> <p>Projector</p> <p>Tape recorder</p> <p>CD etc</p>	<p>Explain the concept of Language.</p> <p>State the characteristics of language.</p>	<p>Guide, supervise and correct students' activities.</p>	<p>Class work, assignment, test.</p>

	<p>2.3 Explain the four language skills, viz., speaking, listening, writing, reading.</p> <p>2.4 State the functions of language.</p> <p>2.5 List the uses of English Language in Nigeria, e.g. as the language of research, government, commerce etc.</p>	<p>Explain the four language skills in their appropriate order.</p> <p>Explain the functions of language.</p> <p>Explain uses of English Language in Nigeria.</p>		<p>Apply the four language skills in their order.</p> <p>State the functions of Language.</p> <p>State the uses of English Language in Nigeria.</p>		
GENERAL OBJECTIVE 3.0 Understand the basic rules of grammar						
	Grammatical Conventions					
3.1	Define grammar	Explain grammar.	Textbooks Overhead Projector Tape recorder CD etc.	Define grammar.	Guide, supervise and correct students' activities.	Class work, assignment, test.

	<p>3.2 List parts of speech.</p> <p>3.3 Explain the use of parts of speech in sentences.</p> <p>3.4 List punctuation marks.</p> <p>3.5 Enumerate the uses of punctuation marks.</p>	<p>Explain parts of speech.</p> <p>Analyse the use of parts of speech in sentences.</p> <p>Explain punctuation marks.</p> <p>Explain the uses of punctuation marks.</p>		<p>Enumerate parts of speech.</p> <p>Identify parts of speech in sentences. Use parts of speech appropriately in sentences.</p> <p>List punctuation marks.</p> <ul style="list-style-type: none"> ➤ Enumerate the uses of punctuation marks. ➤ Punctuate given sentences paragraphs and passages. 		<p>“</p>
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	3.8 Explain affixation.	Define Affixation.		<ul style="list-style-type: none"> ➤ Identify prefixes and suffixes. ➤ Form words with suffixes and affixes. 		
GENERAL OBJECTIVE 4.0 Know the essential qualities of paragraphs.						
	<p>Paragraphing</p> <p>4.1 Define a paragraph.</p> <p>4.2 Name the parts of a paragraph, viz., topic sentence, development, and conclusion/ transition.</p> <p>4.3 List the thematic qualities of a paragraph, viz unity, coherence and emphasis.</p>	<p>Explain paragraphing.</p> <p>Explain the parts of a paragraph.</p> <p>Explain the thematic qualities of paragraph.</p>	<p>Textbooks Overhead Projector Tape recorder CD/DVD etc.</p>	<ul style="list-style-type: none"> ➤ Define paragraph. ➤ Identify the number of paragraphs in a given passage. <p>Identify the parts of a paragraph in a passage.</p> <p>Identify the thematic qualities of a paragraph.</p>	<p>Guide, supervise and correct students' activities.</p>	<p>Class work, Assignment, Test</p>

	4.4 Enumerate methods of paragraph development viz: Example, definition, comparison, contrast etc.	Explain methods of paragraph development.		List methods of paragraph development. Write specific paragraphs to illustrate 4.2 and 4.4.		
GENERAL OBJECTIVE 5.0 Appreciate literary works in English.						
	Literature in English 5.1 Define Literature. 5.2 Trace the development of literature. 5.3 List the functions of Literature. 5.4 Differentiate between the literary genres.	Explain the concept of Literature. Explain the development of Literature. Explain the functions of Literature. Explain the literary genres of Literature.	Textbooks Projector White Board Marker Internet Tape recorder CD/DVD etc.	Define Literature. Trace the development of Literature. List some functions of Literature. Differentiate between the literary genres.	Guide, supervise and correct students' activities.	Class work, Assignments, Test

	<p>5.5 Enumerate the terminology of prosefiction, e.g., plot setting, characterization etc.</p> <p>5.6 Explicate a novel.</p>	<p>➤ Explain the terminology of prose.</p> <p>Present questions in a given novel and assign characters to the students.</p>		<p>➤ List the terminology of prose.</p> <p>➤ Answer questions on a given novel.</p> <p>➤ Role play the characters in the novel.</p>		
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PROGRAMME: STUDIES	GENERAL	COURSE CODE: GNS 102	CREDIT HOURS: 2
COURSE: English 1	Communication in	PRE-REQUISITE: 101	THEORETICAL: HOURS/WEEK 30Hours

COURSE MAIN AIM/GOAL: This course is designed to enable students acquire the necessary communication skills, know the techniques of correspondence and comprehend written materials.

GENERAL OBJECTIVES: On completion of this course, the student should:

- 1.0 Understand the concept of communication. Know
- 2.0 how to make oral presentations.
- 3.0 Know the essential elements of correspondence. Apply the rules
- 4.0 of comprehension and interpretation

PROGRAMMES GENERAL STUDIES						
COURSE: Communication in English						CH/CU HOURS: 2
GOAL:						
GENERAL OBJECTIVES: 1.0: Understand the concept of communication						
COURSE SPECIFICATION: THEORETICAL CONTENT						
	THEORETICAL CONTENT		PRACTICAL CONTENT			
WEEK	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCE	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	EVALUATION
	Communication:					
	1.1 Define communication.	Explain Communication.	Textbooks Projects DVD/CD Players White Board & Marker Internet	Define Communication	Guide, supervise and correct students' activities.	Class work, Assignments and Test
	1.2 Analyse the process of communication.	Describe the process of communication.		Analyse the process of communication.		
	1.3 Enumerate the purposes of communication.	Enumerates the purposes of communication.		Mention the purposes of communication.		
	1.4 Explain the relationship between communication and language.	Explain the relationship between communication of language.		Identify the relationship between communication and language.		

	<p>1.5 Explain the impact of interference on communication at various levels, e.g., phonological, syntactic etc.</p> <p>1.6 Define code-mixing, code-switching and dissonance in communication.</p>	<p>Discuss the impact of interference on communication at various levels e.g. phonological syntactic etc.</p> <p>Explain code mixing, code switching and dissonance in communication.</p>		<p>Highlight the impact of interference on communication at various levels.</p> <p>Discuss with relevant examples code, mixing, code switching and dissonance in communication</p>		
GENERAL OBJECTIVES: 2.0: Know how to make oral presentations.						
	<p>Oral Presentations:</p> <p>2.1 Label a diagram of the organs of speech.</p> <p>2.2 Describe the functions of the organs in 2.1 above in speech production.</p>	<p>Draw and label a diagram of the organs of speech.</p> <p>Explain the functions of the organs of speech in speech production.</p>	<p>Charts, pictures, DVD/CD player textbooks, whiteboard marker, projector, CD/DVD Internet</p>	<p>Draw and label the organs of speech .</p> <p>Explain the functions of the organs of speech.</p>	<p>Guide, supervise and correct students' activities.</p>	<p>Class work Assignments and Test.</p>

	<p>2.3 Identify the phonemes of English.</p> <p>2.4 Pronounce correctly by making distinctions between the different sound contrasts in the consonantal and vowel systems of English.</p> <p>2.5 Explain the principles of effective speaking, viz, correct use of stress, rhythm, and intonation patterns.</p>	<p>Explain the phonemes of English.</p> <p>Pronounce and differentiate between the different consonant and vowels sounds.</p> <p>Enumerate the principles of effective speaking by exposing students to the correct use of stress, rhythm and intonation patterns.</p>		<p>Pronounce correctly all the phonemes of English.</p> <p>Pronounce and make distinctions between the different consonant and vowels sounds of English.</p> <ul style="list-style-type: none"> ➤ State the principles of effective speaking. ➤ Read fluently. ➤ Make short speeches. 		
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GENERAL OBJECTIVES: 3.0: Know the essential elements of correspondence

Correspondence:						
3.1 List the various types of correspondence e.g. letter (informal, semiformal & formal) memo, circular etc	Explain the various types of correspondence, letters, memo, circular, notices.	Textbooks Projects DVD/CD Players White Board & Marker Internet Samples of letters, memo, circulars etc.	Write letters, memos, circulars, notices etc.	Guide, supervise and correct students' activities.	Class work Assignments and Test	
3.2 Differentiate between informal, semi- formal, formal, semi-formal and formal letters.	Explain informal, semi-formal and formal letter.		Write informal semi-formal and formal letters.			
3.3 Explain the various parts of a letter.	Explain the various parts of a letter: writer's address, date, recipient's address, salutation, subject, body, complimentary close, signature, full name of		Write letters paying attention to the various parts of the formal letter.			

	3.4 Explain the style suitable for formal and informal letters.	writer, designation (recently, phone number, email). Discuss the style suitable for formal and informal letters.		Write formal and informal letters paying attention to style.		
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GENERAL OBJECTIVES: 4.0: Apply the rules of comprehension and interpretation

4.1 Identify main ideas in a given passage.	Explain main ideas from given passages.	Textbooks, CD/DVD Players, Projectors, White board marker Internet.	<ul style="list-style-type: none"> ➤ Identify main ideas from given passages. ➤ Differentiate the main idea from the details in a given passage. ➤ Use main idea to anticipate specific details in a given passage. ➤ Identify relationship patterns of ideas in a given passage. 	Guide, correct and assess students' work.	Class work Assignments and Test
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	4.2 Draw conclusions from available information.	Explain how students can draw conclusions from available information.		Draw conclusions from given passages.		
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PROGRAMME: GENERAL STUDIES	COURSE CODE: GNS 201	CREDIT HOURS: 2Hrs/Wk
COURSE: USE OF ENGLISH II SEMESTER: FIRST		
CODE: GNS 201		
UNITS: 2.0	PRE-REQUISITE: 102	PRACTICALS:

COURSE MAIN AIM/GOAL: This course is designed to consolidate the student's competence in the use of English. At the end of the course the student should understand the rules and techniques of English grammar and perform well in the use of the language.

GENERAL OBJECTIVES:

On completion of this course the student should:

- 1.0 Understand the rules of grammar.
- 2.0 Write good essays.
- 3.0 Comprehend the difference between denotative and connotative uses of words.
- 4.0 Understand the techniques of comprehension and summary writing.
- 5.0 Appreciate literature in English.

General Objective: 1.0 Understand the rules of grammar.						
Theoretical Content			Practical Content			
Week	Specific Objectives	Teacher Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
	<p>Grammatical Rules</p> <p>1.1 Define phrase.</p> <p>1.2 Identify the types of phrases, e.g. noun, phrase, adjectival phrase etc.</p> <p>1.3 Define clause.</p> <p>1.4 Define sentence.</p>	<p>Explain phrase.</p> <p>Explain types of phrases.</p> <p>Explain the clause with examples.</p> <p>Explain sentence with examples.</p>	<p>Text books</p> <p>White board</p> <p>Marker</p> <p>Projector CD</p>	<p>Define phrase.</p> <p>Identify phrases in given sentence</p> <p>➤ Define the clause.</p> <p>➤ Identify various clauses in given sentences.</p> <p>Define sentence.</p>	<p>Assist</p> <p>Supervise,</p> <p>Guide and</p> <p>Correct students' activities</p>	<p>Class work,</p> <p>Assignments and</p> <p>Tests</p>

	1.5 Identify the different types of sentences e.g. simple compound, complex and compound-complex.	Explain with examples, the different types of sentences.		<ul style="list-style-type: none">➤ Identify types of sentences.➤ construct sentences.		
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General Objective: 2.0 Write good essays.							
Theoretical Content				Practical Content			
Week	Specific Objectives	Teacher Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation	
	Essay: 1.1 List the different types of essay.	Explain relevant examples of different types of essay.	Textbooks, White board, Marker, Project, CD/DVD	<ul style="list-style-type: none"> ➤ Define essay, list the different types of essay. ➤ Identify the features of each type of essay listed in 2.1. above. ➤ Generate/gather relevant information on a given topic. ➤ Draw up a good outline. ➤ Write a good essay on a given topic. 	Assist Supervise, Guide and Correct students' activities	Class work Assignment Tests	
General Objective: 3.0 Comprehend the difference between denotative and connotative uses of words.							
Theoretical Content				Practical Content			
Week	Specific Objectives	Teacher Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation	
	Denotations and Connotations 3.1 Define the term denotation.	Explain denotation with examples.	Textbooks, White board, Marker, Project, CD/DVD	<ul style="list-style-type: none"> ➤ Define denotation. ➤ Identify words used denotatively. 	<ul style="list-style-type: none"> ➤ Assist Supervise, Guide and Correct students' activities. 		

	3.2 Explain the term Connotation.	Explain connotation with examples.		<ul style="list-style-type: none"> ➤ Define connotation with examples. ➤ Use words connotatively. ➤ Distinguish between denotative and connotative usage. 	<ul style="list-style-type: none"> ➤ Provide sentences 	
General Objective: 4.0 Understanding the techniques of comprehension and summary writing.						
Theoretical Content			Practical Content			
Week	Specific Objectives	Teacher Activity	Resources	Specific Outcomes	Learning	Teacher's Activities
	4.1 Define comprehension	<ul style="list-style-type: none"> ➤ Explain the concept of comprehension. ➤ Give hints on answering questions on comprehension passages. 	Textbooks, White board, Marker, Project, CD/DVD	<ul style="list-style-type: none"> ➤ Define comprehension. ➤ Answer questions on passages read. 		Assist Supervise, Guide and Correct students' activities.
	4.2 Define summary writing.	Explain summary.		<ul style="list-style-type: none"> ➤ Define summary. ➤ Write within a specified length, good summary of given passages. ➤ Give contextual explanation to statements from the texts used. 		
						Class work Assignments Tests

General Objective: 5.0 Appreciate literature in English.

Theoretical Content			Practical Content				
Week	Specific Objectives	Teacher Activity	Resources	Specific Outcomes	Learning	Teacher's Activities	Evaluation
	Literature in English						
	5.1 Define drama.	Explain drama with examples.	Textbooks, White board, Marker, Project, CD/DVD	Define drama.		Direct Demonstrate Guide Supervise Correct Produce	Class work Assignments Tests
	5.2 Explain the types of drama. E.g. comedy, tragedy, tragic-comedy farce, burlesque, opera.	Explain types of drama with examples.		<ul style="list-style-type: none"> ➤ List the types of drama. ➤ Role play. 			
	5.3.Explain the terminology of drama, e.g. act, resolution, conflict, soliloquy.	List the terminologies Explain the terminologies with examples.		<ul style="list-style-type: none"> ➤ List the terminologies of drama. ➤ Explain the terminologies of drama. ➤ Give examples of the terminologies from the reading texts. 			
	5.4 Distinguish between radio and television drama.	Explain with examples the differences between radio and television drama.		<ul style="list-style-type: none"> ➤ Define radio drama. ➤ Define television drama. ➤ Discuss the characteristics of both radio and television drama. ➤ Role play 			

				➤ Answer essay questions in a given drama text.		
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PROGRAMME: GENERAL STUDIES		
COURSE: COMMUNICATION IN ENGLISH II	SEMESTER: SECOND	CREDIT
HOURS: 2Hrs/wk		
CODE: GNS 202	THEORY:	
UNITS: 2.0	PRE-REQUISITE: GNS 201	PRACTICALS:
COURSE GOAL: This course is designed to equip the student with the necessary level of competence and proficiency to enable him adapt to his professional environment. At the end of this course the student should be able to communicate clearly and effectively in both general and specific situations.		
GENERAL OBJECTIVES:		
On completion of this course the student should:		
1.0 Understand the registers.		
2.0 Apply the principles of correspondence.		
3.0 Apply the principles of writing for publication.		
4.0 Write a report.		

General Objective: 1.0 Understand the registers.						
Theoretical Content				Practical Content		
Week	Specific Objectives	Teacher's Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
	<p>Register:</p> <p>1.1 Define registers.</p> <p>1.2 List factors influencing register, viz., field (profession), mode (speech or writing), tenor (relationship between the interacting parties).</p> <p>1.3 List some items of register peculiar to different professions.</p> <p>1.4 State appropriate uses of jargon.</p>	<p>Explain the meaning of registers.</p> <p>Explain the factors that influence registers.</p> <p>Explain some registers found in the students' professions.</p> <p>Explain the use of jargons.</p>	<p>Textbooks</p> <p>Journals</p> <p>Internet</p> <p>Projector</p> <p>White board marker</p> <p>CD/DVD</p>	<p>Define registers.</p> <p>List the factors that influence registers.</p> <p>List some registers found in different profession.</p> <p>Identify registers in a given passage.</p>	<p>Guide, lead, supervise and assess students' activities.</p>	<p>Class work, Assignments and Tests.</p>

General Objective: 2.0 Apply the Principles of Correspondence.						
Theoretical Content				Practical Content		
Week	Specific Objectives	Teacher Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
4-7	<p>Correspondence:</p> <p>2.1 Describe different types of business letters e.g., applications, enquiries, invitations and complaints, with their replies.</p> <p>2.2 Identify suitable languages for specific types of letters.</p>	<p>Explain the different types of business letters.</p> <p>Explain the language suitable for specific types of letter, with appropriate examples.</p>	Textbooks Journals Internet Projector White board marker CD/DVD	<p>Describe different types of business letters.</p> <ul style="list-style-type: none"> ➤ Identify the suitable language for a specific type of letter. ➤ Use the identified languages to write different types business letters. 	Guide, lead, supervise and assess students' activities.	Class work, Assignments and Tests.

General Objective: 3.0 Apply the Principle of Writing for Publication.						
Theoretical Content			Practical Content			
Week	Specific Objectives	Teacher Activity	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
	<p>Writing for Publication:</p> <p>3.1 List techniques of writing for publication.</p> <p>3.2 Identify published essays of literary value.</p> <p>3.3 State the development of ideas in a given article.</p>	<p>Explain the techniques of writing for publication.</p> <p>Analyse published essays of literary value.</p> <p>Explain the development of ideas in a given article.</p>	<p>Textbooks</p> <p>Journals</p> <p>Internet</p> <p>Projector</p> <p>Whiteboard</p> <p>marker</p> <p>CD/DVD</p> <p>Magazines</p> <p>Newspapers</p>	<p>List the techniques.</p> <ul style="list-style-type: none"> ➤ Identify published essays. ➤ Analyse published essays. ➤ Write essays on topical and current issues. <ul style="list-style-type: none"> ➤ State the stages of development of ideas. ➤ Write good 	<p>Guide, lead, supervise and assess students' activities.</p>	<p>Class work, Assignments and Test</p>

				articles for publication		
General Objective: 4.0 Write a report.						
Theoretical Content				Practical Content		
Week	Specific Objectives	Teacher Activity	Resources (Theory)	Specific Learning Outcomes	Teacher's Activities	Evaluation
11-12	<p>Reports:</p> <p>4.1 Define report.</p> <p>4.2 List the types of report.</p> <p>4.3 Enumerate uses of report.</p> <p>4.4 List the characteristics of a good report.</p> <p>4.5 Outline the stages of writing a report.</p>	<p>Explain reports.</p> <p>Explain the types of report.</p> <p>Explain the uses of report.</p> <p>Explain the characteristics of report e.g objectivity, style etc.</p> <p>Explain the stages of writing a report.</p>	<p>Textbooks</p> <p>Journals</p> <p>Internet</p> <p>Projector</p> <p>Whiteboard marker</p> <p>CD/DVD</p>	<p>Define report.</p> <p>List the types of report.</p> <p>Mention the uses of report.</p> <p>Mention the characteristics of a good report.</p> <p>Outline the stages of writing a report.</p>	<p>Guide, lead, supervise and assess students' activities.</p>	<p>Class work</p> <p>Assignments</p>

	4.5 Evaluate a given report.	Analyse a report.		<ul style="list-style-type: none"> ➤ Analyse a given report. ➤ Write a report. 		
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Programme: General Studies	Course Code: GNS 301	Credit Hours: 30
Course: Use of English III	Pre-Requisite: GNS 202	Theoretical: Hours/week: 2
Semester: 1 st Semester		Practical:
Course Main Aim/ Goal: This course is intended to further improve the student's level of proficiency and competence in language use. It is designed to increase the student's ability to master and manipulate the various language skills of a higher level		
GENERAL OBJECTIVES		
On completion of this course the student should:		
1.0 Know how to construct good sentences 2.0 Apply the basic principles of logic 3.0 Write different types of essays 4.0 Appreciate literature in English		

Programme: General Studies						
Course: Use of English III			Course Code: GNS 301		CH/CU Hour: 2	
Goal: This course is intended to further improve the student's level of proficiency and competence in language use. It is designed to increase the student's ability to master and manipulate the various language skills of a higher level						
General Objectives 1.0: Know how to construct good sentences						
Course Specification: THEORETICAL CONTENT						
	Theoretical Content			Practical Content		
Week	Specific Learning Objectives	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
1	1.1 List the different types of sentences.	Explain different types of sentences.	Textbooks Projector White Board Marker Internet CD/DVD	Define types of sentence.	Guide Supervise and Correct students activities.	Class work Assignment Test
	1.2 Define the parts of a sentences.	Explain the parts of a sentences.		State the different types of sentences.		
	1.3 Define tenses.	Explain tenses.		Identify the parts of a sentence.		
	1.4 List the various tenses.	Explain the various tenses.		Identify tenses.		
	1.5 Define concord.	Explain concord.		Construct sentences in the various tenses.		
	1.6 Explain type of	Analyse type		➤ List types of concord e.g.		

	concord. 1.7 Apply the rules of concord in sentence construction.	of concord. Explain the rules of concord in sentence construction.		Grammatical, Notional and Proximity. ➤ Explain types of concord. Apply the rules of concord in sentence construction.		
Week	Specific Learning Objectives	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Evaluation
General Objectives 2.0: Apply the basic principles of logic						
	Logic: 2.1 Define Logic. 2.2 State the basic principles of logic, viz, form, validity and argument. 2.3 State the principles of logic to distinguish fact from opinion.	Explain the concept of logical thinking. Explain the basic principles of logic Explain the principles of logic to distinguish facts from opinion.	Textbooks Projector White Board Marker Internet CD/DVD	Explain the concept of logical thinking. State the basic principles of logic viz. form, validity and argument. Apply the principles of logic to distinguish facts from opinion.	Guide Supervise Correct students activities.	Class work Assignment and Test

	<p>2.4 Define reasoning.</p> <p>2.5 Mention types of reasoning.</p> <p>2.6 Apply the principles of logic in deductive and inductive reasoning.</p> <p>2.7 Define premise as a Step towards conclusion.</p>	<p>Explain reasoning.</p> <p>Explain types of reasoning.</p> <p>Differentiate between deductive and inductive reasoning.</p> <p>Explain premise as a step towards conclusion.</p>		<p>Define reasoning.</p> <p>Mention types of reasoning.</p> <ul style="list-style-type: none"> ➤ Differentiate between deductive and inductive reasoning. ➤ Apply the principles of logic (deductive and inductive in given work. ➤ Define premise. ➤ Define conclusion. ➤ Use premise to arrive at a conclusion. ➤ State the relationship between premise and conclusion. 		
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General Objectives 3.0: Write different types of essays

General Objectives 3.0: Write different types of essays						
	Essays					
3.1	Define essay.	Explain essay.	Textbooks Projector White Board Marker Internet CD/DVD	Define essay.	Guide Supervise Correct students activities.	Class work Assignment and Test
3.2	List the types of essays.	Differentiate between the types of essays.		Explain the types of essay.		
3.3	State the characteristic of each type in 3.2.	Explain the characteristics of each type of essay.		State the characteristics of each type of essay.		
3.4	Explain the logical order of presentation, e.g chronological, spatial, general-to-specific, specific-to-general, alternation, inductive, deductive, etc.	Explain the logical order of presentation.		<ul style="list-style-type: none"> ➤ State the logical order of presentation. ➤ Write essays (Expository, argumentative) etc. 		

General Objectives 4.0: Appreciate literature in English

Literature:						
4.1 Define the term Literature.	Explain the term literature.	Textbooks Projector White Board Marker Internet CD/DVD	Define the term literature.	Guide Supervise Correct students activities.	Class work Assignment and Test	
4.2 List the genres of Literature.	Explain the genres of literature.		State the genres of literature.			
4.3 Define the terminology of poetry e.g. rhyme, rhythm, enjambment, etc.	Explain the terminology of poetry.		Mention the terminology of poetry.			
4.4 Explain given poems.	Analyse given poems.		Analyse given poems. Answer essay questions on poetry.			

PROGRAMME: HIGHER NATIONAL DIPLOMA			
COURSE TITLE: COMMUNICATION IN ENGLISH III	COURSE CODE: GNS 302	UNIT: 2	CONTACT HOURS: 2 HOURS/ WEEK
			THEORETICAL: 2 HOURS / WEEK
SEMESTER 1	PRE-REQUISITE: GNS 301		PRACTICAL/TUTORIAL:

GENERAL OBJECTIVE: On completion of this course, the student will be able to:

- 1.0 Acquire the principles and practice of written communication.
- 2.0 Comprehend more difficult reading materials.
- 3.0 Apply the procedure for writing project reports

PROGRAMME: HIGHER NATIONAL DIPLOMA

COURSE: COMMUNICATION IN ENGLISH III

COURSE CODE: GNS 302

CONTACT HOURS: 2 hours

GENERAL OBJECTIVE: 1.0 UNDERSTAND THE PRINCIPLES AND PRACTICE OF WRITTEN COMMUNICATION

THEORETICAL CONTENTS

PRACTICAL CONTENTS

WEEK/S	SPECIFIC LEARNING OBJECTIVE	TEACHER'S ACTIVITIES	RESOURCES (THEORETICAL/PRACTICAL)	SPECIFIC LEARNING OUTCOME	TEACHER'S ACTIVITIES	EVALUATION
1	<p>Written Communication</p> <p>1.1 State the principles of letter writing: e.g. No Abbreviation, formal language, Objectivity, No Ambiguity, No Sentiments etc</p> <p>1.2 List the components of a business letter.</p> <p>1.3 Define a memo. Define a letter .</p> <p>1.4 Identify different presentation</p>	<p>Explain the principles of letter writing.</p> <p>Explain the components of a business letter</p> <p>Explain the differences between a memo and a letter.</p> <p>Prepare a portfolio of correspondence</p>	<p>CD/DVD, Projector, white board marker, reading materials, samples of memos, circulars, letters and text books.</p>	<p>State the principles of letter writing with examples.</p> <p>Identify the component of a formal or business letter.</p> <p>Differentiate between a letter and a memo.</p> <p>Write letters of appointment,</p>	<p>Guide Supervise Direct and correct students work and activities.</p>	<p>Class Assignm and Tes</p>

	techniques.	using different presentation techniques.		dismissal, commendation, queries, condolence, congratulation etc. applying the different presentation techniques.		
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GENERAL OBJECTIVE: 2.0 COMPREHEND MORE DIFFICULT READING MATERIALS

	Comprehension					
2.1 Define expository and argumentative writing.	Explain passages of expository and argumentative essays.	CD/DVD, Projector, white board marker, reading materials, Newspapers, Magazines and other periodicals.	Read passages of expository and argumentative writing.	Guide Supervise, Direct and Correct.	Class work, Te Assignments.	
2.2 Read passages of expository and argumentative writing.	Expose the students to logical and reasoning.		Explain passages of expository and argumentative writings.			
2.3 Identify the logic in the passages in 2.2.	Ask essay questions on passages.		<ul style="list-style-type: none"> ➤ Answer essay questions on given passages. ➤ Trace the logic in the passages above. 			
2.4 Define fact.	Explain fact		Define fact.			

	2.5 Define opinion.	<ul style="list-style-type: none"> ➤ Explain opinion ➤ Explain the difference between facts and opinion. 		<ul style="list-style-type: none"> ➤ Define opinion ➤ Differentiate between facts and opinion. 		
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GENERAL OBJECTIVE: 3.0 APPLY THE PROCEDURE FOR WRITING PROJECT REPORTS

	<p>Project Report</p> <p>3.1 Define Project Report.</p> <p>3.2 List the characteristics of a project report, viz, part, format, style.</p> <p>3.3 Select a suitable topic for a project report.</p> <p>3.4 Identify methods of gathering data from primary, secondary and tertiary sources.</p>	<p>Define Project Report.</p> <p>Explain the characteristics of a project report. Present sample topics for a project report.</p> <p>Explain methods of gathering data from primary, secondary and tertiary sources.</p> <p>Explain the use of reference materials in data collection</p>	<p>CD/DVD, Projector, white board and marker, reading materials, sample project.</p>	<p>Define Project Report.</p> <p>Mention the characteristics of a project report. Select a suitable topic for a project report from a given list.</p> <p>Mention methods of gathering data from primary, secondary and tertiary sources.</p> <p>Define reference materials use reference materials for gathering data.</p> <p>Identify appropriate</p>	<p>Guide Supervise, lead and correct students activities.</p>	<p>Class works, and Assignme</p>
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	<p>3.5 Define reference material.</p> <p>3.6 Identify reference materials for gathering data.</p> <p>3.7 Identify appropriate citation and documentation styles, e.g. APA, MLA</p> <p>3.8 State the procedure for writing a project report.</p> <p>3.9 Define numbering, ranking and phrasing in project report writing.</p> <p>3.10 Present a project report.</p>	<p>Explain different citation styles.</p> <p>Explain different procedure for writing a project report.</p> <p>Explain the procedure for writing a project report using, appropriate numbering, ranking and phrases.</p> <p>Present samples of project report.</p> <p>Explain project report presentation.</p>		<p>citation and documentation styles e.g. APA, MLA.</p> <p>State the procedure for writing a project report.</p> <p>Identify the appropriate procedure for writing a project report.</p> <p>Write short notes on numbering, ranking and phrasing in project reporting. Write an outline of a project report, using appropriate numbering, ranking and phrasing.</p> <p>➤ Write a project report.</p>		
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				➤ Present a project report orally.		
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PROGRAMME: GENERAL STUDIES		COURSE CODE: 401		CREDIT HOURS:2
COURSE: COMMUNICATION IN ENGLISH IV	PRE- REQUISITE: 302	THEORETICAL: HOURS/WEEK 30Hours		THEORTICAL: HOURS/WEEK
SEMESTER:				PRACTICAL
COURSE MAIN AIM/GOAL: At the end of this course the students is expected to be fully equipped to fit into all establishments requiring extensive use of communication skills for general and specific purposes.				
GENERAL OBJECTIVES: On completion of this course, the student should:				
1.0 Comprehend the theory and practice of communication.				
2.0 Know the concept of organisational communication				

PROGRAMMES: GENERAL STUDIES						
COURSE: COMMUNICATION IN ENGLISH IV			COURSE CODE: 401		CH/CU HOURS: 2.0	
GOAL: At the end of this course the students is expected to be fully equipped to fit into all establishments requiring extensive use of communication skills for general and specific purposes						
GENERAL OBJECTIVES: 1.0: Comprehend the theory and practice of communication						
COURSE SPECIFICATION: THEORETICAL CONTENT						
	THEORETICAL CONTENT			PRACTICAL CONTENT		
WEEK	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCE	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	EVALUATION
1-6	Theory and Practice of Communication 1.1 Define communication. 1.2 Describe in details, the communication process. 1.3 List the different methods of communication e.g, oral, written, non- verbal etc.	Explain Communication. Analyse in details, the communication process. Explain the different methods of communication.	Textbooks Projector White Board Marker Internet CD/DVD	Define communication. Describe in details, the communication process. ➤ List the different methods of communication ➤ Differentiate	Guide Supervise Correct students activities.	Class work Assignment and Test

				between the different methods of communication		
GENERAL OBJECTIVES: 2.0 Know the concept of organisational communication						
7-12	<p>Organisational communication</p> <p>2.1 Identify directions of communication flow, viz, internal (vertical, horizontal, diagonal, quasi vertical) and external.</p> <p>2.2 Differentiate inter-personal and intra-personal communication.</p>	<p>Explain the direction of communication flow in internal and external communication with examples</p> <p>Explain inter-personal and intra-personal communication with examples.</p>	<p>Textbooks Projector White Board Marker Internet CD/DVD</p>	<ul style="list-style-type: none"> ➤ Identify the directions of communication flow. ➤ Differentiate between internal and external flow of communication ➤ Define interpersonal and intrapersonal communication ➤ Differentiate between interpersonal and 	<p>Guide Supervise Correct students activities.</p>	<p>Class work Assignment and Test</p>

	<p>2.3 Enumerate the elements of communication e.g. source, message channel, receiver, feedback etc.</p> <p>2.4 Identify the barriers to effective communication.</p> <p>2.5 Identify non verbal communication. Analyse non-verbal communication</p>	<p>Explain the elements of communication.</p> <p>➤ Explain with examples the barriers to effective communication</p> <p>➤ Analyse critically the barriers to effective communication</p> <p>Explain with examples non-verbal communication.</p>		<p>intrapersonal communication</p> <p>➤ Enumerate the elements of communication</p> <p>➤ Identify barriers to effective communication</p> <p>➤ Discuss the barriers to effective.</p> <p>➤ Identify non-verbal communication</p> <p>➤ Explain non-verbal communication</p> <p>➤ Demonstrate the use of concepts in 2.5 in a given</p>		
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	<p>viz kinesics proxemics, paralanguage and chronemics.</p>			<p>hypothetical communication</p> <ul style="list-style-type: none"> ➤ Explain the impact of certain variables on communication ➤ State the procedure for conducting debates, seminars, conferences etc. ➤ Distinguish between the procedures. ➤ Organise debates, meetings. Seminars conferences etc. 		
	<p>2.6 Explain the impact of certain variables on communication, e.g. environment, power, status, role.</p>	<p>Explain the impact of certain variables on communication.</p>				
	<p>2.7 State the procedure for conducting debates, meetings, seminars and conferences.</p>	<p>Explain the procedures for conducting debates, meetings, seminars, conferences etc.</p>				

PROGRAMMES: GENERAL STUDIES						
COURSE: LITERARY APPRECIATION AND ORAL COMPOSITION				GNS 402		CH/CU HOURS: 2
GOAL: This course is designed to impart analytical, evaluative and interpretative writing and speaking techniques to the student. The aim is to encourage creativity.						
GENERAL OBJECTIVES: 1.0: Appreciate the literary genres as sustained composition.						
COURSE SPECIFICATION: THEORETICAL CONTENT						
	THEORETICAL CONTENT		PRACTICAL CONTENT			
WEEK	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	RESOURCE	SPECIFIC LEARNING OUTCOMES	TEACHER'S ACTIVITIES	EVALUATION
	Literary Genres: 1.1 Define literature. 1.2 List the salient features of the literary genres.	Explain the main features of the literary genres as used in the 3 genres: drama, prose and poetry. Explain the term literature.	Textbooks Projector White Board Marker Internet CD/DVD	List and define the literary genres. Define the term literature.	Supervise Guides Assess Supervise Guides Assess	Assignments and tests. Assignments and tests.
GENERAL OBJECTIVE: 2.0: Understand the development of the literary essay						

Literary Essay							
2.8	Explain novel.	one	Explain the novel as a branch of literature.	<ul style="list-style-type: none"> • Textbooks • Radio • Television • Internet 	Explain a novel/short story.	Guide Supervise Assess	Assignments and Tests.
2.9	Explicate short Poem.	one	<ul style="list-style-type: none"> ➤ Define poetry ➤ Explain the features of poetry with examples, e.g. theme, styles, mood, tone etc. ➤ Analyse a short poem. 		<ul style="list-style-type: none"> ➤ Define poetry. ➤ Differentiate poetry from the other genres of literature. ➤ Identify the features in a given poem. ➤ Write a review of a play/novel. 	Guides Counsels Tests.	<ul style="list-style-type: none"> • Class work • Assignments • Tests.

GENERAL OBJECTIVE: 3.0: Know how to make oral presentation						
	Oral Presentation:					
3.1	Define different types of formal oral composition.	Explain the types of oral composition. e.g. debate, conference, workshop, symposium, speech making, etc.	Textbooks Tape recorder Radio Television etc.	List and define different types of oral composition.	Leads supervises	Group assignment Tests.
3.2	State the steps in developing an oral composition: a. define the purpose. b. select a topic c. frame the subject sentence. d. define materials for developing © above. e. draw up the outline. f. select the mode of	Explain the steps/factors such as the topic, audience, purpose. Point out their relevance to effective delivery of an oral composition.	Textbooks Recorded piece on tape Projector	Mention the factors influencing speech delivery. Deliver a short speech on any given topic.	Direct Lead Assess	Assignments and tests.

	<p>delivery. g. Rehearse/ practice.</p> <p>3.3 Enumerate delivery techniques. Explain the mode of delivery of a speech/oral composition, e.g. memorization, reading, impromptu, extemporaneous.</p>	<p>Discuss importance of purpose to the delivery of a public speech.</p>		<ul style="list-style-type: none"> ➤ List the mode of delivery. ➤ Explain the mode of delivery. 	<p>Guide students. the</p>	<p>Group Assignment Tests.</p>
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