Bayero University, Kano (BUK)

Faculty of Arts and Islamic Studies

Department of English and Literary Studies

B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

Level 100

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Units | Status | LH | PH |
| BUK-ENG111 | Introduction to Writing Skills | 3 | C | 45 |  |
| BUK-ENG 112 | Introduction to Reading Skills | 3 | C | 45 |  |
| BUK-ENG 113 | Introduction to Listening Skills | 3 (2+1) | C | 30 | 45 |
| BUK-ENG 114 | Introduction to Vocabulary Development | 3 | C | 45 |  |
|  | Sub-total | 12 |  |  |  |

Level 200

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Units | Status | LH | PH |
| BUK-ENG 211 | History of the English Language | 3 | C | 45 |  |
| BUK-ENG 212: | Contemporary English Usage | 3 | C | 45 |  |
| BUK-ENG 213 | Advanced Speaking Skills | 3 (2+1) | C | 30 | 45 |
|  | Sub-toatal | 9 |  |  |  |

Level 300

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Units | Status | LH | PH |
| BUK-ENG 311 | Media English | 3 (2+1) | C | 30 | 45 |
| BUK-ENG 312 | Stylistics | 3 | C | 45 |  |
|  | Sub-total | 6 |  |  |  |

Level 400

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Units | Status | LH | PH |
| BUK-ENG 411 | Advanced Semantics | 3 | C | 45 |  |
| BUK-ENG 412 | Syntax | 3 | C | 45 |  |
| BUK-ENG 413 | Advanced Syntax | 3 | C | 45 |  |
| BUK-ENG 414 | Second Language Acquisition | 3 | C | 45 |  |
| BUK-ENG 415 | Multimodal Discourse | 3 | C | 45 |  |
|  | Sub-total | 15 |  |  |  |

Bayero University, Kano (BUK)

Faculty of Arts and Islamic Studies

Department of English and Literary Studies

B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

Level 100

BUK-ENG 111: Introduction to Writing Skills **(3 Units; Core; LH = 45)**

Senate Approved Relevance

Producing high quality graduates who would master and use different techniques of writing. This includes mastering writing the different forms of correspondences, such as bulletins, memos, reports, minutes of meetings and so on. Part of this is to produce graduates who would master the art of summary writing.

Overview

This course covers a number of areas that are related to writing and writing skills. It has been observed by many scholars that with the coming of social media and its growing popularity among the youth, students are found to copy the non-standard social media writing styles and apply such in a formal type of writing.

This course is meant to expose students on how to write meaningful pieces in well-developed paragraphs and using correct spelling.

Objectives

The objectives are to:

1. Identify three differences between formal and informal forms of writing
2. Enumerate at least six different forms of correspondences
3. Discuss five skills needed for good writing skills
4. Use the five skills to compose various pieces of writing for different purposes
5. Explain summary writing skills

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

1. identify three differences between formal and informal forms of writing
2. Enumerate at least six different forms of correspondences
3. Discuss five skills needed for good writing skills
4. Use the five skills to compose various pieces of writing for different purposes
5. Explain summary writing skills

**Course Contents**

Meaning and purpose of writing; Formal and informal forms of writing; Essentials of good writing; Paragraph development; Topic sentence and supporting sentences; Essay writing (narrative, descriptive, expository and argumentative); Letter writing (formal, informal and semi-formal); Report writing (formal and informal reports, qualities of a good report, the language of reporting)) Writing a memorandum (internal and external memo); Writing minutes of meeting; How to write curriculum vitae (CV/Resume); How to write an email; How to write a speech.

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Faculty of Arts and Islamic Studies

Department of English and Literary Studies

B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 112: Introduction to Reading Skills (3 Units; Core; LH = 45)**

**Senate Approved Relevance**

Producing high quality graduates with a high-level ability to read and understand English texts. The course also aims to produce graduates with a positive habit towards reading. This includes not only instilling in them the ability to read and understand what is explicitly written but also what is implied in the texts.

**Overview**

This course aims at providing students with fundamental reading skills with a view to improving their reading ability in English.

The course will also equip students with the skills needed to read and comprehend reading materials better, as well as interpret the writer’s message and attitude in any reading text.

**Objectives**

The objectives are to:

1. Enumerate and explain four techniques of reading that will enhance their reading skills
2. Explain at least five ways of developing vocabulary pool through reading.
3. Discuss what a topic sentence is.
4. List three differences between facts and opinions and express their personal judgment.
5. Enumerate three ways of inferring the meaning of words in a given reading text and use them in appropriate context.
6. Discuss how to summarise, paraphrase and discuss the writer's attitude and point of view.

**Learning Outcomes**

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

1. Enumerate and explain four techniques of reading that will enhance their reading skills
2. Explain at least five ways of developing vocabulary pool through reading.
3. Discuss what a topic sentence is.
4. List three differences between facts and opinions and express their personal judgment.
5. Enumerate three ways of inferring the meaning of words in a given reading text and use them in appropriate context.
6. Discuss how to summarise, paraphrase and discuss the writer's attitude and point of view.

**Course Contents**

Introduction: Definition and importance of reading, purpose of reading, types of reading materials, etc. Types of reading: Intensive and extensive. Techniques of reading: purposeful reading, scanning, skimming, phrase reading, analytical reading, etc. Reading comprehension, prediction, making inferences, personal judgment and interpretation. Vocabulary development: understanding word meaning through denotation, connotation, affixation and some other processes of lexical derivation, Paraphrasing and summarising skills, identifying information words, topic sentence and supporting details. Identifying the writer’s purpose, attitude and point of view.

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B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG113: Introduction to Listening Skills (3 Units (2+1); Core; LH = 30; PH= 45)**

**Senate Approved Relevance**

Producing high quality graduates who are well-versed in their listening abilities, with the overall aim of achieving full comprehension of what the speaker says. Students would be trained on how to interpret and evaluate a message through a general impression of what the speaker says, so that they appreciate the value of being attentive to what is being said.

**Overview**

The course is meant to train students on how to be effective listeners. The aim is to expose students to all the techniques involved in effective listening in order for the students not only to be able to differentiate between hearing and listening, but how to use the latter to achieve full comprehension of what the speaker says.

Moreover, the students will be taught the challenges of effective listening skills and relationship between listening and reading.

**Objectives**

The objectives are to:

1. Discuss the concepts, activities and techniques of listening skills.
2. Explain at least two ways on how to evaluate a message through a general impression of what the speaker says.
3. List three ways to use careful listening to achieve good comprehension.
4. Enumerate five importance of listening comprehension.
5. Explain two ways of determining main ideas in academic presentations through attentive listening.

**Learning Outcomes**

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

1. Discuss the concepts, activities and techniques of listening skills.
2. Explain at least two ways on how to evaluate a message through a general impression of what the speaker says.
3. List three ways to use careful listening to achieve good comprehension.
4. Enumerate five importance of listening comprehension.
5. Explain two ways of determining main ideas in academic presentations through attentive listening.

**Course Contents**

The concepts of listening skills, developing listening skills, types of listening skills, strategies for listening skills, reasons for effective listening, importance of listening comprehension, different types of social situations that require listening, challenges of effective listening, relationship between listening and reading.

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B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 114: Introduction to Vocabulary Development (3 Units; Core; LH = 45)**

**Senate Approved Relevance**

Producing graduating students that are very good in vocabulary acquisition and use. Students would be taught the various techniques and goals of learning vocabulary, its nature as well as its specialised uses. Students would also be trained on how to acquire new vocabulary through the four skills of language namely: reading, writing, speaking and listening.

**Overview**

The course involves a detailed survey of research and theory on learning vocabulary. Students are provided with descriptions of numerous vocabulary learning strategies supported by experimental research and case studies.

The course will guide students on the vocabulary to know how to be effective language users through a systematic approach to vocabulary learning that makes the best use of class time and as well the best returns on their learning efforts.

**Objectives**

The objectives are to:

1. Explain the nature of vocabulary.
2. Analyse at least five research on vocabulary acquisition and use.
3. List three goals of learning vocabulary.
4. Discuss specialized uses of vocabulary.
5. Explain vocabulary study strategies.

**Learning Outcomes**

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

1. Explain the nature of vocabulary.
2. Analyse at least five research on vocabulary acquisition and use.
3. List three goals of learning vocabulary.
4. Discuss specialized uses of vocabulary.
5. Explain vocabulary study strategies.

**Course Contents**

The nature of vocabulary. Vocabulary acquisition and use. The goals of learning vocabulary. Aspects of word knowledge. Vocabulary and the four skills of language learning. Vocabulary study strategies

Bayero University, Kano (BUK)

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B.A. English Language

Proposed 30% Addition to the Course Structure/ Summary

**Level 200**

**BUK/ENG211: History of The English Language (3 Units; Core; LH = 45)**

**Senate Approved Relevance**

Producing students who are quite knowledgeable about the homeland of the English language and its earliest inhabitants. Students would be taught the origin of the English language and the various changes the language went through in the course of its history and at various stages of its development. In addition, students would be exposed to the two leading varieties of English (the British and the American) with a particular focus on the differences between them in areas of spelling, pronunciation, grammar and stylistics as well as how the two varieties of English impact on World Englishes.

**Overview**

This is an introductory course aimed at giving students a general overview of the English language. Students would be taught the development of the English language through various historical stages to the present day conventional English.

The impacts of various sociological and political influences on the English language will also be discussed. At the end of the course, students are expected to have broad knowledge of the English language, its development, and some of its major varieties.

**Objectives**

The objectives are to:

1. Discuss the social, geographical and linguistic history of the English language;
2. Explain the homeland of the English Language, its geography and the early inhabitants;
3. Enumerate and discuss the three major periods in the history of English;
4. Explain the rise of Standard English;
5. Enumerate and analyse at least three factors for the geographical spread of the English Language around the world.
6. Discuss the two major varieties of the English language, notably, the British English (BrE) and the American English (AmE); and
7. Identify three areas of differences between the two varieties of English and how the American English influences other varieties.

**Learning Outcomes**

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

1. Discuss the social, geographical and linguistic history of the English language;
2. Explain the homeland of the English Language, its geography and the early inhabitants;
3. Enumerate and discuss the three major periods in the history of English;
4. Explain the rise of Standard English;
5. Enumerate and analyse at least three factors for the geographical spread of the English Language around the world.
6. Discuss the two major varieties of the English language, notably, the British English (BrE) and the American English (AmE); and
7. Identify three areas of differences between the two varieties of English and how the American English influences other varieties.

**Course Contents**

General Background: the geographical location of Britain; its geographical features; its inhabitants; the place of English in the family of Languages. Old English: orthography; vocabulary; phonological and grammatical features. Middle English: Grammatical Changes; vocabulary; the spread of English. Early Modern English: Renaissance; the impact of renaissance on English; grammatical changes; vocabulary; spelling. The rise of standard English. The geography of English: the spread of English around the world. Varieties of English: British and American English- differences in orthography, pronunciation and syntax; new Englishes; impact of American English on world Englishes.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 212: Contemporary English Usage (3 Units; Core; LH = 45)**

**Learning Outcomes**

**Senate Approved Relevance**

Producing high-quality students who are well versed in contemporary usage of the English language, who are knowledgeable about correct and incorrect usage of English and who are conversant with the outdated (archaic) and the contemporary (modern) usages of English.

**Overview**

Students would be taught the various aspects of contemporary usage of English, including such things as word classes, concord, parallelism, dangling modifiers, paragraphing, tense consistency, cohesive markers, spelling, clichés, idiomatic expressions and so on.

The overall intent is to allow students become conversant in using correct and modern forms of the English language. At the end of the course, students are expected to apply what they learn in their spoken and written discourses.

**Objectives**

The objectives of the course are to:

1. Explain at least eight areas of concern in contemporary English usage;
2. Discuss the structure of English language;
3. List at least fifteen examples of over-used Nigerian English phrases;
4. Explain how to use punctuations in short and correct paragraphs;
5. Explain at least seven ways to apply the knowledge acquired of English language structure in practice.

**Learning Outcomes**

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

1. Explain at least eight areas of concern in contemporary English usage;
2. Discuss the structure of English language;
3. List at least fifteen examples of over-used Nigerian English phrases;
4. Explain how to use punctuations in short and correct paragraphs;
5. Explain at least seven ways to apply the knowledge acquired of English language structure in practice.

**Course Contents**

Word classes: types functions and grammatical forms; verbs: tense and aspects; grammar in prose writing; concord- tense consistency; parallelism; dangling modifiers; Nigerian English: vocabulary, proverbs, idiomatic expressions, clichés and over-used expressions; punctuations; clarity in sentences, paragraphing, spelling; formal and informal writing style; linguistic meaning, speaker meaning and cohesive devices.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 213: Advanced Speaking Skills (3 Units (2+1); Core; LH = 30; PH= 45)**

**Senate Approved Relevance**

Producing students that are proficient in spoken English and the art of public speaking, competent in the functions of the different organs of speech that are used for pronunciation, and aware of the factors that affect English pronunciation, especially as they regard mother tongue interference.

**Overview**

This course is expected to train students on speaking skills and the art of public speaking. Various aspects of English speaking skills, such as segmental and supra-segmental features of the English sounds would be examined.

The phenomenon of first language-based interference would also be discussed, so as to allow students to identify the likely barriers that hinder their chances of attaining proficiency in spoken English.

**Objectives**

The objectives are:

1. Explain the processes of good understanding of English pronunciation.
2. Pronounce correctly the sound system of English.
3. develop their pronunciation skills so that their speech is intelligible to the hearer.
4. Enumerate and explain the features of segmental and supra-segmental sound system of English.
5. List at least five factors that influence public speaking and appropriately consider when speaking in public.

**Learning Outcomes**

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

1. Explain the processes of good understanding of English pronunciation.
2. Pronounce correctly the sound system of English.
3. develop their pronunciation skills so that their speech is intelligible to the hearer.
4. Enumerate and explain the features of segmental and supra-segmental sound system of English.
5. List at least five factors that influence public speaking and appropriately consider when speaking in public.

**Course Contents**

Importance and goals of English pronunciation, factors that affect English pronunciation, introduction to the sound system of English, aspects of English pronunciation, pronunciation and intelligibility, introduction to organs of speech, process of speech production, challenges of interference and how to address them, introduction to public speaking and the factors to consider during public speaking.

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Proposed 30% Addition to the Course Structure/ Summary

**Level 300**

**BUK-ENG 311: Media English (3 Units (2+1); Core; LH = 30; PH= 45)**

**Senate Approved Relevance**

Producing high quality graduates who are well versed in the best practices of using English for different media purposes such news cast, commentary, advertisement, subtitling, fiction etc.

**Overview**

This course has four inter-related objectives, namely to understand the concept of mass media and its genres, the state of the English language in the mass media, the state of the English language in the mass media, its style regarding grammar and the new media.

It is also intended to engage the students into practical classes so that they rudimentary knowledge and skills of practicing media journalism.

**Objectives**

The objectives are to:

1. Explain the state of the English language in journalism;
2. Define the mass media and explain the importance of grammar in writing in the mass media;
3. Explain what constitutes journalistic style;
4. Analyse the media writing jargon;
5. Discuss why we have a unique language use and writing style for the mass media;
6. Explain at least seven roles of grammar, spelling, punctuation, as well as figures of speech in the mass media;
7. List at least three significance of editing and proofreading in journalistic writings.

**Learning Outcomes**

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

1. Explain the state of the English language in journalism;
2. Define the mass media and explain the importance of grammar in writing in the mass media;
3. Explain what constitutes journalistic style;
4. Analyse the media writing jargon;
5. Discuss why we have a unique language use and writing style for the mass media;
6. Explain at least seven roles of grammar, spelling, punctuation, as well as figures of speech in the mass media;
7. List at least three significance of editing and proofreading in journalistic writings.

**Course Contents**

Meaning of mass media; media genres (news, commentary, advertisement and fiction); the state of the English language in the mass media; style (features and devices); grammar (problems and confusions); spellings; punctuation; reporting speech. The new media.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 312: Stylistics (3 Units; Core; LH = 45)**

**Senate Approved Relevance**

Producing students who understand the multifaceted nature of stylistics and the overt and covert ways in which it is studied both in language and literature. The idea is to expose students to stylistics as a multi-dimensional discipline, level of analysis in stylistics, as well as conceptual issues regarding style and stylistics etc.

**Overview**

This course introduces students to the vast field of stylistics toolkit and different levels of analysis in stylistics i.e. literary and linguistic stylistic analysis of say poetry, prose etc.

The students should also be exposed to scholastic debates about the concept of style and stylistics.

**Objectives**

The objectives of the course are to:

1. Discuss the concepts and various view about Style and Stylistics
2. Explain at least four principles and tools of stylistic analysis
3. Analyse texts beyond its formal features using the principles and tools of stylistic analysis
4. Enumerate at least three appropriate Stylistic analysis technique for different types of texts
5. Practice a simple stylistic analysis for different texts.

**Learning Outcomes:**

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

1. Discuss the concepts and various view about Style and Stylistics
2. Explain at least four principles and tools of stylistic analysis
3. Analyse texts beyond its formal features using the principles and tools of stylistic analysis
4. Enumerate at least three appropriate Stylistic analysis technique for different types of texts
5. Practice a simple stylistic analysis for different texts.

**Course contents**

Introduction: A Brief History of Stylistics, definitions and views about Style and Stylistics, Key concepts in Stylistics. Stylistics as a multi-dimensional discipline: Sub-disciplines in stylistics. The stylistics toolkit: Lexis, grammar, foregrounded features, context and cohesion. Levels of analysis in Stylistics: Lexico-semantic and Syntactic levels; words, phrases, sentences, lexical relations, denotative and connotative meanings, etc. Stylistics of Poetry: levels of language, linguistic choice, deviation and foregrounding. Stylistics of Prose: Narrative perspective, discourse structure and point of view, Representing Speech and Thought in narratives. Stylistics of Drama: Conversational style, dialogues in drama. Stylistics of non-literary texts: Newspapers, magazines, films, etc. Practical stylistic analysis of sample texts from different genres

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**Level 400**

**BUK-ENG 411: Advanced Semantics (3 Units; Core; LH = 30)**

**Senate Approved Relevance**

Producing high caliber students who are conversant with advanced semantics issues such as conceptual processes in Cognitive Semantics and blending theory, among others.

**Overview**

The course provides additional insight to the students regarding issues in semantics.

It pays special attention to Cognitive Semantics, collocations, idioms, colour semantics, truth and sense relations, semantic change and theta-roles etc.

**Objectives**

**The objectives of the course are to:**

1. Explain semantic issues using advanced semantic theories;
2. Explain how the knowledge of semantic concepts could be applied to the study of linguistic data;
3. Discuss philosophical aspects in relation to the semantic study of language;
4. Explain the process of semantic change and factors which are responsible for it;
5. Use at least three semantic theories to account for what happens when meanings combine;
6. Explore and explain the semantic-syntax interface.

**Learning Outcomes**

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

1. Explain semantic issues using advanced semantic theories;
2. Explain how the knowledge of semantic concepts could be applied to the study of linguistic data;
3. Discuss philosophical aspects in relation to the semantic study of language;
4. Explain the process of semantic change and factors which are responsible for it;
5. Use at least three semantic theories to account for what happens when meanings combine;
6. Explore and explain the semantic-syntax interface.

**Course Contents:**

Conceptual processes (eg metaphor and metonymy) in Cognitive Semantics; collocations; idioms; colour semantics; truth and sense relations, semantic change; theta-roles; presupposition, blending theory.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 412: Syntax (3 Units; Core; LH = 45)**

**Senate Approved Relevance**

Producing students who understand the Syntactic classes of words and Syntax of the major word classes in English on the one hand and the structure of both clauses and sentences on the other.

**Overview**

This is an introductory Syntax course which seeks to offer the student a firsthand exposure to the concepts essential to the study of the structure of phrase, clauses and sentences.

Assuming some prior knowledge of grammar, but not Syntax, the course leads students through central concepts such as syntactic categories of words, grammatical categories, the structure of phrases, clauses, sentence types and structures, dependencies, headedness parameter, and other syntactic properties.

**Objectives**

The objectives of the course are to:

1. Explain the differences between phrases, clauses and sentences in English;
2. Discuss the interface between syntax and grammar;
3. Explain the structure of the clause and the sentence;
4. Analyse phrase structures in terms of headedness parameter
5. Analyse the syntax of the major word classes in English.

**Learning Outcomes:**

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

1. Explain the differences between phrases, clauses and sentences in English;
2. Discuss the interface between syntax and grammar;
3. Explain the structure of the clause and the sentence;
4. Analyse phrase structures in terms of headedness parameter
5. Analyse the syntax of the major word classes in English.

**Course Contents**

Introducing syntax: Concepts and misconceptions, the need for syntax, evidence of syntactic structure, syntax versus grammar. Syntactic classes of words: Identifying word classes. Syntax of the major word classes, Grammatical categories: Noun, Verb, Adjective, Adverb and Preposition. Structure of the clause: The clause and its types. Structure of the sentence: The sentence: its type and its structure. Headedness parameter: Heads and other dependents, Properties of the head and dependents.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 413: Advanced Syntax (3 Units; Core; LH = 30)**

**Senate Approved Relevance**

Producing high caliber graduating students who deepen their understanding of central syntactic phenomena and will be able to further studies in the subject.

**Overview**

This is an advanced Syntax course which builds on the learners’ previous knowledge of Syntax. As such, it is a continuation of Syntax I. This course is therefore designed to deepen the understanding of central syntactic phenomena and prepares the graduating students for further studies in the subject.

The course explores in depth the structure of English clauses and sentences to address a range of syntactic issues such as minimalism, contemporary syntactic structures and lexical-functional grammar. Topics include processes of change in grammatical relations, movement of constituents in sentences, constituent and constituent marking, syntactic negation and interface of Syntax and Semantics.

**Objectives**

The objectives of the course are to:

1. Discuss central syntactic phenomena;
2. Explain how grammatical relation changes;
3. List at least four ways on how to mark a constituent in a sentence;
4. Use at least three test frames to realise constituents in given sentences;
5. Explain the Interface of Syntax and Semantics.

**Learning Outcomes:**

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

1. Discuss central syntactic phenomena;
2. Explain how grammatical relation changes;
3. List at least four ways on how to mark a constituent in a sentence;
4. Use at least three test frames to realise constituents in given sentences;
5. Explain the Interface of Syntax and Semantics.

**Course Contents**

Processes that change grammatical relations I: The Passive construction, The Impersonal construction. Processes that change grammatical relations II: The Antipassive construction, The Applicative and Causative construction. Wh-constructions: Wh-questions, Relative clauses, Types of relative clauses; Focus movement and scrambling. Constituent marking: Sentence structure, Evidence of the structure of the sentence, Constituent tests, Constituent structures and tree diagrams. Negation in sentences: Introduction, Negative polarity items, Negative elements, Syntactic position of negative elements, Features of negation. Interface of Syntax and Semantics: The scope; Ambiguity.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 414: Second Language Acquisition (3 Units; Core; LH = 30)**

**Senate Approved Relevance**

Producing students who understand what second language acquisition is concerned with and who get access to the latest research in the area as well as who will be able to carry out sound researches in the area.

**Overview**

The course teaches students on how people acquire a second language (often referred to as an (L2). There is the need to discover how they learn a second language, especially to obtain an education or secure employment. SLA is concerned with how people learn a language other than their mother tongue inside or outside the classroom.

The course deals with what learners actually do when they learn an L2. For a practical course, samples of learner language are collected in speech, and writing and analysed carefully. The samples provide evidence of what learners know about the target language they are trying to learn and collected at different times, the samples may show how their knowledge gradually develops. Thus, SLA seeks to describe how learner language develops over time.

**Objectives**

The objectives of the course are to:

1. Explain what second language acquisition;
2. Analyse at least three latest research in the area;
3. Differentiate first from second language;
4. Explain how to conduct research in SLA;
5. List four differences between L1 and L2 users of English.

**Learning Outcomes**

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

1. Explain what second language acquisition;
2. Analyse at least three latest research in the area;
3. Differentiate first from second language;
4. Explain how to conduct research in SLA;
5. List four differences between L1 and L2 users of English.

**Course Contents**

Acquiring a second language (L2); How to learn a L2; The dimensions of the mother tongue (MT); Learning the L2 in the classroom; Practical aspects of learning the L2; Language learning the four skills; Collecting and using samples to show how L2 develops.

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Proposed 30% Addition to the Course Structure/ Summary

**BUK-ENG 415: Multimodal Discourse (3 Units; Core; LH = 30)**

**Senate Approved Relevance**

Producing students who understand the multifaceted nature of Multimodal Discourse, which is concerned with texts, that contain the interaction and integration of two or more semiotic resources, in order to achieve the communicative functions of such text.

**Overview**

Multimodal Discourse is particularly concerned with texts, which contain the interaction and integration of two or more semiotic resources, in order to achieve the communicative functions of the text.The purpose of this course is to develop students’ understanding of multimodal discourse and learn to analyse multimodal texts, with a view to exploring how semiotic modes work together with both spoken and written language.

Multimodal discourse analysis considers how text draw on modes of communication such as pictures, film, video, images and sound in combination with words to make meaning. Therefore, students should beguided to explore how the use of different kinds of media and modes in communication affects language use and the construction of social identities, relationships and social practices.

**Objectives**

The objectives of the course are to:

1. Explain the meaning, central principles, key terms and analytical tools in multimodal discourse analysis.
2. Explain how non-verbal modes and language work together.
3. Discuss how non-verbal modes and language make meaning.
4. Evaluate and critique at least three approaches to multimodal discourse analysis.
5. Analyse multimodal texts using a variety of multimodal tools.

**Learning Outcomes**

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

1. Explain the meaning, central principles, key terms and analytical tools in multimodal discourse analysis.
2. Explain how non-verbal modes and language work together.
3. Discuss how non-verbal modes and language make meaning.
4. Evaluate and critique at least three approaches to multimodal discourse analysis.
5. Analyse multimodal texts using a variety of multimodal tools.

**Course Contents**

Introduction to Multimodal Discourse: theoretical foundations, key assumptions and concepts. Multimodal texts and how semiotic resources such as, gesture, gaze, dress, audio and visual art, page-layout, font type/size, colour, cinematographic and sound design, etc contribute to meaning making. Multimodality across Media: print media, online discourses and social media, TV programmes, films and comics, etc. Principles and practices of multimodal discourse analysis. Methodologies, approaches and tools of multimodal discourse analysis. Practical multimodal discourse analysis of a variety of genres.