

**ADEYEMI FEDERAL UNIVERSITY OF
EDUCATION, ONDO, NIGERIA**



**FACULTY OF ARTS
DEPARTMENT OF YORÙBÁ**

2026 STUDENT'S HANDBOOK

University Principal Officers

Vice-Chancellor

Prof. Bayode Isaiah Popoola
B.Ed, M.Ed, Ph.D

Deputy Vice-Chancellor

Prof. Ireti Alao
B.Ed, M.Ed, Ph.D

University Registrar

Mrs. O.O. Fakorede
B.A. Ed, MPA, FICA

University Librarian

Dr. Azino Akpokurerie
B.Sc. Ed, MLS, Ph.D

Bursar

Mrs. T. O. Adedoyin
HND, MBA, FCA

Dean, Faculty of Arts

Professor T.A. Fawehinmi
B.A, M.A, Ph.D

Adeyemi Federal University of Education Anthem

Hail our great University of Education
Citadel of noble compatriots
In quest for knowledge
Fulfilling her Mandate
Education for Service

Chorus:

Adeyemi University of Education
Mentoring a mind to go and glow
All Hail! Hail our great College
Arise and Shine

Centre of learning per Excellence
Competence and skilled learning our goal
To build and groom
The leaders of tomorrow
Education for knowledge

VISION STATEMENT

Department of Yorùbá, Adeyemi Federal University of Education, Ondo aims at the pursuit of academic excellence through teaching, learning, culture and research for the professionalization of teaching to meet global and digital standards.

MISSION STATEMENT

The mission of Department of Yorùbá, Faculty of Arts, Adeyemi Federal University of Education, Ondo is to create a conducive atmosphere where teaching, learning, culture, research and community activities can take place among staff, students and the public for the overall benefit of the teaching and learning profession in Nigeria and abroad through development and encouragement of a resourceful and scholarly engagement.

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Heads of Department in the Faculty of Arts

English

Dr. H. I. Adhuze

Christian Religious Studies

Dr. E. R. Adesanwo

French

DR. (MRS) E.M. Fabiyi

Linguistics

Dr. A. Uba

History

Dr. D. Z. Olupayimo

Music

Dr. E. O. Ayeyemi

Theater and Creative Arts

Dr. C. A. Ogazie

Yorùbá

Dr. S. O. Awolaoye

DEPARTMENTAL STAFF LIST

S/N	Name	Status	Qualification	Area of Specialization
1.	Dr. AWOLAOYE Sunday Olayinka	Senior Lecturer	N.C.E. CRS/ Yorùbá (1992), B. A. (Ed) Yorùbá (2001), M. A. Yorùbá Language (2011), PhD Yorùbá Language (Syntax, Dialectology and Sociolinguistics (2021), TRCN (2006).	Yorùbá Phonology, Syntax and Socio-Linguistics
2.	Dr. ADESUYAN Raphael Ayodeji	Professor	B.A. (Hons.) Yorùbá (1986), M.A. Yorùbá Language – (1991), M.A. Yorùbá Language and Literature (2009), Post Graduate Diploma in Education – (1999), Diploma in Computer – (2004), Ph.D Yorùbá Language and Literature – 2014, (Syntax and Dialectology) TRCN (2006).	Syntax (Yorùbá) Linguistics
3.	Dr. AKINOLA, Bolawa	Associate Professor	NCE HIS/YOR (1988), B.A. (Ed) Yorùbá – (1990), M.A. Linguistics – (1998), Certificate in Computer – (2006), Ph.D. Linguistics – 2014 Morphology, Dialectology and Applied Linguistics	Morphology and Linguistics (Yorùbá)
4.	Dr. ADEJUBEE Sunday	Associate Professor	B.A. (Ed) Yorùbá (1988), M.A. Linguistics (1999), Certificate in Computer (2000), PhD Linguistics and African Languages (2020), TRCN (2005).	Syntax (Yorùbá), Dialectology, Linguistics
5.	Dr. OJO Ilufoye Fawole	Senior Lecturer	NCE History/Yorùbá (1991) B.A. (Ed.) Yorùbá (1993), M. A. Yorùbá (2004), M.A. (Yorùbá Language and Literature 2016) PhD Oral Literature and Culture (2020), TRCN (2010).	Yorùbá Culture, Stylistics and Oral Literature
6.	Dr. FASEHUN Mercy Ayo	Senior Lecturer	B.A. (Ed.) Yorùbá (1996), M.A. Yorùbá Lit. (2008), PhD Yorùbá Literature and Culture (Drama and Festival Studies) (2017) TRCN (2005).	Yorùbá Culture and Literature (Drama and Festival Studies)
7.	Dr. EMORUWA Oluwatoyin Titilayo	Senior Lecturer	B. A. Yorùbá (2004), Dip. Desktop Publishing (2005), M. A. Yorùbá Language (2012), PhD Linguistics Yorùbá (Morphology, Syntax and Pragmatics (2020), TRCN (2017).	Linguistics Yorùbá, (Morphology, Yorùbá Syntax, Applied Linguistics Pragmatics)

8.	Dr. AJAYI Funmilayo Temitope	Senior Lecturer	N.C.E. Hausa/Yorùbá (1995), B.A. (Ed) Yorùbá (2006), M. A. Yorùbá (2011), PhD Oral literature and Culture (2015), TRCN (2007).	Yorùbá Culture and Literature
9.	Dr. SAKA Idayat Oyenike	Senior Lecturer	N.C.E. Igbo/Yorùbá (2001), Dip. in Desktop Publishing (2002), B. A. Yorùbá (2007), M. A. Linguistics Yorùbá (Morphology, Syntax and Stylistics (2012), M.Phil. (2020), PhD Linguistics (2023), TRCN (2012).	Linguistics Yorùbá, (Morphology, Yorùbá Syntax, Applied Linguistics)
10.	Dr. SA'ADU Taofiq	Lecturer I	Diploma in Mass Communication (2004), B. A. (Ed.) Yorùbá (2011), M.A. Yorùbá Literature (2017), PhD (Yorùbá Language and Literature 2021), TRCN (2017).	Yorùbá Culture, Oral Literature and Stylistcs
11.	Mrs. EFEMINI Comfort Olatunji	Lecturer I	NCE History/Yorùbá (1990), B.A. (Ed) Yorùbá (1992), M.A. Yorùbá Literature and Culture (2019), TRCN (2009).	Yorùbá Culture and Literature
12.	Dr. ADEBOYE Julius Oyewole	Lecturer II	B.A. (Ed) Yorùbá (2012), M. A. Yorùbá Language and Literature (2021), PhD Yorùbá Literature (2025) TRCN (2020),	Yorùbá Culture and Literature
13.	Mr. OLAFUSI Tosin Aanuoluwapo	Lecturer II	Diploma in Computer Studies (2011), B. A. (Ed) Yorùbá (2012), M. A. Yorùbá Literature (2023)TRCN (2017),	Yorùbá Culture and Literature
14.	Mrs. FARINDE Muibat Abiola	Lecturer II	NCE French/Yorùbá (2004), B. A. (Ed) Yorùbá (2012), M. A. Yorùbá Literature (2024) TRCN (2020).	Yorùbá Culture and Literature
15.	Mr. ABIOLA Olaide Saheed	Assistant Lecturer	NCE PES/YOR (2010), B. A. (Ed) Yorùbá (2015), M. A. Yorùbá Language (2025) TRCN (2021)	Yorùbá Language
16.	Mr. OYEWOLE, Joseph Adedayo	Assistant Lecturer	NCE SOS/YOR (2007) B.A. (Ed) Yorùbá 2011, M.A. Yorùbá Language and Linguistics 2025, TRCN 2022	Yorùbá Language
17.	Mr. OYEWOLE Musbau Tayo	Graduate Assistant	NCE English/Yorùbá (2011), B. A. (Ed) Yorùbá (2021), TRCN 2022	Yorùbá Literature

ADMINISTRATIVE STAFF

S/N	Name	Qualification	Status	Area of Specialization
1.	Mrs Aremu, Grace Raliat	HND Office Technology Management (2022), NABTEB Cert. in Secretarial Studies (Advance Level) (2004) N.C.E. (2002), WASSCE May/June (2002) Diploma in Desktop Publishing (2007) Certificate in Computer Installation & System Maintenance (2011)	Senior Confidential Secretary	Secretarial Works

FOREWORD

The Departmental handbook is specially prepared to provide necessary information to the Degree Students in the Department of Yorùbá, Adeyemi Federal University of Education, (AFUED), Ondo Nigeria. The courses to be offered are well prepared from the courses prescribed in the National University Commission (NUC) CCMAS for Nigeria University.

The Handbook is to serve as a general source of information about the Degree Programme of Adeyemi Federal University of Education, (AFUED), Ondo, Nigeria, Faculty of Arts, Department of Yorùbá and is in no way intended to state contractual terms. The information contained may be subjected to change at any time.

The handbook provides brief history of the Department, philosophy, objective and admission requirements for both UTME and Direct Entry Candidates for both B.A. Ed and B.A Yorùbá Programmes and award of certificate; Outline of Courses, the required number of units for graduation; measurement of performance, classification of Degree, Conduct of examination; students' complaint, general rules and regulations governing students' discipline, staff list, Departmental and staff publications.

The students are therefore encouraged to carefully study the handbook. It shall be a valuable resource to you at every stage of your programme. It is my hope that you will put it to the best use.

I wish you a successful academic journey.

Dr. S.O. Awolaoye
Ag. Head, Department of Yorùbá.

HISTORY OF THE UNIVERSITY

Adeyemi Federal University of Education, then Adeyemi College of Education, Ondo was officially opened on 22nd of May 1964. The then College was named after Canon Moses Craig Adeyemi, a renowned Nigerian educationist from Ondo town. At inception, the Institute of Education, University of Ibadan moderates the College. This function was transferred to the University of Ife (Now Obafemi Awolowo University) Ile Ife in 1968.

The College was established to fulfill the objectives of providing a constant flow of qualified trained teachers to work in secondary schools, to organize refresher courses for serving teachers and to carry out educational research. The College operates through a school system. The schools are Arts and Social Sciences, Education, Languages, Sciences, Vocational and Technical Education. The College was upgraded into the full fledged University in the year 2023 by President Bola Ahmed Tinubu. The University since then has been operating through a faculty system. The faculties are: Arts, Social Sciences and Management, Education, Sciences, Vocational and Technical Education.

BRIEF HISTORY OF THE DEPARTMENT

Yorùbá Department was one of the earliest Departments in the College. It was set up to provide middle-level manpower in the growing industry of education in the 1960s. The graduates of the Department after receiving the pre-require competence and proficiency in the Language, Culture and Literature of Yorùbá readily found placements in the secondary education system until the 1981 when the Federal Government through her National Policy on Education (NPE) stipulated that the NCE should be made the minimum teaching qualification in the Nigerian school system.

Either by divine providence or by mere coincidence, the Senate of the Obafemi Awolowo University, then, University of Ife, Ile-Ife approved Bachelor in Education (B.A.Ed.) programme on 22nd April, 1981 with effect from the 1982/83 session. This giant stride offers opportunity of further studies to students. The first set of the B.A. (Ed.) programme graduated in 1985/1986.

The status quo of running two programmes (NCE and B.A.Ed.) continued until 1992 – barely a decade after the inclusion of the degree programme when the Department expanded her programmes of studies to accommodate Igbo and Hausa Studies. Consequent upon this major landmark of including additions two major Nigerian Languages, additional qualified staff were employed to handle the relevant disciplines by the College. The expansion of the programmes of study was in response to the critical need of the educational system for 2nd Language Teachings

(L2 Trs) for the prosecution of the provision of the NPE that at least one of the major NLs. Viz: Yorùbá, Igbo and Hausa should be learned by students.

Another corollary consequence of this expansion is the change of the Department of Yorùbá to reflect the recent change into: Department of Nigerian Languages.

The Department continued to expand by leap and bound with each of the tripartite compositions constituting the Department operating as inter-dependent units with co-ordinators and one overall Head of Department. until 2004 when on conviction that each of the units can stand on its legs as autonomous Department, the College approved the splitting of Hausa and Igbo as autonomous Departments.

This necessitated the reversal of nomenclature of the Department of Yorùbá Department since 2004 till date. Presently, the Department has seventeen (17) academic staff, 2 administrative staff and a dynamic H.O.D. that supervises the men and materials, and as well presides in the Departmental Board of Studies. In 2024, National University Commission (NUC) approved 2 programmes to be domiciled in the Department, they are: B.A. (Ed) Yorùbá and B.A. Yorùbá. Presently, the College has transited from Adeyemi College of Education, Ondo, Obafemi Awolowo University, Ile-Ife to Adeyemi Federal University of Education, (AFUED), Ondo in 2024 and the full academic activities commenced on Monday 6th January, 2025. The current Head of Department. is Dr. S.O. Awolaoye.

PHILOSOPHY OF THE DEPARTMENT

Philosophy of the Department

The fundamental concern of Yorùbá studies in general and Yorùbá education in particular is about Man and his complex nature, especially his multifaceted relationships with the world around and beyond as well as the pedagogical strategies for imparting the knowledge so gained. It is in this context that each activity is geared towards investigating and explaining those aspects of Man's nature that particularly concern or challenge him.

Objectives

The undergraduate programme in Yorùbá education is designed to equip the student with the analytic skill for a critical and creative knowledge of the Yorùbá Language, Literature (Oral and Written), Culture and Methodology. The student is to be exposed to the various aspects of the Yorùbá language, Linguistics, Literature, Culture and Methodology with a view to helping him achieve greater competence and sophistication in his understanding and appreciation of the values inherent in those aspects.

Thus, the programme is designed to train the student to be able to apply his knowledge for the advancement of their society and to prepare him for further studies in the discipline and/or for relevant careers (e.g. teaching, administration, public oration, etc).

SOURCES OF FUNDING

The University is owned by the Federal Government, and is therefore funded by the Federal Government.

ADMISSION REQUIREMENTS INTO THE PROGRAMME

(a) Admissions Requirements for B.A. Ed. Yorùbá

Admission into the programme shall be through Preliminary or Indirect and Direct Entry mode:

Four-year Degree Programme

In addition to appropriate UTME score in the Use of English, Yorùbá and any other two relevant subjects, candidate must also have five Credit Passes at Senior Secondary Certificate (SSC) (or its equivalent) to include credit pass in English Language and Yorùbá; and at least a pass in Mathematics in not more than two sittings.

Waiver/Special Considerations/Other Qualifications

Candidates who do not offer Yorùbá Language/Literature) at UTME but meet the entry requirements may be considered into 100 Level.

Direct Entry Three-year Degree Programme

Eligible candidates must possess five (5) credit passes at Senior Secondary Certificate or (its equivalent) to include Yorùbá and English Language; and at least a pass in Mathematics. Additionally, minimum of Merit passes in two relevant subjects including Yorùbá at the University/National Diploma or NCE levels from recognised institutions are required for the B. A. Ed Yorùbá Programme.

A pass in Mathematics in Senior School Certificate (SSC) from West African Examinations Council, (WAEC) or National Examinations Council (NECO) Examinations, and other recognized examination bodies.

(b) Admissions Requirements for B.A. Yorùbá

Admission into the programme shall be through Preliminary or Indirect and Direct Entry mode:

Four-year Degree Programme

In addition to appropriate UTME score in the Use of English, Yorùbá and any other two relevant subjects, candidate must also have five Credit Passes at Senior Secondary Certificate (SSC) (or its equivalent) to include credit pass in English Language and Yorùbá; and at least a pass in Mathematics in not more than two sittings.

Waiver/Special Considerations/Other Qualifications

Candidates who do not offer Yorùbá Language/Literature) at UTME but meet the entry requirements may be considered into 100 Level.

Direct Entry Three-year Degree Programme

Eligible candidates must possess five (5) credit passes at Senior Secondary Certificate or (its equivalent) to include Yorùbá and English Language; and at least a pass in Mathematics. Additionally, minimum of Merit passes in two relevant subjects including Yorùbá at the University/National Diploma or NCE levels from recognised institutions are required for the B. A. Yorùbá Programme.

1.6 GRADUATION REQUIREMENTS

The total minimum number of units to be taken by candidates who are admitted into the programme by:

- | | | |
|-----------------|---|-----------|
| a) UTME Entry | - | 144 units |
| b) DIRECT Entry | - | 108 units |

Registration for Courses:

- (i) Each candidate must complete the registration for semester within the period prescribed for registration.
- (ii) Any addition to or reduction in the courses for which a student is formerly registered must be made with the consent of the Head of Department. Such alterations must be effected within the approved registration period and on the prescribed form.

Withdrawal from Courses:

- (i) A student may withdraw, only with approval from the University Academic Board, from a course for which he is registered without the penalty of a grade off.
- (ii) Permission to withdraw must be sought by completing a withdrawal form, countersigned by the Head of Department.
- (iii) Withdrawal without penalty will be granted up to the prescribed period of the semester in which the course is offered, by the University Academic Board.
- (iv) Unauthorized withdrawal will earn the candidate the grade off.

Pattern of Examination:

Each course shall be examined at the end of the semester in which it is taught. The examination shall be conducted as prescribed by the University.

- (i) Each course shall normally be examined by a theory paper of 1-3 hours in addition to which there may be practical and/or an oral examination.

Measurement of performance

Performance in a course shall be measured by the results of prescribed theory and practical examination and/or assessment of such essay, practical exercises and reports prescribed for each course.

Release of Examination Results

At the end of each semester, a provisional list of successful candidates in course examinations shall be compiled by the Department and released to students after ratification.

The final result of the candidates for the award of the corticated shall be published by the University.

Repeat Courses

A student may repeat only those courses in which he has obtained grade of F. The grade earned for a repeated course will be recorded and used in the computation of the grade point average in the usual way.

Illness

Candidates who are prevented by genuine illness from appearing in the semester examination shall be required to write such paper(s) at the next available opportunity and without penalty provided that the candidates have lodged a report within reasonable time before the examination and have also produced satisfactory medical evidence from the Health Centre.

Probation and withdrawal

A student who fails to reach a cumulative grade point average of 1.00 at the end of the second semester, shall be required to withdraw from the University.

Definition of terms**Student workload**

This is defined in terms of course units. One unit represents one hour of lecture or one hour of tutorial or 2-4 hours practical work per week throughout a semester. Thus for example, a course in which there are two hours of lectures and one hour of tutorial per week is a 3 unit course.

Total Number of Units 3 (TNU)

This is the total number of course units carried by a student in a particular semester. It is the summation of the units on all courses carried during the semester. For example, a student who is carrying 6 courses of 3 Units each has a TNU of 18 for that semester. No student shall be allowed to carry (i.e register for) or to be examined in more than 24 units in any particular semester.

Cumulative Number of Units (CNU)

This is the summation of the total number of units in all the semester from the beginning to date. A student who is prone to repeating courses will finish (if he/she does not drop out) with a higher CNU than non-repeating colleagues and will most likely require a longer time to complete requirements for the award of the degree.

Level of performance and rating (credit Points per Unit)

A candidate shall be recorded as having attained in a course a level of achievement grades as follows:

A	=	Excellent	70% - 100%	5
B	=	Very Good	60% - 69%	4
C	=	Good	50% - 59%	3
D	=	Satisfactory	45% - 49%	2
E	=	Adequate	40% - 44%	1
F	=	Failure	0% - 39%	0

Based on the above, a student who obtained a grade of 'A' in a 4unit course has scored 20 credit points and one who obtained a grade of C in that course has scored 12 credit points.

Total Credit Points (TCP)

This is the sum of the product of the course units and rating in each course for the entire semester period. For example, if a student who took 4 courses of 5 units each obtains the grade of C, B, F and D respectively in the four courses, the TCP of this student will be $5 \times 3 + 5 \times 4 + 5 \times 0 + 5 \times 2 = 45$.

Cumulative Credit Point (CCP)

This is the summation of the total Credit point over all semesters from beginning to date.

Grade Point Average (GPA)

This is the Total Credit Points (TCP) divided by the Total Number of Units (TNU). For example, the TPC for the student's score referred to above is 45. His/her TUN is 20 (i.e. 4×5 being 4 courses at 5 units each) for the semester. The highest GPA that can be earned is 5.0 and that is when a student has earned a grade of 'A' in every course during the semester. The lowest GPA obtained is 0.0 and this would happen if the student has 'F' all round during the semester.

Cumulative Grade Point (CGPA)

This is the summation of TCPs for all semesters divided by the summation of TNUs the said semesters. Like the GPA, CGPA Obtained ranges from 0 to 5.

Assessment and award of Degrees

The final grade and the class of the degree shall be based on Cumulative Grade Point Average (CGPA) obtained by each Candidate in all prescribed courses approved by the University. The final cumulative grade point average shall be calculated on the basis of the total number of credit points and total number of course units registered for during the course of the student's programme. In the case of a failed course, the candidate must repeat the course at the available opportunity. If the course is an elective the candidate may substitute another course and shall not be required to pass the failed elective course. If the course is a restricted elective, the failed grade would however be reflected in the transcript.

A candidate who has satisfactorily completed all requirements for the degree with an overall grade point average of not less than 1.50 shall be awarded the honours degrees as indicated below:

First Class	4.50 - 5.00
Second (Upper Division)	3.50 - 4.49
Second Class (Lower Division)	2.50 - 3.49
Third Class	1.50 - 2.49
Pass	1.00 - 1.49

Pass in 12 units of special electives is a requirement for graduation. A candidate who scores a cumulative grade point average (CGPA) of less than 1.00 in two consecutive semesters shall be required to withdraw from the University.

Students' Complaint

All complaint should be routed through the level part adviser to the head of department. In case the part adviser is not available, the head of department should be directly approached.

B. A. (Ed.) YORÙBÁ

100 Level 1st Semester

Course Code	Course Title	Units	Status	LH	PH
EDU 101	Introduction to Teaching Profession and Foundation of Education	2	C	30	-
GST 111	Communication in English I	2	C	30	-
ALL 101	Introduction to Yorùbá People, Language and Culture	3	C	45	-
YED 101	Introduction to Writing and Communication Skill in Yorùbá	3	C	30	
ALL 103	Advanced Comprehension and Composition	3	C	45	-
ALL 105	Introduction to Linguistics 1	2	C	30	-
AFUED YOU 107	Yorùbá Oral Literature I	2	C	30	-
HIS 103	History of Human Evolution	2	E	30	-
THA 101	Traditional African/Festival Theatre	2	E	30	-

	Any two units of special electives (from either History or Theatre Arts)				
	Total	21			

100 Level 2nd Semester

Course Code	Course Title	Units	Status	LH	PH
GST 112	Nigerian Peoples and Cultures	2	C	30	-
ALL 102	Introduction to the History of Yorùbá People	3	C	45	-
ALL 104	Orthography of Yorùbá Language	2	C	30	-
AFUED YOU 106	Introduction to Linguistics II	2	C	30	-
AFUED YOU 108	Thoughts and Beliefs of the Yorùbá people	2	C	30	-
AFUED YOU 112	Varieties of Yorùbá Poetry in Yorùbá Languages	2	C	30	-
AFUED YOU 114	Yorùbá Phonetics	3	C	30	15
HIS 108	Africans in the Diaspora from Antiquity	2	E	30	-
THA 106	Practical Participation Orientation	2	E	15	-
	Any two units of special electives (from either History or Theatre Arts)				
	Total	20			-

200 Level 1st semester

Course Code	Course Title	Units	Status	LH	PH
EDU 201	Curriculum, Curriculum Delivery and General Teaching Methods	2	C	30	-
AFUED EDF 201	Historical and Philosophical Foundations of Education	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
YED 201	Yorùbá Language Method	3	C	45	
AFUED YOU 205	Dialects in Yorùbá	2	C	30	-
AFUED YOU 207	Yorùbá Oral Literature II	2	C	30	-
ALL 201	Survey of Yorùbá Literature	3	C	45	-
ALL 203	Morphology of Yorùbá Language	2	C	30	-
HIS 201	Nigeria from 1000 –1900	2	E	30	-
THA 205	Basic Speech Arts, Music and Acting	2	E	30	-

	Techniques				
	Any two units of special electives (from either History or Theatre Arts)				
	Total	22			

200 Level 2nd Semester

Course Code	Course Title	Units	Status	LH	PH
AFUED EDT 202	Introduction to Educational Technology in School and Work place	2	C	30	-
AFUED GCE 206	Psychological Foundation of Education	2	C	30	-
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ALL 202	Phonology of Yorùbá Language I	3	C	45	-
ALL 204	Syntax of Yorùbá Language I	2	C	30	-
AFUED YOU 202	Use of Yorùbá	2	C	30	-
AFUED YOU 204	Varieties of Prose in Yorùbá	2	C	30	-
HIS 202	Economic History of Nigeria in the 19th Century	2	E	30	-
THA 202	Introduction to Media Arts	2	E	30	-
	Any two units of special electives (from either History or Theatre Arts)				
	Total	19			

300 Level 1st Semester

Course Code	Course Title	Units	Status	LH	PH
EDU 301	Teaching Practice 1 (for teaching subject combination only)	3	C	-	135
AFUED GCE 315	Introduction to School Guidance and Counselling	2	C	30	-
AFUED CAI 301	Curriculum Development	2	C	30	-
YED 301	Yorùbá Reading Skills and Research Method	2	C	30	
ALL 301	Phonology of Yorùbá Language II	2	C	30	-
ALL 303	Syntax of Yorùbá Language II	2	C	30	-
AFUED	Entrepreneurship in Yorùbá Language,	2	C	30	-

YOU 305	Literature and Culture II				
AFUED YOU 301	Stylistics I	2	C	30	-
	Total	17			

300 Level 2nd Semester

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
AFUED GCE 310	Developmental Psychology	2	C	30	-
EDU 302	Educational Test and Measurements, Research Methods and Statistics	3	C	45	-
AFUED CAI 300-332	Special Teaching Methods	2	C	30	-
ALL 304	Introduction to Yorùbá Drama, Cinema and Films	2	C	45	-
ALL 306	Yorùbá in Broadcasting and Advertising	2	C	30	-
ALL 308	Yorùbá Literary History, Theory and Criticism	2	C	30	-
	Total	17			

400 Level 1st Semester

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Project	3	C	-	135
EDU 401	Teaching Practice II	3	C	45	
AFUED EDF 413	Sociology of Education	2	C	30	-
ALL 401	Issues in Yorùbá Phonology	2	C	30	-
YED 401	Introduction to Applied Linguistics in Yorùbá	2	C	30	
ALL 403	Issues in Yorùbá Syntax	2	C	30	-
ALL 407	Creative writing in Yorùbá	2	C	30	-
AFUED YOU 409	Ifa and its Literary Corpus	2	C	30	-
AFUED YOU 413	Introduction to Yoruba Language and Computer System	2	C	10	20
	Total	20			

400 Level 2nd Semester

Course Code	Course Title	Units	Status	LH	PH
AFUED EDM 420	School Management	2	C	30	-
LAS 402	Entrepreneurship in Language Education	2	C	15	45
ALL 402	Culture of the Yorùbá People	3	C	45	
ALL 404	Introduction to Yorùbá Traditional Music	2	C	30	-
ALL 406	Contemporary Yorùbá Prose Fiction	2	C	30	-
AFUED YOU 402	Topics in Structure of Yorùbá	2	C	30	-
AFUED YOU 406	Stylistics II	2	C	30	-
AFUED YOU 408	Contemporary Yorùbá Poetry	2	C	30	-
	Total	17			

SUMMARY OF COURSE OUTLINE FOR B.A.ED YORÙBÁ.

A. 100 level 1st and 2nd semester courses

I.	Main Subject	-	27 units
II.	Education Courses	-	06 units
III.	Special Electives	-	04 units
			37 units

B. 200 level 1st and 2nd semester courses

I.	Main Subject	-	21 units
II.	Education Courses	-	10 units
III.	Special Electives	-	04 units
			35 units

C. 300 level 1st and 2nd semester courses

I.	Main Subject	-	16 units
II.	Education Courses	-	18 units
III.	Special Electives	-	Nil units
			34 units

D. 400 1st and 2nd semester courses

I.	Main Subject	-	25 units
II.	Education Courses	-	12 units
III.	Special Electives	-	Nil

37 units

Total: 143 units

Level	Units		
	First Semester	Second semester	Total
100	21	20	41
200	22	19	41
300	17	17	34
400	20	17	37
Total	80	73	153

COURSE CODES AND DISCRIPTIONS

GST 111: Communication in English (2 Units C: LH 30; PH 90)

Learning Outcomes

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

1. possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proof-reading; Brainstorming, Outlining, Paragraphing, Types of Writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note making etc. Mechanics of Writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture (2 Units C LH 30; PH)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;

3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yorùbá, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria, Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30; PH)

Learning Outcomes

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

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. Highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociocultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and Current developments in sociology of education.

CPY 102: Introduction to Guidance and Counselling (2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the nature, objectives and history of guidance and counselling;
2. state the importance of guidance and counselling;
3. discuss the characteristics and functions of the guidance counsellor; and
4. describe the organization of guidance services in the school system.

Course contents

An introductory course in the nature, aims and objectives of guidance and counselling. History of guidance and counselling in the United States and Nigeria. Methods of guidance and counselling in the Nigerian educational system. Broad categories of guidance and counselling services. The need for guidance and counselling in schools. An examination of students' needs and problems (biological and environmental). The characteristics and functions of the guidance and counsellor. Organization of the school guidance programme. Steps in conducting a school counselling session. A discussion of the relationship between counselling and other helping professions.

ALL 101 Introduction to Yorùbá People, Language and Culture (3 Units C: LH 45; PH)

Learning Outcomes

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

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language; and
3. explain the thoughts and beliefs of the people.

Course Contents

The people, their Language and culture. Thoughts and beliefs. Their origin and theories about their origin. Migration theory and oral history. Their relationship to other peoples in Nigeria and Africa. The language of the people. Introduction to the orthography and the history of the orthography. History of the development of the language. Its classification: genetic, typological and aerial; and scholarship in the language, literature and culture over the years.

ALL 102: Introduction to the History of the People (3 Units C: LH 45; PH)

Learning Outcomes

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

1. access adequate information about the origin of the people, migration issues, kingship related issues among others;
2. explain in details the rise and fall of the major kingdoms;
3. analyse the historical data from both oral and written sources; and
4. discuss the trends of scholarship in the language, literature and culture.

Course Contents

The oral and written history of the people with the various historical sources, the social, economic, political, administrative, diplomatic and military history. The history of the people with particular reference to the rise and fall of the major kingdoms. The inter-tribal wars and the advent of colonialism. History of notable towns with emphasis on critical examination of historical data from both oral and written sources.

ALL 103: Advanced Comprehension and Composition I (3 Units C: LH 45; PH)

Learning Outcomes

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

1. read and demonstrate good comprehension of text in the language; and
2. read and write composition in splendid Yorùbá language with standard orthography.

Course Contents

Latest version of the orthography. Composition with emphasis on spelling, punctuation, organization, and language use. Comprehension exercises; different types of composition- narrative, explanatory, argumentative, dialogue, letter writing and others. Comprehension exercises and oral delivery in the language.

ALL 104: Orthography of Yorùbá Language (2 Units C: LH 30; PH)

Learning Outcomes

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

4. evaluate various controversies about orthography of the target language;
5. discuss the efforts of missionaries, linguists and regional governments in developing orthography of the language; and
6. read and write in current orthography.

Course Contents

The principles and practice in orthography development. Types of Orthographies. Survey of orthography of Yorùbá language. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthography for Yorùbá languages. Challenges of orthography designs in the age of information communication technology (ICT).

ALL 105: Introduction to Linguistics I (2 Units C: LH 30; PH)

Learning Outcomes

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

7. explain the meaning and usefulness of linguistics;
8. classify the scope and types of linguistics; and
9. apply the knowledge of linguistic science to the study of the Yorùbá language.

Course Contents

Explanation on what Linguistics is about, its aims and scope. Descriptive, historical and comparative, sociolinguistics and applied linguistics. Application of linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology; Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Language, its structure, its nature; and relation to animal language, and culture.

YED 101: Introduction to Writing and Communication Skills in Yorùbá (2 Units C: LH 30; PH)

Learning Outcomes

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

10. discuss Yorùbá orthographic rules with reference to word merger and division, spelling, punctuation and others;
11. explain trends in modern Yorùbá usage and common errors of usage;
12. discuss the principles of effective oral communication as well as the relation between language and writing in the context of emerging technological developments; and
13. identify different types of writing systems, the functions of writing and the relation between language and literacy.

Course Contents

Focus is on the orthographic rules, word division, merger, spelling, punctuation, paragraphing and others. It highlights orthography through the medium of essay writing, reading and comprehension, dictation of complex words, sentences and passages in Yorùbá. Examination of trends in modern usage of Yorùbá Language. Survey of common errors of usage, discussion of the principles of effective and oral communication in the Language. The course further introduce students to the relation between language and writing and to situate this in the context of the needs of a developing technological and literate society. This will be done by examining a variety of topics including relationship between spoken and written languages, an examination of different types of writing systems, the functions of writing and the relation between language and literacy.

AFUED YOU 106: Introduction to Linguistics II (2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain what acoustic phonetics is all about;
2. demonstrate and apply further the principles of linguistics in the study of the language;

3. differentiate between acoustic phonetics and articulatory phonetics;
4. describe the organs of speech;
5. list some of the equipment in acoustic phonetics class;
6. identify non-segmental features of speech, and
7. transcribe speech sounds in phonetic symbols.

Course contents

This course is a continuation of all 105, which is a prerequisite. Introduction to acoustic phonetics. What is acoustic phonetics? Acoustic analysis, e.g. frequency and amplitude, periodic and aperiodic sound waves, spectrograms, sine waves vs complex waves. Differences between acoustic phonetics and articulatory phonetics. History of acoustic phonetics. Nonsegmental features of speech such as pitch, tone, stress, and intonation. Application of the acquired knowledge in a practical way in the analysis, and transcription of the speech sounds of the Yorùbá Language.

AFUED YOU 114: Yorùbá Phonetics (3 Units C: LH 15; PH 30)

Learning Outcomes

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

1. Define phonetics and explain its importance in the study of Yorùbá language.
2. Identify Yorùbá vowels and consonants with correct articulation.
3. Differentiate oral and nasal vowels in Yorùbá.
4. Describe tone patterns and show how tone changes meaning in Yorùbá words.
5. Analyse the syllable structure in simple Yorùbá words.
6. Transcribe basic Yorùbá utterances using phonetic notation.
7. Apply phonetic knowledge to accurate pronunciation and reading.

Course contents

Nature and Scope of Phonetics

Branches of phonetics

Organs of Speech

Speech Sounds and Types -Consonants, Vowels and Tones

Descriptions, Classifications of each,

Allophones, Phonemes,

Yorùbá Vowels

Yorùbá Consonants

Syllable Structure in Yorùbá

Tone in Yorùbá

Phonetic Processes in Yorùbá

Phonetic transcription and practice

AFUED YOU 107: Introduction to Yorùbá Oral Literature I (3 Units C: LH 45; PH)

Learning Outcomes

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

1. describe the meaning of oral literature and its characteristics;
2. identify various classifications of oral literature;
3. have practical knowledge of the chants and be able to do them;
4. identify Yorùbá prose forms;
5. list different kinds of Yorùbá oral poetics;
6. explain the structure of ẹ sẹ ifá (ifá literary corpus), and
7. describe the usefulness of oral literature in the modern time.

Course contents

The scope of oral literature in Yorùbá language. Its oral and written nature. Problems involved in the collection of oral literature. Classification of oral literature. Transcription of oral literature. Analysis of selected chants and traditional festivals. Traditional poetry. Drama. Prose fiction. Myths. Legends. Riddles and folktales. And other traditional poetic forms of the language. Yorùbá chants and kinds: Ifá literary corpus (Ẹ sẹ ifá). Masquerade chants (Ẹ sà/ Ìwì Eégún). Hunters' chant (Ijálá). Praise poetry/lineage poetry (Oríkì/ Oríkì-orílẹ̀) and its classification. Bridal Chants (Ẹ kún iyàwó). Incantations and types. Structure of each poetic form. Characteristics of Yorùbá oral poetry. Functions and usefulness of each poetic form.

AFUED YOR 108: Thoughts and Beliefs of the Yorùbá People (2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the taught and beliefs of the Yorùbá people in God (Olodumare), the Supreme Being who is the creator of the universe
2. discuss the various deities, their attributes and their characteristics
3. discuss the various mysteries in terms of animals mountain rivers tree including human being
4. discuss burial right and type of death and according to Yorùbá beliefs
5. explain the word "ori" as a symbol of individual destiny
6. types of sacrifice and their important

Course Contents

This is detailed and analytical study of the thought, belief and religious systems of the Yorùbá. It also deals with the total world view of Yorùbá.

AFUED YOU 112: Varieties of Yorùbá Poetry (2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify different types of poetry in the language;
2. describe the role of the audience and various techniques of performing artistes;
3. explain the features of Yorùbá oral poetry;
4. differentiate between the structure of Ìyè rẹ -ifá and Ẹ sẹ -ifá;
5. examine the content and form of Ijálá;

6. enumerate the recurrent themes in Yorùbá oral poems;
7. discuss the place of music in Yorùbá oral poetry;
8. list the functions of Oríkì in Yorùbá oral poetry, and
9. analyse selected poems in the language.

Course contents

Poetic forms of È sà. È sẹ -ifá/Ìyẹ rẹ -ifá. Contents and structure of rárà. Contents and form of ìjálá. Oríkì in Yorùbá oral poetic forms. Other local variants, like alámmò , Olele, and Dadakuada etc. and other local variants. The sociological background of Yorùbá oral poetry. Content and structure of varieties of Yorùbá poetry. Functions of the poems. Recurrent themes. Place of music in the changing modes. Role of the audience in the performance of varieties of poetry. Comparison of the various techniques of performing artistes. The oral artistes, his/her training and role-scope for originality and creativity. Critical appreciation of selected poems.

HIS 103: Introduction to Human Evolution

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. comprehend the evolution of human species and the process of their spread across the globe;
2. identify how archaeology, anthropology and genetics are used to reconstruct human evolutions; and,
3. explain the dynamics of various racial types.

Course Contents

The course defines evolution and explains its importance to human existence and history. It describes the process of evolution of the human specie and its global dispersal. It also discusses some of the big questions that evolutionary biologists are trying to answer like the creation-evolution theory, formation of racial types, genetic drift etc

HIS 108: Africans in the Diaspora since Antiquity

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. articulate the concept of the “out of african movement”.
2. demonstrate the connections between pre-historic population movement of peoples of african origin and their contemporary locations.
3. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

This is a study of the Negriod communities found outside Africa. The various theories and factors of their dispersal and their role in contemporary world affairs will be dimensioned. The course will also examine the contributions of Africans in diaspora to the geographic regions that they found themselves.

THA 101: Traditional African/Festival Theatre: (2 Units C: LH 30; PH)

Learning Outcomes

The course enables the students to:

1. identify the different manifestations, stages and depictions of traditional African/festival theatre and justify them;
2. appreciate and state the features of Traditional African/Festival Theatre;
3. document their field experiences as a participant in, or observers of Traditional African/Festival Theatre, and
4. state the current status of traditional African/festival theatre.

Course Contents

Introduction to Traditional Theatre in Africa. Types of traditional theatre. Elements of traditional African theatre. Evolution of theatre from the festival or ritual performances. Performances in Pre-colonial Africa. Traditional Minstrelsy. Functions of traditional/festival theatre. Traditional theatre as a means of communication. Mini-field research on the festival in any community. Reporting field experience in traditional theatre.

THA 106: Practical Participation Orientation (2 Units C: LH: PH 90)

Learning Outcomes

At the completion of this course, students should demonstrate:

1. capacity for stage acting;
2. participation in one or more stage productions as actors or members of crew;
3. a hands-on knowledge of Directing, Stage Management, House Management (front of house and backstage);
4. develop skills in play analysis, and
5. ability to review stage performances.

Course Contents

Introduction to practical participation and orientation. Parts of the stage or stage geography. Site-responsive theatre. Theatre as collaboration. Personnel of the theatre such as directors, actors, designers, technical directors, stage and house managers, choreographers, dancers, designers, choreographers, and crew members. Engagement with the audience. The actor's body as a tool for communication, genres of performance. Theatre as Agency. Practical participation in theatre productions. Students' effective contribution to play critique meetings, before and after the production. Striking the set.

GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30; PH)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;

2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 30)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. stages in enterprise formation, partnership and networking including business planning, and
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

Course Contents

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). theories, rationale and relevance of entrepreneurship (schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership,

business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula;
3. use different methods in the delivery of curriculum content;
4. identify local epistemologies and context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the outcome of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary; manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and demonstrate skills in ICT, set up and manage online classes.

Course Contents

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EDF 201 Historical and Philosophical Foundations of Education (2 Units C: LH 30; PH)

Learning Outcomes

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

1. Explain the concept of History of Education
2. Give reasons why History of Education is being studied
3. Explain various forms of education
4. Explain the contributions of Ancient Greek and Roman Education to the development of Education in Nigeria
5. Explain and discuss the various stages of educational development in Nigeria, both before and after independence
6. List and explain some contemporary issues in Education in Nigeria.
7. Discuss and explain philosophy and the philosophy of education

8. Be able to explain and mention the tools of philosophy and practical mission of philosophy and philosophy of education
9. Be able to list and explain the branches or components of philosophy of education
10. Be able to mention the various sources and criteria of knowledge
11. State the meaning of a school of philosophical thought
12. Comment on the relevance of educational ideas of the various schools of thoughts and ideas of some of African thinkers, leaders and educational thinkers
13. Critically analyse some educational concepts.

Course Contents Definition and types of curriculum. This is an introduction to the historical factors, which have shaped and influenced the development of modern education. In other words, the course is intended to consider the contribution of the Greco-Roman world, the middle and modern ages to the growth of education. It also discussed the educational opinions and practices in the world in general and in Nigeria in particular. The course will also focus on the philosophical principle underlying the foundations of education and their applications. In this regard, such philosophical themes as metaphysics, epistemology, logic and axiology will be central to the teaching of the course. In addition, such philosophies like idealism, realism, pragmatism and others will be discussed.

EDT202 Educational Technology in School and Work Place (2 Units C: LH 30; PH)

Learning Outcomes

Students should be able to:

1. Identify various techniques, procedures and principles guiding the production of simple instructional materials.
2. highlight the various instructional media that teachers can utilize in the classroom, to bring about effective teaching and learning.
3. describe the models of classroom and work place communication.
4. discuss the guiding principles for selecting instructional media for teaching learning process in the classroom and work place.

Course contents

Overview of the development of educational communications and technology field. Practice in the basic steps in production of inexpensive materials including mounting processes, overhead transparencies, audio tape, slides filmstrips and the corresponding maintenance and repair of equipment. Condition for the utilization and application of media and the conservation of specific learning resources

CPY202: Psychological Foundation of Education (2 UNITS C: LH 30; PH)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;

3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

This course will introduce the students to the concept of learning, and factors affecting learning. It is also concerned with highlighting the various mental processes associated with human learning. Special emphasis will be laid on higher intellectual functioning processes associated with cognition, perception and recall. It will examine the role of reinforcement in the process of learning and the application of same to the learning-teaching situations. This course will also expose students to the nature and concept of modern psychology and education with greater emphasis on educational psychology, developmental psychology and human emotions, adolescence, creativity and innovation learning, motivation, virtues of formal education, development of effective study habits, principles of remembering and forgetting. The course will expose students to the general use of psychology in educational enterprise.

CPY204 Psychological Foundation of Education (2 UNITS C: LH 30; PH)

Learning Outcomes

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

1. become familiar with several prominent theories of human development, intelligence, and learning and how each influences educational processes,
2. To examine the influence of students' individual characteristics on their learning and performance, including cultural differences and student exceptionality,
3. To know how to establish a learning community in which individual differences are respected,
4. To recognize the impact of a variety of instructional strategies on learning outcomes,
5. To know the most effective ways to design instruction to meet students' levels of development and learning needs,
6. To understand basic assessment concepts for use in educational settings.

Course content.

This course will introduce the students to the concept of learning, and factors affecting learning. It is also concerned with highlighting the various mental processes associated with human learning. Special emphasis will be laid on higher intellectual functioning processes associated with cognition, perception and recall. It will examine the role of reinforcement in the process of

learning and the application of same to the learning-teaching situations. This course will also expose students to the nature and concept of modern psychology and education with greater emphasis on educational psychology, developmental psychology and human emotions, adolescence, creativity and innovation learning, motivation, virtues of formal education, development of effective study habits, principles of remembering and forgetting. The course will expose students to the general use of psychology in educational enterprise.

ALL 201: Survey of the Literature in the Language (3 Units C: LH 45; PH)

Learning Outcomes

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

1. recognize various imaginative literatures of the Yorùbá Language;
2. classify various imaginative literatures of the Yorùbá Language; and
3. appreciate various imaginative literatures of the Yorùbá Language starting from oral literature to written literature.

Course Contents

This is a literary survey of written works in the Yorùbá Language: prose, poetry and drama- History of written literature from the earliest beginning to the present day with emphasis on how the Yorùbá language was written, the roles of missions, early newspapers, the nationalists, cultural groups and regional gove in prose, poetry and drama and discussion on the characteristic features of each genre, e. g, plot construct, setting, narrative techniques, characterization, use of language and themes.

ALL 202: Phonology of Yorùbá Language I (2 Units C: LH 30; PH)

Learning Outcomes

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

1. describe the production of sounds in the Language;
2. identify the phonological processes of the Language; and
3. analyse and categorise the phonemes.

Course Contents

Elementary phonetic description and phonetic classification of the sounds of the language; the articulatory and distinctive feature characteristics of the phonemes of the language; an examination of their patterns of occurrence; distribution; and discussion of contraction; assimilation and features like tone, stress and intonation.

ALL 203: Morphology of Yorùbá Language (2 Units C LH 30; PH)

Learning Outcomes

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

1. identify word formation processes in the Yorùbá language; and
2. give detailed and systematic description of the structure of the language.

Course Contents

A morphological description of the language; structure and forms of words; morphemes, its identification and classification; types of morphemes; morphological processes-affixation, reduplication, compounding; emphatic and non-emphatic pronouns; and word formation processes in the Language.

ALL 204: Syntax of Yorùbá Language I

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify the word classes or parts of speech of the language;
2. classify types of sentences in the language; and
3. analyse the sentence structure of the language.

Course Contents

Introduction to the word classes of the language. Nouns. Verbs. Qualifiers; adjectives, prepositions. Adverbs and adverbials among others. The sentence and its parts or constituents. Grammatical functions of the sentence parts. Different sentence types; declarative sentence. Interrogative. Imperative. Focus construction and grammatical analysis.

YED 201: Yorùbá Language Method

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. explain the philosophy and aims of teaching Yorùbá;
2. state at least seven objectives of teaching Yorùbá;
3. describe the National Secondary School Yorùbá Curriculum;
4. draw a specific lesson plan in Yorùbá language; and
5. demonstrate individually the teaching of specific Yorùbá language concept.

Course Contents

Philosophy, Aims and objectives of teaching Yorùbá in schools. A critical view of the National Secondary School Yorùbá Curriculum. Preparation Previous knowledge, Performance objective and Lesson plan writing, Instructional materials, facilities and methods for teaching Yorùbá, Teaching of key concepts in Yorùbá. Evaluation of Yorùbá language lessons, Micro-teaching sessions.

AFUED YOU 202 Use of Yorùbá

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. examine the main trends in modern use of Yorùbá
2. discuss the principles of effective written and oral communication

3. identify elements of Yorùbá rhetoric
4. discuss the use of idioms, ethnics of public and textual organization

Course Contents

This course examines the main trends in the modern use of Yorùbá. It surveys common errors of Yorùbá rhetorics, methods of persuasive discussion, use of idioms, ethics of public speaking, text explication and textual organization.

AFUED YOU 204 Varieties of Prose in Yorùbá (3 Units C: LH 45; PH)

Learning Outcomes

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

1. define Prose
2. identify various Prose forms in Yorùbá novels, romances, short stories, essays translation etc.
3. explain the structure, theme, language use, symbolism and didactic nature of the novels/prose.
4. explain characters in the novels and the various narrative techniques employed by the writers.

Course Contents

A study of the various prose forms in Yorùbá novels, romance, short stories, essays, translation etc. are critically studied. The language and the techniques of prose writing will also be examined with special attention to the characteristic strategies of the short stories and the novels.

AFUED YOR 205: Dialect of Yorùbá Language (3 Units C LH 45; PH)

Learning Outcomes

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

1. explain the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of Yorùbá
2. identify the number of dialects in Yorùbá
3. expose students to varieties of dialects

Course Contents

A critical appreciation to this is a fairly detailed consideration of the phonological, morphological, lexical and syntactic characteristics of the major regional and social varieties of Yorùbá. Issues like the criteria for delimitation a language into dialects and the use of such criteria for the identification of the number of dialects in Yorùbá shall be touched upon. Efforts shall be made to expose student these varieties

AFUED YOU 207: Introduction to Yorùbá Oral Literature II (3 Units C: LH 45; PH)

Learning Outcomes

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

1. describe the meaning of oral literature and its characteristics;
2. identify various classifications of oral literature;
3. have practical knowledge of the chants and be able to do them;
4. identify Yorùbá prose forms;
5. list different kinds of Yorùbá oral poetics;
6. explain the structure of ẹ sẹ ifá (ifá literary corpus), and
7. describe the usefulness of oral literature in the modern time.

Course contents

This course is a continuation of Yorùbá 107. Its oral and written nature. Problems involved in the collection of oral literature. Classification of oral literature. Transcription of oral literature. Analysis of selected chants and traditional festivals. Traditional poetry. Drama. Prose fiction. Myths. Legends. Riddles and folktales. And other traditional poetic forms of the language. Yorùbá chants and kinds: Ifá literary corpus (Ẹ sẹ ifá). Masquerade chants (Ẹ sà/ Ìwì Eégún). Hunters' chant (Ijálá). Praise poetry/lineage poetry (Oríkì/ Oríkì-orílẹ̀) and its classification. Bridal Chants (Ẹ kún iyàwó). Incantations and types. Structure of each poetic form. Characteristics of Yorùbá oral poetry. Functions and usefulness of each poetic form.

HIS 201: Nigeria from 1000 – 1900

(3 Units C: LH 45; PH)

Learning Outcomes

1. Students at the end of this course will be able to articulate the various historical forces that shaped the emergence of mini and mega states in Nigeria.
2. Students will comprehend the external factors like trade and religion in the historical development of mini and mega states.
3. Students will be able to identify various historical hero's that forged the bonds of unity in their communities and across inter-group lines.

Course Contents

The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state. The evolution of mega states like the Benin, Oyo in the south, the Igala and Kwararafa Confederacy in the central and the Hausa State and kanem Borno will be analysed alongside mini and city states in the Niger Delta and Igboland. Factors of trade such as long distance trade across the sahara and Atlantic ocean, and regional trade between coastal peoples and the hinterland will also be discussed.

HIS 202: Economic History of Nigeria in the 19th Century

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. analyse the forces and factors of production, distribution and marketing of products in the various nigerian communities in the period under review;
2. discuss various forms of labour relations;

3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and,
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics, inter-group relations, specializations in production processes, the role and impact of the Atlantic slave trade in both slave trading and slave holding societies will be studied.

THA 202: Introduction to Media Arts: (2 Units C: LH 30; PH)

Learning Outcomes

The course is designed to enable the students to:

1. trace the history and development of media arts;
2. develop a basic knowledge of media arts with regard to radio, TV, film, print medium, and other forms of media-based narratives;
3. identify the major happenings and conventions in world media and how they influence media practice and journalism universally;
4. list the distinct features of radio, TV, film, the print and new media;
5. appreciate media historians, writers for the screen;
6. outline media critics of the period; and
7. Appreciate media arts in African media history in contemporary times.

Course Contents

A historical survey of media arts. Introduction. The major media events and developments in the theory and practice of media arts. The roles and duties of media personnel: the scriptwriter, the producer, director, Editor, cameraman, etc. Radio broadcasting. Television broadcasting. New media. Other screen productions. Challenges of the media arts in contemporary society.

THA 205: Basic Speech Arts, Music and Acting Techniques: (2 Units: LH 30; PH)

Learning Outcomes

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

1. use the voice as one of the basic tools in the theatre through voice projection, stress, tonality, in English and indigenous languages;
2. display a knowledge of speech patterns, know the elements and styles of speech in acting, and the styles of speech in acting and different stage performances, and mass media productions;
3. draw the phonetic and phonemic charts;
4. appreciate music, acting and their forms;

5. listen to stage dialogue and have an understanding of the actor/actors on stage, and play at least one traditional and modern instrument each.

Course Contents

Introduction to Voice and Speech. The phonemic/Phonetic chart. Articulatory system. The voice as the actor's tool. Basic voice training exercises which aid articulation and voice projection, punctuation, diction, tonality, tempo, pitch, rhythm, phonemic and stress patterns of English, and various Nigerian Language tones. Speaking with differing dramatic effect as demanded by the context or the text. The language laboratory/media studio and actor training for the stage and screen. Types of music. Features of music. Types of music for stage performances. Indigenous and Western music. Acting. Actors on acting. Stanislavski, Godowsky. Ola Rotimi.

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organizations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies –Tiv-Junkun; Zango Kataf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution –Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). the African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilized resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

EDU 301: Teaching Practice I

(3 Units C: LH: PH 135)

Learning Outcomes

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

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary Pedagogical skills;
3. convey acquired understanding of child psychology;
4. develop the needed attitude towards teaching
5. elucidate proper use of instructional facilities; and;

6. understand the significance of individual differences of children and how to assist them

Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45; PH)

Learning Outcomes

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

1. measure and assess learning outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing, and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data;
8. judge and address ethical issues in research.

Course Contents

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research process. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in data analysis. Reporting educational research.

CPY301- Organization and Administration of Guidance and Counseling (2 Units C: LH 30; PH)

Learning outcomes

At the end of the class the students should be able to:

1. Understand the concept of guidance and counseling.
2. Compared and apply the activities of guidance as a teacher.
3. Know the procedure of program evaluation.

4. Familiarize themselves regarding the personnels involved in guidance program and areas of guidance.
5. Apply the process of counseling as a teacher.
6. Know the elements of Counseling theories and apply in their institution

Course contents

The concept of guidance and counselling, the relationship and differences, the counsellor and the counsellee. The aims and objectives of guidance and counselling in the Nigerian Educational system. The origin and development of guidance and counselling in Nigeria. The component of guidance and counselling educational, vocational and personal/psychological counselling. Theories of guidance and counselling. Guidance services in schools. The need for guidance and counselling services in Nigeria Educational system. Problems facing the establishment of guidance service in schools.

CPY302 Developmental Psychology

(2 Units C: LH 30; PH)

Learning Outcomes

At the end of this course, the student will

1. Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
2. Be able to demonstrate an understanding of different stages of development through the lifespan.
3. Identify and apply developmental concepts to everyday life.
4. Demonstrate improved critical thinking and communication skills.
5. Identify major theorists that contribute to the field of developmental psychology.

Course Contents

The course will examine human development from conception to death, emphasizing biological, cognitive, emotional and social development. Scientific approaches for studying developmental psychology will stress the importance of research methodology and research findings across the life-span. Neonatal reflexes, development and applications to real-world problems will provide a context for understanding how humans change during the life-cycle. This course will focus on a comprehensive study of the psychology of development. It will examine the scope and nature of developmental psychology, principles of development, development from childhood to adulthood. Topics covered will include conception, genetics, prenatal development and physical, motor, perceptual and social development from infancy to adulthood. Theories of social and cognitive development will also be covered.

CAI301: Curriculum and Development

(2 UNITS C: LH 30; PH)

Learning Outcomes (Objectives)

Students should be able to:

1. Define (a) Curriculum (b) Curriculum Development (c) Culture (d) Curriculum Evaluation
2. List and describe the pre-requisites factors that determine the Planning and development of a curriculum.

3. Suggest and explain the fundamental factors that determine the planning and development of a curriculum.
4. State and explain the cogent philosophical values exemplified by (a) Perennialism (b) Essentialism (c) Pragmatism (d) Existentialism.
5. Give the meanings of culture and society.
6. Identify and describe the socio-cultural and political dimensions of contemporary curriculum development
7. Write down the organizational problems associated with curriculum development in Nigerian Schools.
8. Outline the functions of each of the agencies of curriculum development in Nigeria.
9. Describe the significance of (a) Maslow's theory of needs' gratification (b) Erickson's epigenetic theory (c) Havinghurst's developmental tasks to functional education of learners.
10. Enumerate and explain the main stages of curriculum Development.
11. State five features of (a) Subject curriculum (b) activity centered curriculum (c) Core curriculum.
12. Suggest a methodical approach to curriculum design.
13. List the criteria for curriculum evaluation.
14. Write short notes on: (a) Curriculum objectives (b) Curriculum evaluation (c) Product evaluation diversified curriculum (e) Curriculum design (f) Curriculum agencies
15. Give a comprehensive historical foundation of curriculum in Nigeria.

Course contents

This course would focus on curriculum as it relates to its definition, meaning, specific objectives, pre-requisites and fundamental factors. The historical foundation in Nigeria and its influence of informal education, modernization and evolution, philosophical foundations, socio-cultural dimension, psychological and political dimension of contemporary curriculum. The course will also consider stages of curriculum, patterns of curriculum organization as well as conceptual and theoretically based curriculum design.

CA1 300-332 Special Teaching Methods

(2 Units C: LH 30; PH)

Learning Outcome

Students should be able to:

1. acquire basic theoretical knowledge and skills in various subjects.
2. apply skills to meet societal needs of creating employment and wealth that will engender entrepreneurial skills.
3. acquire basis pedagogical skills to teach various concepts in different subject disciplines.
4. improvise instructional materials, tools and equipment in various subjects when the originals are not available.
5. assess and evaluate students' outcome in various subject disciplines.
6. prepare a comprehensive lesson plan/lesson note in various subject disciplines.

7. use appropriate instructional methods, strategies and approaches in teaching various concepts in different subject disciplines.

Course contents

Basic instructional strategies, classroom climate and classroom organization. Observation lessons in classroom instructional educational practices. Interactive analysis, micro-teaching and simulation in classroom instruction. Organizing and presenting instruction in different subject areas. Instructional material, lesson planning and preparation and evaluation learning outcomes.

YED 301: Yorùbá Reading Skills and Research Methodology (2 Units C: LH 30; PH)

Learning Outcomes

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

1. develop competence on the nature and research designs of Yorùbá language;
2. understand research project and methods of research project design, methods of data collection appropriate to the different fields of Yorùbá, and literature inquiry;
3. know how relevant data will serve as example for critical evaluation and how to use alternative methods of presentation; and
4. demonstrate a good knowledge of the basic principles of knowledge gathering process, presentation and writing in areas like choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Yorùbá studies.

Course Contents

Focus on the nature and research designs of Yorùbá language. Introduction to research project and methods of research project design. Methods of data collection appropriate to the different fields of Yorùbá language, and literature inquiry will be introduced and how relevant data will serve as example for critical evaluation. Alternative methods of presentation of results will be discussed. Emphasis should be given to the basic principles of knowledge gathering process, presentation and writing. Additional areas include choosing a research topic, literature review, function and formulation of hypothesis, collection and analysis of data, documentation and preparation of research report in the area of Yorùbá studies.

ALL 301: Phonology of Yorùbá Language II (2 Units C: LH 30; PH)

Learning Outcomes

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

1. analyse the phonological processes in the language; and
2. apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language.

Course Contents

Examination of the phonological processes in the languages. Syllable structure. Assimilation. Nasalisation. Epenthesis. Vowel harmony. Vowel elision. Tonal processes. Reduplication and loan words. Introduction of phonological theories. Distinctive feature theory. Complementary distribution. Generative phonology. Autosegmental and optimality theory.

ALL 303: Syntax of Yorùbá Language II

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify the major sentence types in the language; and
2. analyse sentence structure of the language within the transformational- generative theory.

Course Contents

Application of the transformational –generative theory to the analysis of the sentences of the language. Major sentence types in the language: declarative, interrogative. Imperative. Focus construction as well as their grammatical analysis.

ALL 304: Introduction to Yorùbá Drama, Cinema and films

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. comprehend and define the meaning of drama/cinema/film as literary genre;
2. explain early attempts at play acting and writing of Yorùbá drama/cinema/films;
3. identify various dramatic elements;
4. list important figures in Yorùbá travelling theatre;
5. describe the emergence of home videos in Yorùbá play;
6. engage in film criticism and reviews, and
7. analyse selected Yorùbá play texts.

Course Contents

The concept of drama in the language. A survey of early attempts at play writing and play acting. The influence of traditional and folk drama, ritual drama. The influence of rites, ceremonies and festival traditional drama on play acting, dance, costumes, folk opera, the oral and written plays. Appraisal of selected written plays. The emergence of cinema and films. Types of films, film criticism which explores critical approaches to the study of film. Different media of film criticism (newspapers, magazines, academic journals.) The internet and television on the current state of African film. Criticism of selected written drama. Criticism of selected film plays.

YOU 301: Stylistics I (Theory and Criticism) (3 Units C: LH 45; PH)

Learning Outcomes

At the end of this course, student should be able

1. define Stylistics
2. mention and discuss the various theories and ideas of the relationship between Stylistics, Literature and Linguistics

3. use theories to analyse literary works of arts
4. explain literary features or devices of literature in Yorùbá
5. analyse texts using literary devices

Course contents

This is a theoretical study of stylistics in Yorùbá with special reference to the various theories and ideas of the relationship between stylistics, literature and linguistics. It discusses the various literary features or devices of literature in Yorùbá it also applies the principles of various theories to Yorùbá Prose and Poetry.

ALL 306: Yorùbá in Broadcasting and Advertising (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. display relevant skills as freelance translators, broadcasters/ advertisers among others and be able to create jobs for others; and
2. work in public or private media house, fashion industry, entertainment industry and others.

Course Contents

Mass communication in Yorùbá language. Meaning of mass communication. Concepts in mass communication. Journalism. Broadcasting. News item. Print media. Electronic media. Social media and other. The broadcasting aspect is both a theory and practical course to prepare the student for jobs in broadcasting, print and electronic media either as freelance broadcaster or serving in public or private media houses. Identification of the special features of the language of broadcasting in the language. Exploration and preparation of studio scripts for continuity announcers, presenters and producers. Translation and interpretation techniques. Use of language in broadcasting; auditioning; dressing, comportment and others. An in-depth analysis of the development of advertising in the language. Analysis of the distinguishing composition of original advertisement for various commodities in the Nigerian markets.

ALL 308: Yorùbá Literary History, Theory and Criticism (2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the meaning, history and advent of literary theories in Yorùbá literature;
2. differentiate between traditional form of literary criticism and modern form;
3. identify and classify kinds of theories relevant to Yorùbá creative works; and
4. apply some of the theories to selected texts- poetry, drama and novel.

Course Contents

Literary history among the Africans before the advent of colonisation as related to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era –pre-performance criticism, communal editing, post-performance criticism and others. Modern criticism and the use of theories. Meaning of theory in literary criticism. Theories and anti-theories in Yorùbá literature. Classification of theories. The advantages and disadvantages of adopting foreign theories in analysing African literature and contextualisation of foreign

theories. Classical, western and marxist theories of literature; as they relate to the prose, poetry and drama. Application of selected theories literature to Yorùbá literature. Indigenous theories such as post colonialism, nativism and cultural theories.

AFUED YOU 305: Entrepreneurship in Yorùbá Language, Literature and Culture (3 Units C: LH 45; PH 45)

Learning Outcomes

This course will enable the student to:

1. comprehend the meaning, features and benefits of entrepreneurship;
2. discuss the concept of traditional Yorùbá entrepreneurship;
3. list different types of occupation in traditional Yorùbá society;
4. identify the types of entrepreneurship useful in modern time;
5. practise relevant skills and be able to engage himself/herself in productive works without looking for government jobs after graduation, and
6. create jobs for themselves and for others.

Course Contents

Principles of commercial activities. Traditional occupations. Transition to modern jobs and occupations. Animal husbandry. Poultry making. Traditional food making. Body adornment. Costumes making. Traditional garments making. Dressing/headgear/caps making and styles. Make-ups and jewellery. Traditional hairdressing. Practical training in master of ceremony. Practical training in orature/chants/music and dance.

AFUED YOU 306 Naming in Yorùbá (3 UNITS C: LH 45)

Learning Outcomes

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

1. examine the sociology of naming among the Yorùbá
2. identify different type of names among the Yorùbá
3. discuss morphological derivation of Yorùbá names
4. explain etymological understanding of Yorùbá names
5. appraise the naming among the Yorùbá in a changing world
6. describe naming as a social practice
7. explain the evolution of new meanings of names.

Course Contents

This course focuses on the lexical forms, structure, meanings and cultural important of personal, place and plant names in Yorùbá. Since the Yorùbá name-forms can be said to represent a copy of the gamma of the language, issues such as the morphological derivation, deletion, abridgement, patrimony and change of name shall also be touched upon.

AFUED YOU307 Research Methods (3 Units C: LH 45; PH)

Learning Outcomes

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

1. design necessary information and have appropriate training in the art of research activities
2. explain various research practices and problems
3. carry out research work and understand the use of library for research purposes
4. prepare questionnaire for the purpose of research work
5. analyse the research materials/data

Course Contents

This course is designed to make available to students necessary information and appropriate training in the art of research activity. It elucidates various research practices and problems, and intimate students with preparation for the actual practice of library and field research. It introduces the students to the use of questionnaire and modern recording devices. It also teaches students transcription and analysis of research materials

EDU 400: Project

(3 Units C: LH: PH 135)

Learning Outcomes

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

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
cite and reference sources of information used in their research report; and
8. work independently to accomplish a research project with the guidance of the research supervisor.

Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of a well-conceptualized research and presenting a written report on the study conducted.

EDU 401: Teaching Practice II

(3 Units C: LH: PH 135)

Learning Outcomes

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

1. demonstrate knowledge of the subject matter;
2. exhibit the necessary pedagogical skills;
3. convey proper and effective use of instructional facilities;

4. elucidate proper handling of difference in the learning ability and capability of different students; and
5. demonstrate a wide variety of skills and techniques that will be used to keep students organized, orderly, focused, attentive, on task, and academically productive in class.

Course Contents

Teaching practice is a key component of the undergraduate teacher training programme. It is during this period that the student teacher gets to translate the skills and theory learnt into reality through actual classroom teaching. Teaching practice is the vital component of teacher education and training because it provides student teachers with an opportunity to learn from their experience in the work place.

EDF413 Sociology of Education (2 UNITS C: LH 30; PH)

Learning Outcomes

At the end of the class the students should be able to;

1. Nature and Scope of Sociology of Education: Meaning of Basic Sociological Concepts and Forms of Education
2. The Child and the Society: Socialization and its agents.
3. Conceptual Analysis of Culture: Enculturation and Acculturation.
4. Analysis of Students Deviant and Delinquent behaviours.
5. Basic Sociological Theories on Education: Functionalist, Conflict, Interactionist and Feminist
6. Educational inequalities: Social Stratification and Social Class in Education
7. Social Mobility and Education: Types of social mobility and factors affecting social mobility
8. Education as an institution of social change: Factors affecting social change in Educational innovations and development
9. Sociology of the School: Teacher, Teaching Profession, Learners and School Authorities.
10. Functions of Sociology of Education to the society
11. Character Education of Societal Stability
12. Common social problems: Examination Malpractices, Cultism, Kidnapping, Raping, Suicide etc.
13. Politics and Education: Governance and Educational Development in Nigeria

Course contents

The course addresses the relationship which exists between the society and education and the various forms of education. In doing this, the course exposes students to the various forms of relations which exist between education and other social institutions such as family, religion, school, peer group and mass media among others. It also focuses on familiarizing students with topical sociological concepts such as culture, norms, values, social change, social stratification, social class, social mobility, politics, deviants and delinquent behaviours using theoretical perspectives to analyse their relationship with education. Further, this course also exposes students to other social issues that borders on moral decadence and behaviour dysfunctions in the society. Moreover, this course analyzes major societal problems that affect education and other

social institutions which includes corruption, examination malpractice, cultism, student prostitution, drug abuse, kidnapping and rape among others which serve as threats and hindrances to societal stability, growth and development.

EDM420 School Management

(2 UNITS C: LH 30; PH)

Learning outcomes

At the end of the course each student should be able to.

1. discuss the concepts, scope and significance of school management;
2. discuss the concepts of school leadership and school discipline;
3. explain the concept and issues relating to staff and student personnel management as well as legal aspects of staff and student personnel management;
4. discuss basic issues and problems in the management of school physical facilities;
5. give a vivid account of the procedure for financing education in Nigeria, as well as the problem relating to this function; and
6. discuss the concept and sources of education laws in Nigeria as well as legal terms and the importance of studying education laws in Nigeria tertiary institutions.

Course Content

Basic organization of the school and its functions with emphasis on classroom management and attendant issues such as peace, resource allocation, maintenance of adequate records and students discipline. The interdependent roles of all the different sectors of the school personnel activities should be discussed. Special attention will be given to students personnel administration, knowledge of basic routines and procedures and teacher accountability in the contemporary society. Problem analysis and solution of cases in the school management based on tested administrative principles will feature in the course.

YED 401: Introduction to Applied Linguistics in Yorùbá (2 Units C: LH 30; PH)

Learning Outcomes

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

1. demonstrate knowledge and understanding of the concept of applied linguistics in practical usage and non-linguistic purpose;
2. explain how applied linguistics relates to language planning, language teaching and language testing; and
3. understand the nature of language, language policy and planning, first language and second language acquisition.

Course Contents

Attention should be given to the issues of how, when and where general linguistics can be applied both for practical uses and to non-linguistics purpose/fields. Such uses include language teaching and language testing, language standardization, planning and development, translation, and more. Aspect of the nature of Yorùbá language study, then first and second language acquisition, language policy and planning study should be emphasized. Studies in applied

linguistics shall focus on the use of language in university academic contexts, intercultural communication, translation and advertising.

ALL 401: Issues in Yorùbá Phonology

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. demonstrate a clear understanding of the phonological rules and the sound patterns of the language; and
2. apply the phonological rules in the analysis of the language.

Course Contents

Current and relevant issues in the phonology of the language. Tones. Vowel harmony. Assimilation and contraction. Syllable nasals. Diphthongisation. Intonation. The functions of tone reduplication. Loan words and coalescence).

ALL 402: The Culture of Yorùbá People

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. understand the culture, tradition, thoughts and belief of the people;
2. discuss the social, material and other cultural institutions of the Language; and
3. imbibe the good values of the culture.

Course Contents

A survey of the culture of the people in the widest sense of the word culture. Conceptualisation of culture. Importance of culture among the people. Characteristics of culture. Kinds of culture: tangible and intangible culture. Cultural diversity. Language and culture. Social and material culture. Cultural institutions. Kinship, traditional institutions, marriage, child-bearing and rearing, death and funeral rites. Guilds of hunters, drummers, healers, the cults. Government and administration. Land tenure. Administration of justice. Social system and the role of Obas, Chiefs/Mogajis; elders and family heads. An in-depth study of the thought and belief of the people. Structure of Yorùbá religion. God in Yorùbá belief. Divinities, their origin, nature and role in the belief system. Creation myths. Ancestors. The priests in traditional belief. African festivals. Forms of worship. Place of magic in Yorùbá religion.

ALL 403: Issues in Yorùbá Syntax

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the current and relevant issues in the syntax of the Language; and
2. appreciate and analyse the set of rules, processes that govern the sentence structure in the Language.

Course Contents

Relevant issues in the syntax of the language; lexical and phrasal categories; tense; aspects; vowel and their relationships. Ideophones. Pronominalization. Relativization. Reflexivization. Nominalization. Focus construction; adjectives as verbs).

ALL 404: Introduction to Yorùbá Traditional Music (2 Units C: LH 30; PH)

Learning Outcomes

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

1. appreciate and explain the benefits of traditional Yorùbá music in the past and in the modern times;
2. classify various kinds of traditional music and their features;
3. explain the structure of àpàlà music;
4. list festival music in traditional Yorùbá society;
5. describe the use of the Yorùbá language in traditional music;
6. list the ensemble or instruments used in traditional music, and
7. compose, at least, one or two music type to prepare him/herself for self-employment.

Course contents

The forms of Yorùbá music. Functions and importance of traditional music. The characteristics of the traditional music. Classification of traditional music. Structures of selected music. Thematic contents. Use of language in Yorùbá music. Drums and drumming methods. Instrumentations. Songs and dances. Traditional music and modernity. Traditional music in the age of globalisation and technology.

ALL 406: Contemporary Yorùbá Prose Fiction (2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify different forms of modern poetry; and
2. analyse selected oral and written poetry texts.

Course Contents

A critical appreciation of contemporary poetry in the language with particular reference to the works of selected poets noting their moral, religious, entertainment, commercial and socio-political functions. A consideration of oral performance of these poems on radio; television as well as their recording on disc, cassettes, phones and video tapes.

ALL 407: Creative Writing in Yorùbá Language (2 Units C: LH 30; PH)

Learning Outcomes

At the end of the Course, the learner should be able to:

1. explain the meaning of creative writing;
2. discuss the features of imaginative writing as different from other academic writings;
3. classify types of creative writings;

4. explain the structure of poems, prose and play writings;
5. stimulate the creative potentials of students in writing literary texts in the Yorùbá language;
6. practise the writing of play, poem and novel, and
7. become authors leading to self-employment.

Course contents

Writing literary texts in indigenous languages. Features of imaginative writing with specific reference to poetry, drama and prose. Plot construct. Setting. Characters and characterisation. Narrative techniques. Conflict and point of view. Use of language and the organic whole. Composition and writing of poems. Writing stories for mass media in Yorùbá language. Drama serial writing for radio and television. Source of materials for creative writing. Writing detective novels. Historical novels. Children literature. Novels and play writing on disabled people. Writing war plays and novels. Writing Philosophical poems. Creative writing for peace and national unity. Visitation to notable Yorùbá creative writers, both of English and Yorùbá languages.

AFUED YOR 409: Ifa and its Literary Corpus

(3 Units C: LH 45; PH)

Learning Outcomes

After going through the course the student should be able to:

1. explain the word “Ifa”
2. identify and explain the use of Ifa paraphernalia
3. discuss the structure of Ifa verses
4. discuss the relationship between Orumila (Ifa), esu and eleye
5. explain the stylistics features of Ifa poetry
6. discuss the If view’s about a man and a woman
7. explain the symbolism as a means of communication in Ifa.

Course Contents

The course examines the methodology of the Yorùbá god of wisdom and of divination. In particular, the following topics which are central to the study of Ifa literary corpus will be examined: Ifa divinatory system, training and transmission, the Odu, the form of Ese Ifa, stylistics features and the songs of Ese Ifa. Symbolism as a means of communication in Ifa will also be considered.

YED 401: Introduction to Applied Linguistics in Yorùbá (2 Units C: LH 30; PH)

Learning Outcomes

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

1. demonstrate knowledge and understanding of the concept of applied linguistics in practical usage and non-linguistic purpose;
2. explain how applied linguistics relates to language planning, language teaching and

- language testing; and
3. understand the nature of language, language policy and planning, first language and second language acquisition.

Course Contents

Attention should be given to the issues of how, when and where general linguistics can be applied both for practical uses and to non-linguistics purpose/fields. Such uses include language teaching and language testing, language standardization, planning and development, translation, and more. Aspect of the nature of Yorùbá language study, then first and second language acquisition, language policy and planning study should be emphasized. Studies in applied linguistics shall focus on the use of language in university academic contexts, intercultural communication, translation and advertising.

LAS 402: Entrepreneurship in Language Education (2 Units C LH 15; PH 45)

Learning Outcomes

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

1. define entrepreneurship in language education;
2. state the importance of entrepreneurship in language education;
3. give examples of entrepreneurship in language education;
4. discuss the characteristics of successful entrepreneurs;
5. state the advantages of entrepreneurship in language education;
6. identify the modalities for planning entrepreneurial ventures;
7. explain the types of entrepreneurship in language education;
8. identify the factors affecting entrepreneurship in language education;
9. apply the rule to practice entrepreneurship in language education; and
10. examine case studies of successful entrepreneur in language education.

Course Contents

The concept of entrepreneurship in language education. The potentials of language education for entrepreneurship ventures. Resource based views on educators and entrepreneurs. Opportunities provided by individual and small or mass business entrepreneurial initiatives in language education-planning/organising events, translation of scripts, training in public lectures, editing, staff recruitment, home tutors, virtual classrooms, remedial classes, literacy centres, speech therapist, reading consultants and school establishment consultancy.

AFUED YOU 402: Topics in the Structure of Yorùbá (3 Units C: LH 45; PH)

Learning Outcomes

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

1. explain the Yorùbá Language Structure as S-NP-VP (NP)
2. identify the constituents of Nps and Vps
3. explain the Cat. Aux
4. discuss Yorùbá verbal constructions
5. identify the types of Yorùbá sentence

6. note the current development in Yorùbá i.e Language engineering (using Yorùbá to catch up with modern trends in the society).
7. explain negation in Yorùbá, Yorùbá sentential and borrowings in Yorùbá

Course Contents

Current issues in the grammatical structure of Yorùbá. The content of this course will vary with advances in the study of the language. The following issues will be examined in the next few years: the structure of the Yorùbá Verb-Phrases with particular reference to the Category AUX, Complex verb phrase or complex predicate; the structure of the Yorùbá sentence: sentence types; sentential; negation in Yorùbá: segment elision in Yorùbá; ideophones; borrowing and the development of Yorùbá

AFUED YOU 406: Stylistic II

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. explain style
2. discuss the general features of Yorùbá poetry
3. explain and discuss the stylistics features of oriki, owe, alo apamo, ofo and related genres.
4. discuss the stylistics features of Fagunwa and Okediji
5. discuss rhythm and phonostylistic in Yorùbá orature

Course Contents

This course applies the principles learnt in YOU108 to Yorùbá prose and poetry. Specifically, student will be expose to different linguistic device and their implication for literature.

AFUED YOU 408: Contemporary Yorùbá Poetry

(2 Units C: LH: 30; PH)

Learning Outcomes

After going through the course the student should be able to:

1. identify different forms of modern poetry;
2. list the Yorùbá early poets in the colonial era;
3. examine the role of Sobo Arobiodu and his poems;
4. identify the unique features of Ọdunjo 's poems;
5. analyse the poems of Lańrewájú Adepoju, particularly Ìrònú Akéwì
6. analyse selected written poetry texts;
7. differentiate between the works of commercial poets and academic poets in Yorùbá literature, and
8. list and discuss the poetry texts of women in modern time

Course Contents

A critical appreciation of contemporary poetry in the Yorùbá language with particular reference to the works of selected poets, noting their moral, religious, entertainment, commercial and socio-political functions. Critical analysis of written poetry of Sóbò Arobiodu, Obasa, Adebayo

Faleti, Lanrewaju Adepoju, Oladapo Tunbosun, Dotun Ogundeji. Arẹmu Ẹ lẹ bu-ibọ n, Arigbabowo, Medubi, Duro Adeleke, Yẹmisi Adebọwale, Arinpe Adejumo , among others. Analysis of Yorùbá oral performance of poems on radio. Television poetry. Commercial and other academic poetry as well as their recording on disc, cassettes, phones and video tapes.

B.A. YORÙBÁ

Course Structure 100 Level 1st Semester

	Course Code	Course Title	Units	Status	LH	PH
	GST 111	Communication in English	2	C	15	45
	YOU 101	Introduction to Yorùbá People, Language and Culture	3	C	45	-
	YOU 103	Advanced Comprehension and Composition	3	C	45	-
	YOU 105	Introduction to Linguistics 1	2	C	30	-

	YOU 107	Introduction to Yorùbá Oral Literature I	3	C	45	-
	YOU 111	Contrastive Studies in Yorùbá Language	2	C	30	
	HIS 103	History of Human Evolution	3	E	45	-
	THA 101	Traditional African/Festival Theatre	3	E	45	-
		Total	21	-	-	-

NB: students are to choose one out of the two electives

100 Level ^{2nd} Semester

	Course Code	Course Title	Units	Status	LH	PH
	GST 112	Nigerian Peoples and Cultures	2	C	30	-
	YOU 102	Introduction to the History of Yorùbá People	3	C	45	-
	YOU 104	Orthography of Yorùbá Language	2	C	30	-
	YOU 106	Introduction to Linguistics 11	2	C	30	-
	YOU 110	Yorùbá in Mass Communication	3	C	45	-
	YOU 114	Yorùbá Phonetics	3	C	30	15
	YOU 112	Grammar of the Yorùbá Language I	3	C	45	-
	HIS 108	Africans in the Diaspora from Antiquity	3	E	30	-
	THA 106	Practical Participation Orientation	2	E	15	45
		Total	20	-	-	-

NB: students are to choose one out of the two electives

200 Level 1st Semester

	Course Code	Course Title	Units	Status	LH	PH
	ENT 211	Entrepreneurship and Innovation	2	C	30	-
	FAC 201	Digital Humanities: Application of Computers to the Arts	2	C	30	-
	YOU 201	Survey of Yorùbá Literature	3	C	45	-
	YOU 203	Morphology of Yorùbá Language	2	C	30	-
AFUED	YOU 205	Translation	2	C	30	-

	LIN 201	Introduction to Phonology (Theory and Analysis)	2	C	30	-
	LIN 203	Morphology	2	C	30	-
	HIS 201	Nigeria from 1000 –1900	2	E	30	-
	THA 205	Basic Speech Arts, Music and Acting Techniques	2	E	30	-
		Total	19	-	-	-

NB: students are to choose one out of the two electives

200 Level 2nd Semester

	Course Code	Course Title	Units	Status	LH	PH
	GST 212	Philosophy, Logic and Human Existence	2	C	30	-
	FAC 202	The Arts and Other Disciplines	2	C	30	-
	YOU 202	Phonology of Yorùbá Language 1	2	C	30	-
	YOU 204	Syntax of Yorùbá Language 1	3	C	45	-
AFUED	YOU 206	Varieties of Prose in Yorùbá	2	C	30	-
AFUED	YOU 208	Folktales	2	C	30	-
AFUED	YOU 210	Use of Yorùbá	2	C	30	-
	HIS 202	Economic History of Nigeria in the 19th Century	3	E	45	-
	THA 202	Introduction to Media Arts	3	E	45	-
		Total	21	-	-	-

NB: students are to choose one out of the two electives

300 Level 1st Semester

	Course Code	Course Title	Units	Status	LH	PH
	FAC 301	Research Methods in the Arts	2	C	30	-
	YOU 301	Phonology of Yorùbá Language II	2	C	30	-
	YOU 303	Syntax of Yorùbá Language II	2	C	30	-
	YOU 305	Entrepreneurship in Yorùbá Language, Literature and Culture	2	C	15	45

	YOU 307	Yorùbá Literary History, Theory and Criticism	2	C	30	-
AFUED	YOU 309	Yorùbá Reading Skills and Research Method	3	C	30	-
	HIS 301	Nigeria from 1900 – 1970	3	E	45	-
	THA 301	History of the Media in Modern Africa	2	E	30	-
		Total	18	-	-	-

NB: students are to choose one out of the two electives

300 Level 2nd Semester

	Course Code	Course Title	Units	Status	LH	PH
	ENT 312	Venture Creation	2	C	15	45
	GST 312	Peace and Conflict Resolution	2	C	30	-
	FAC 302	Theories in the Arts and Humanities	2	C	30	-
	YOU 302	Varieties of Yorùbá Poetry	2	C	30	-
	YOU 304	Introduction to Yorùbá Drama, Cinema and Films	3	C	45	-
	YOU 306	Yorùba in Broadcasting and Advertising	2	C	15	45
	YOU 308	Naming in Yorùbá	2	C	30	-
	HIS 306	History of the Industrial Revolutions from 1750 to 2010	2	E	30	-
	THA 306	Theatre Entrepreneurship	3	E	45	-
		Total	20	-	-	-

NB: students are to choose one out of the two electives

400 Level 1st Semester

		Course Title	Units	Status	LH	PH
	YOU 401	Issues in Yorùbá Phonology	2	C	30	-
	YOU 403	Issues in Yorùbá Syntax	2	C	30	-
	YOU 405	Contemporary Yorùbá	2	C	30	-

		Prose Fiction				
	YOU 407	Creative Writing in Yorùbá Language	2	C	30	-
AFUED	YOU 409	Ifa and its Literary Corpus	3	C	45	-
AFUED	YOU 411	Stylistics I	3	C	45	-
AFUED	YOU 413	Introduction to Yoruba Language and Computer System	3	C	15	30
		Total	17	-	-	-

400 Level 2nd Semester

	Course Code	Course Title	Units	Status	LH	PH
	YOU 402	Culture of the Yorùbá People	3	C	45	-
	YOU 404	Introduction to Yorùbá Traditional Music	2	C	30	-
	YOU 406	Contemporary Yorùbá Poetry	2	C	45	-
	YOU 408	Project/ Long Easy	6	C	-	270
AFUED	YOU 410	Yorùbá Folklore	2	C	30	-
AFUED	YOU 412	Stylistics	3	C	45	-
		Total	18	-	-	-

SUMMARY OF COURSE OUTLINE FOR B.A. YORÙBÁ.

A. 100 level 1st and 2nd semester courses

Main Subject	-	30 units
Special Electives	-	04 units
		34 units

B. 200 level 1st and 2nd semester courses

Main Subject	-	30 units
Special Electives	-	05 units
		35 units

C. 300 level 1st and 2nd semester courses

Main Subject	-	28 units
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Special Electives	-	5 units
		33 units
D. 400 1 st and 2nd semester courses		
Main Subject	-	35 units
Special Electives	-	Nil
		35 units
Total: 137 units		

GST 111: Communication in English

(2 Units C: LH 30; PH 90)

Learning Outcomes

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

1. identify and explain the possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening, and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalization and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post-writing, Editing and Proof-reading; Brainstorming, Outlining, Paragraphing, Types of Writing, Summary, Essays, Letter, Curriculum Vitae, Report Writing, Note making etc. Mechanics of Writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in Modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;

3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and
8. list and suggest possible solutions to identifiable Nigerian environmental, social and moral problems.

Course Contents

Nigerian history, culture and art, up to 1800 (Yorùbá, Hausa and Igbo peoples and culture.) Peoples and culture of the ethnic minority groups. Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914. Formation of political parties in Nigeria. Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics, Nigerian Civil War, etc). Concept of trade and economics of self-reliance (indigenous trade and market system. Indigenous apprenticeship system among Nigeria peoples. Trade, skills acquisition and self-reliance). Social justices and national development (law, definition and classification. Judiciary and fundamental rights. The Individual, norms and values (basic Nigerian norms and values, patterns of citizenship acquisition. Citizenship and civic responsibilities. Indigenous languages, usage and development. Negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation. Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

YOU 101: Introduction to Yorùbá People, Language and Culture (3 Units C: LH 45; PH)

Learning Outcomes

At the end of this course, the student will be able to:

1. describe the people of the target language (their culture and language);
2. read and write in the standard orthography of the language;
3. explain the thoughts and beliefs of the people;
4. narrate the history of the Yorùbá people;
5. classify the language family of the people, and
6. differentiate between the linguistic theory, migration theory and Yorùbá oral history.

Course contents

The people, their Language and culture. Thoughts and beliefs of the Yorùbá people. Theories of their origin and continued survival. Theories of Yorùbá migration and linguistic evolution. The role of oral history and the evolution of culture. Yorùbá and other peoples in Nigeria and Africa. The language of the people. Introduction to the orthography, history of the orthography, etc. History of the development of Yorùbá language. Language family Yorùbá language and its

classification: genetic, typological and aerial. Scholarship in the Yorùbá language, literature and culture over the years.

YOU 102: Introduction to the History of the Yorùbá People (3 Units C: LH 45; PH)

Learning Outcomes

At the end of this course, the learner will be able to:

1. access adequate information on the origin of the Yorùbá people, migration issues, kingship related issues, among others;
2. explain, in details, the rise and fall of the major Yorùbá kingdoms;
3. analyse the historical data, from both oral and written sources; and
4. discuss the trends of scholarship in the language, literature and culture.

Course contents

The oral and written history of the Yorùbá people, with the various historical sources, the social, economic, political, administrative, diplomatic and military history. History of the people with particular reference to the rise and fall of the major kingdoms. Analysis of the Yorùbá kingdoms. The Yorùbá inter-tribal and intra-tribal wars. Òwu war. Ìjàyè war, Jálumi war. Èkìtìparapò / Kírìjì war. Ègbá war. The advent of colonialism. An examination of the history of notable Yorùbá towns, with emphasis on data from both oral and written sources.

YOU 103: Advanced Comprehension and Composition (3 Units C: LH 45; PH)

Learning Outcomes

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

1. read and demonstrate a good comprehension of text in the Yorùbá language;
2. read and write composition with standard Yorùbá orthography;
3. identify types of composition in the language;
4. explain the features of a good essay in the language;
5. answer questions on comprehension passages, and
6. write essays in splendid Yorùbá language, fully using the language.

Course contents

Latest version of the Yorùbá orthography. Composition, with emphasis on spelling. Punctuation. Organization. Language use and other mechanical accuracies like paragraphs, concord, use of tenses, etc. Comprehension exercises. Different types of composition - Narrative. Explanatory. Argumentative essays, etc. Dialogue and letter writing, etc. Summary making and oral delivery in Yorùbá language.

YOU 104: Orthography of Yorùbá Language (2 Units C: LH 30; PH)

Learning Outcomes

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

1. evaluate various controversies on the orthography of the target language;
2. discuss the efforts of missionaries, linguists and regional governments in developing the orthography of the Yorùbá language;
3. identify Yorùbá word division in the orthography;
4. explain why the cluster of consonants is not acceptable in Yorùbá orthography;
5. identify tone marks in Yorùbá and be able to use them in writing;
6. read and write in current orthography, and
7. use the Yorùbá Meta language, correctly.

Course contents

The principles and practice in Yorùbá orthography development; types of Orthographies; survey of orthography of Yorùbá language. Efforts of the missionaries, linguists, professional and academic associations and regional governments in developing orthography for Yorùbá language. How Yorùbá was reduced to writing (1844-1875). The role of Bishop Samuel Ajayi Crowther and others in Yorùbá Orthography development. 1875 Orthography conference in Lagos. Western Regional Efforts in the growth of Yorùbá orthography. Different types of Yorùbá orthography by individuals, CMS, Linguists such as Ayo Bamgbose, etc. 1974 orthography. Yorùbá orthography adopted by È gbé Akò mò lédè. Yorùbá Metalanguage Volume 1 and 2. The Yorùbá Studies Association. Challenges of orthography designs in the age of Information Communication Technology (ICT).

YOU 105: Introduction to Linguistics I

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain the meaning and usefulness of linguistics;
2. classify the scope and types of linguistics;
3. apply the knowledge of linguistic science to the study of the Yorùbá language;
4. trace the origin of language;
5. mention artificial forms of communication;
6. define sociolinguistics and applied linguistics, and
7. describe the importance of linguistics to language teaching.

Course contents

An explanation of what Linguistics is all about, its aims and scope. Descriptive, historical and comparative, sociolinguistics and applied linguistics. Language and linguistics. Functions of language. Origin of language. Animal language. Application of linguistics to language teaching, book publishing, machine translation, telecommunication, speech pathology and audiology, etc. Nature of language and its relation to animal communication and other artificial forms of communication, as well as its relationships to culture. Language, its structure and nature. Linguistics in relation to animal language. Language and culture.

YOU 106: Introduction to Linguistics II

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. explain what acoustic phonetics is all about;
2. demonstrate and apply further the principles of linguistics in the study of the language;
3. differentiate between acoustic phonetics and articulatory phonetics;
4. describe the organs of speech;
5. list some of the equipment in acoustic phonetics class;
6. identify non-segmental features of speech, and
7. transcribe speech sounds in phonetic symbols.

Course contents

This course is a continuation of all 105, which is a prerequisite. Introduction to acoustic phonetics. What is acoustic phonetics? Acoustic analysis, e.g. frequency and amplitude, periodic and aperiodic sound waves, spectrograms, sine waves vs complex waves. Differences between acoustic phonetics and articulatory phonetics. History of acoustic phonetics. Nonsegmental features of speech such as pitch, tone, stress, and intonation. Application of the acquired knowledge in a practical way in the analysis, and transcription of the speech sounds of the Yorùbá Language.

YOU 107: Introduction to Yorùbá Oral Literature

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. describe the meaning of oral literature and its characteristics;
2. identify various classifications of oral literature;
3. have practical knowledge of the chants and be able to do them;
4. identify Yorùbá prose forms;
5. list different kinds of Yorùbá oral poetics;
6. explain the structure of ẹ sẹ ifá (ifá literary corpus), and
7. describe the usefulness of oral literature in the modern time.

Course contents

The scope of oral literature in Yorùbá language. Its oral and written nature. Problems involved in the collection of oral literature. Classification of oral literature. Transcription of oral literature. Analysis of selected chants and traditional festivals. Traditional poetry. Drama. Prose fiction. Myths. Legends. Riddles and folktales. And other traditional poetic forms of the language. Yorùbá chants and kinds: Ifá literary corpus (Ẹsẹ Ifá). Masquerade chants (Ẹsà/ Ìwì Eégún). Hunters' chant (Ijálá). Praise poetry/lineage poetry (Oríkì/ Oríkì-orílẹ̀) and its classification. Bridal Chants (Ẹ kún iyàwó). Incantations and types. Structure of each poetic form. Characteristics of Yorùbá oral poetry. Functions and usefulness of each poetic form.

YOU 108: Advanced Comprehension and Composition I

(3 Units C: LH 45; PH)

Learning Outcomes

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

14. read and demonstrate good comprehension of text in the language; and
15. read and write composition in splendid Yorùbá language with standard orthography.

Course Contents

Latest version of the orthography. Composition with emphasis on spelling, punctuation, organization, and language use. Comprehension exercises; different types of composition- narrative, explanatory, argumentative, dialogue, letter writing and others. Comprehension exercises and oral delivery in the language.

YOU 110: Yorùbá in Mass Communication

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. examine the basic communication theories;
2. explore the practical and theoretical exposure to the basic elements of print and electronic media;
3. examine Yorùbá in broadcasting and prepares students for various job in the mass media;
4. identify the special feature in the language of broadcasting;
5. identify and examine Yorùbá in advertisement including contemporary issues and feature in advertisement, and
6. explore the general features in studio script preparations for newscasters, programme anchors etc.

Course Contents

Students is introduced to basic communication theories, language, habits and behavior in interpersonal and social transaction. There will be a practical and theoretical exposure to the basic elements to print and electronic media. It examines Yorùbá in broadcasting and prepares students for the various jobs in the mass media. It identifies the special features in the language of broadcasting; it also explores the general features in studio script preparations especially for news casters, programme producers, etc. The course also continuity announcers, programme producers, etc. The course also examines Yorùbá in advertisement including the contemporary issues and features in advertisements both the techniques and the mediums.

YOU 111: Contrastive Studies in Yorùbá Language

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. examine the structure of Yorùbá Language as contrasted with those of English and a Nigerian Language;
2. observe those areas requiring special attention in teaching Yorùbá Language to speakers of English, and
3. identify the differences between the English speaker and Nigerian Language

Speakers

Course Contents

A systematic examination of the structure of Yorùbá Language as contrasted with those of English and a Nigerian Language, with emphasis on those areas requiring Special attention in teaching Yorùbá Language to speakers of English and the selected Nigerian Language.

YOU 112: Grammar of the Yorùbá Language I (3 Units C: LH 45; PH)

Learning Outcomes

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

1. examine the various grammars of the Yorùbá Language i.e 1967 to present;
2. discuss the work of Bamgbose 1967, Awobuluyi 1978, Ogunbowale 1970, Owolabi 1976, Oyelaran 1982, Awoyale 1983, Adewole the 1988, Yusuf 1995, etc.;
3. categorise Yorùbá grammar into three distinct classes;
4. examine the history of the linguistic misconceptions about the Yorùbá Language, and
5. discuss how those grammars were developed and reformulated one after the others.

Course Contents

This course examines the various grammars of the Yorùbá language from 1967 to the present. (Bamgbose (1967), Awobuluyi (1978), Ogunbowale (1970), Owolabi (1976), Oyelaran (1982), Awoyale (1983), Adewole (1988), Yusuf (1995), etc.). An attempt is made to generate an all-embracing significant insight into categorizing these grammars into three distinct but overlapping classes; the prescriptive, the descriptive and the theoretical grammatical class. The synchronic irregularity within Yorùbá language and the nature of the resemblances existing between related languages are also discussed. The history of linguistic misconceptions about the Yorùbá language is examined. The course discusses how those grammars were developed and reformulated one after the other, evolving in a chain-like structure which kept on expanding the Yorùbá linguistic insights for an overall successful linguistic analysis.

HIS 103: Introduction to Human Evolution (3 Units C: LH 45; PH)

Learning Outcomes

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

4. comprehend the evolution of human species and the process of their spread across the globe;
5. identify how archaeology, anthropology and genetics are used to reconstruct human evolutions; and
6. explain the dynamics of various racial types.

Course Contents

The course defines evolution and explains its importance to human existence and history. It describes the process of evolution of the human species and its global dispersal. It also discusses

some of the big questions that evolutionary biologists are trying to answer like the creation-evolution theory, formation of racial types, genetic drift etc.

AFUED YOU 114: Yorùbá Phonetics (3 Units C: LH 15; PH 30)

Learning Outcomes

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

1. Define phonetics and explain its importance in the study of Yorùbá language.
2. Identify Yorùbá vowels and consonants with correct articulation.
3. Differentiate oral and nasal vowels in Yorùbá.
4. Describe tone patterns and show how tone changes meaning in Yorùbá words.
5. Analyse the syllable structure in simple Yorùbá words.
6. Transcribe basic Yorùbá utterances using phonetic notation.
7. Apply phonetic knowledge to accurate pronunciation and reading.

Course contents

Nature and Scope of Phonetics

Branches of phonetics

Organs of Speech

Speech Sounds and Types -Consonants, Vowels and Tones

Descriptions, Classifications of each,

Allophones, Phonemes,

Yorùbá Vowels

Yorùbá Consonants

Syllable Structure in Yorùbá

Tone in Yorùbá

Phonetic Processes in Yorùbá

Phonetic transcription and practice

HIS 108: Africans in the Diaspora since Antiquity (3 Units C: LH 45; PH)

Learning Outcomes

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

4. articulate the concept of the “out of African movement”;
5. demonstrate the connections between pre-historic population movement of peoples of African origin and their contemporary locations;
6. discuss the various myths, misconceptions and outright falsehood regarding the peopling of parts of the world by Africans.

Course Contents

This is a study of the Nigeria communities found outside Africa. The various theories and factors of their dispersal and their role in contemporary world affairs will be dimensioned. The course will also examine the contributions of Africans in diaspora to the geographic regions that they found themselves.

THA 101: Traditional African/Festival Theatre: (3 Units C: LH 45; PH)

Learning Outcomes

The course enables the students to:

5. identify the different manifestations, stages and depictions of traditional African/festival theatre and justify them;
6. appreciate and state the features of Traditional African/Festival Theatre;
7. document their field experiences as a participant in, or observers of Traditional African/Festival Theatre, and
8. state the current status of traditional African/Festival theatre.

Course Contents

Introduction to Traditional Theatre in Africa, types of traditional theatre, elements of traditional African theatre, evolution of theatre from the festival or ritual performances, performances in Pre-colonial Africa, Traditional Minstrelsy, Functions of traditional/festival theatre, Traditional theatre as a means of communication, Mini-field research on the festival in any community, Reporting field experience in traditional theatre.

THA 106: Practical Participation Orientation (2 Units C: LH: PH 90)

Learning Outcomes

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

6. capacity for stage acting;
7. participation in one or more stage productions as actors or members of crew;
8. a hands-on knowledge of Directing, Stage Management, House Management (front of house and backstage);
9. develop skills in play analysis, and
10. ability to review tag performances.

Course Contents

Introduction to practical participation and orientation parts of the stage or stage geography site-responsive theatre. Theatre as collaboration personnel of the theatre such as directors, actors, designers, technical directors, stage and house managers, choreographers, dancers, designers, choreographers, and crew members. Engagement with the audience. The actor's body as a tool for communication, genres of performance. Theatre as Agency. Practical participation in theatre productions students' effective contribution to play critique meetings, before and after the production striking the set.

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 30)

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, entrepreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;

3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. explain stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of entrepreneurship (entrepreneurship, entrepreneurship/corporate entrepreneurship, theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30; PH)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. identify the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. explain the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments,

logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

**FAC 201: Digital Humanities: Application of Computer to the Arts
(2 Units C: LH 30); PH**

Learning Outcomes

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

1. explain what Digital Humanities entails;
2. appraise the DH techniques tools for data analysis;
3. appreciate the importance of computers in the Humanities;
4. apply DH to interdisciplinary research;
5. appreciate the adoption of DH tools for entrepreneurship, and
6. apply DH to new research, publishing, media, networking.

Course Contents

Meaning of digital humanities. Interface between computing and the disciplines in the Arts. Methodological and interdisciplinary scope of digital humanities. Techniques of data analysis; application of Computer in the Arts disciplines; entrepreneurial, research, publishing, networking and application of various digital tools; and the new media.

FAC 202: The Arts and Other Disciplines (2 Units C: LH 30; PH)

Learning Outcomes

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

1. appreciate the relationship between the arts and other disciplines;
2. distinguish between interdisciplinary, multidisciplinary and trans-disciplinary research;
3. assess the interconnectivity between disciplines, and
4. engage in interdisciplinary, multidisciplinary and trans-disciplinary research.

Course Contents

Relationship between the Arts and other disciplines, e.g., Social Sciences, Science, Technology, Engineering, Mathematics, Medicine, etc. An investigation of the connection between the disciplines and the general intellectual terrain. Multidisciplinary, interdisciplinary and transdisciplinary interface of the Arts with other disciplines. Making connections across disciplines and perspectives.

YOU 201: Survey of the Yorùbá Literature (3 Units C: LH 45); PH

Learning Outcomes

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

1. recognise and describe various imaginative literatures of the Yorùbá language, starting from oral literature to written literature;
2. classify the written literature into prose, poetry and drama;
3. discuss the characteristic features of each genre;
4. classify Yorùbá written literature;
5. discuss the features of drama, prose and poetry;
6. explain the history of Yorùbá written literature;
7. identify the early Yorùbá writers, and
8. identify early Yorùbá poets like J.F O dúnjò, Sobò Arobiodu, Obase, among others and discuss their written poems.

Course contents

Literary survey of written works in the Yorùbá language: prose, poetry and drama. Short stories. Essays. Translation. History of written literature, from the earliest beginning to the present day with emphasis on how the language was written. The roles of missions, early newspapers, the nationalists, cultural groups and regional governments' involvement in the development of written literature in the Yorùbá language. Development and growth of Yorùbá drama. Examination of written Yorùbá poetry. Emergence of Yorùbá novel and its development. Reading and discussion of selected literary works in prose, poetry and drama. The characteristic features of poetry; drama; novel, plot construct, setting, narrative techniques, characterisation, use of language and themes.

YOU 202: Phonology of Yorùbá Language I

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. describe the production of sounds in the Yorùbá language;
2. identify the phonological processes of the language;
3. identify kinds and characteristics of phonemes in the language;
4. categorise the phonemes;
5. distinguish between allophones and phonemes, and
6. describe assimilation, deletion and contraction.

Course contents

Elementary phonetic description of sounds. Phonetic classification of the sounds of the Yorùbá language. Phonemes. allophones. Identification of phonemes. Complementary distribution. Analogous environment. The articulatory and distinctive characteristics of the phonemes of Yorùbá language. Production of sounds. Organs of speech. Phonetic symbols and transcription. An examination of their patterns of occurrence. Distribution and discussion of contraction. Deletion. Consonant deletion, insertion and metathesis. Assimilation. Features such as tone. Stress. Intonation.

YOU 203: Morphology of Yorùbá Language

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify word formation processes in the Yorùbá language;

2. give detailed and systematic description of the structure of the language;
3. explain in detail types of morphemes;
4. differentiate between free morpheme and bound morphemes;
5. describe the process of reduplication in Yorùbá language, and
6. discuss affixation and compounding as morphological processes in Yorùbá language.

Course contents

A morphological description of the language. Structure and forms of words. Morphemes. Identification and classification of morphemes. Types of morphemes: Free morphemes. Bound morphemes. Structures of morphemes. Syntactic functions of morphemes. Morphological processes. Affixation. Reduplication. Compounding. Emphatic and non-emphatic pronouns. Word formation processes in Yorùbá language, particularly nouns and verbs.

YOU 204: Syntax of Yorùbá Language I (3 Units C: LH: 45; PH)

Learning Outcomes

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

1. identify the word classes or parts of speech of the language;
2. classify types of sentences in the language;
3. analyse the sentence structure of the language;
4. identify qualifiers in simple sentences;
5. classify different types of sentences in the language;
6. give examples of sentences with serial verbs, and
7. construct simple and complex sentences in Yorùbá.

Course Contents

Introduction to the word classes of the Yorùbá language. Nouns. Type of nouns. Pronoun. Verbs. Type of verbs. Qualifiers. Adjectives. Prepositions. Adverbs and adverbials, among others. The sentence and its parts or constituents. Phrase. Word. Grammatical functions of the sentence parts. Different sentence types. Declarative sentence. Interrogative. Imperative. Focus construction and grammatical analysis.

YOU 205: Translation (2 Units C: LH 30; PH)

Learning Outcomes

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

1. examine the detailed application of linguistic techniques to translation;
2. discuss the different types of translations and the texts to be translated;
3. determine the criteria for accuracy of translations;
4. explore the role of meaning in translation; referential and connotative functions of translators and interpreters in a multilingual setting, and
5. discuss the theory of translations with problems encountered in translation and possible solutions.

Course contents

A detailed consideration of the application of linguistic techniques to translation; the different types of translation; the different types of texts to be translated and the degree of equivalence required; criteria for determining accuracy of translation; the role of meaning in translation: referential and connotative; functions of translators and interpreters in a multilingual setting. The various theories of translation as well as the limits of translation will also be discussed. The problems raised by transcription and translation are examined along with some possible solutions.

YOU 206 Varieties of Prose in Yorùbá

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. define Prose;
2. identify various Prose forms in Yorùbá novels, romances, short stories, essays translation etc.;
3. explain the structure, theme, language use, symbolism and didactic nature of the novels/prose, and
4. explain characters in the novels and the various narrative techniques employed by the writers.

Course Contents

A study of the various prose forms in Yorùbá novels, romance, short stories, essays, translation etc. are critically studied. The language and the techniques of prose writing will also be examined with special attention to the characteristic strategies of the short stories and the novels.

YOU 208 Folktales

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. to understand the word folktales;
2. identify the types of folktales and motifs in folktales;
3. discuss the characterization, setting and oral performance in folktales;
4. differentiate between folktales and mythology, and
5. discuss in details themes, contents and functions of folktales.

Course Contents

This course focuses on the universality of folktales; types of folktales; motifs in folktales. It looks at the world of folktales, their characterization, their setting and their techniques. The performance of folktales is also examined with emphasis on the narrator and the audience; the songs, the creativity and originality of rendering. It compares folktales with myths.

LIN 201: Introduction to Phonology (Theory and Analysis)

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. discuss the relationship between phonetics and phonology;
2. apply the phonological principles to the study of the language;
3. explain minimal pairs, free variation and phones;
4. describe complimentary distribution;
5. explain the principles of phonemic analysis, and
6. discuss syllable structure in Yorùbá.

Course contents

General introduction to phonology. The relationship between phonetics and phonology in a structural framework. Principles of phonology. Basic tenets and analysis based on the phonemic theory. Minimal pairs. Free variations. Phones and allophones. Complementary distributions. Phonological rules. Syllable structure. Phonotactics. Phonological alternation. The distinctive and generative phonology. Distinctive and non-distinctive sounds. The phoneme. Principles of phonemic analysis. Phonemes in sign languages,

LIN 203: Morphology

(2 Units: LH 30; PH)

Learning Outcomes

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

1. identify and classify types of morphemes;
2. explain the lexical and grammatical categories;
3. explain lexemes and word forms, prosodic and morphological words;
4. identify types of word formation;
5. explain inflection of verbs, nouns and adjectives among others;
6. discuss morphological typology of language, and
7. analyse the structure of words.

Course contents

Introduction to morphology. The morpheme, its identification and classification. Types of morphemes Lexemes and word forms. Prosodic word versus morphological word. Structure of words. Stems, roots, words, prefixes, and suffixes. Types of word formation. Inflection as a process of word formation. Inflection of verbs, nouns, adjectives, adverbs, determiners, pronouns, etc. Morphological derivation. Derivational patterns. Clipping, affixation, reduplication, compounding, suppletion, decontextualization and morphological typology of languages (e.g isolating, agglutinative, fusional languages). Paradigms and morph syntax. allomorph. Lexical Morphology. Grammatical categories.

HIS 201: Nigeria from 1000 – 1900

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. articulate the various historical forces that shaped the emergence of mini and mega states in Nigeria;
2. comprehend the external factors like trade and religion in the historical development of mini and mega states, and

3. identify various historical heroes that forged the bonds of unity in their communities and across inter-group lines.

Course Contents

The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state. The evolution of mega states like the Benin, Oyo in the south, the Igala and Kwararafa Confederacy in the central and the Hausa State and Kanem Borno will be analysed alongside mini and city states in the Niger Delta and Igboland. Factors of trade such as long-distance trade across the Sahara and Atlantic Ocean, and regional trade between coastal peoples and the hinterland will also be discussed.

HIS 202: Economic History of Nigeria in the 19th Century (3 Units C: LH 45; PH)

Learning Outcomes

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

1. analyse the forces and factors of production, distribution and marketing of products in the various Nigerian communities in the period under review;
2. discuss various forms of labour relations;
3. track and present perspectives on local trade, regional trade and long distance trade and how this shaped the political life of communities; and
4. identify various historical heroes that defined trade and politics in their communities and across inter-group lines.

Course Contents

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics, inter-group relations, specializations in production processes, the role and impact of the Atlantic slave trade in both slave trading and slave holding societies will be studied.

THA 202: Introduction to Media Arts: (3 Units C: LH 45; PH)

Learning Outcomes

The course is designed to enable the students to:

1. trace the history and development of media arts;
2. develop a basic knowledge of media arts with regard to radio, TV, film, print medium, and other forms of media-based narratives;
3. identify the major happenings and conventions in world media and how they influence media practice and journalism universally;
4. list the distinct features of radio, TV, film, the print and new media;
5. appreciate media historians, writers for the screen;
6. outline media critics of the period; and
7. appreciate media arts in African media history in contemporary times.

Course Contents

A historical survey of media arts, Introduction, The major media events and developments in the theory and practice of media arts. The roles and duties of media personnel: the scriptwriter, the producer, director, Editor, cameraman, etc. Radio broadcasting. Television broadcasting. New media. Other screen productions. Challenges of the media arts in contemporary society.

THA 205: Basic Speech Arts, Music and Acting Techniques:
(2 Units: LH 30; PH)

Learning Outcomes

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

1. use the voice as one of the basic tools in the theatre through voice projection, stress, tonality, in English and indigenous languages;
2. display a knowledge of speech patterns, know the elements and styles of speech in acting, and the styles of speech in acting and different stage performances, and mass media productions;
3. draw the phonetic and phonemic charts;
4. appreciate music, acting and their forms;
5. listen to stage dialogue and have an understanding of the actor/actors on stage, and
6. play at least one traditional and modern instrument each.

Course Contents

Introduction to Voice and Speech. The phonemic/Phonetic chart. Articulatory system. The voice as the actor's tool. Basic voice training exercises which aid articulation and voice projection, punctuation, diction, tonality, tempo, pitch, rhythm, phonemic and stress patterns of English, and various Nigerian Language tones. Speaking with differing dramatic effect as demanded by the context or the text. The language laboratory/media studio and actor training for the stage and screen. Types of music. Features of music. Types of music for stage performances. Indigenous and Western music. Acting. Actors on acting. Stanislavski, Godowsky. Ola Rotimi.

ENT 312: Venture Creation

(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship, and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification: sources of business opportunities in Nigeria, environmental scanning. Demand and supply gap/unmet needs/market gaps/market research. Unutilized resources, social and climate conditions and technology adoption gap. New business development: business planning, market research, etc. Entrepreneurial finance: venture capital, equity finance. Micro finance, personal savings, small business investment organizations and business plan competition. Entrepreneurial marketing and e-commerce. Principles of marketing, customer acquisition and retention. B2B, C2C and B2C models of ecommerce. First mover advantage, e-commerce business models and successful e-commerce companies. Small business management/family business. Leadership & management: basic book keeping, nature of family business and Family Business Growth Model. Negotiations and business communication: strategy and tactics of negotiation/bargaining. Traditional and modern business communication methods. Opportunity Discovery Demonstrations: business idea generation and presentations. Business idea contest, brainstorming sessions, idea pitching, etc. Technological Solutions: the concepts of market/customer solution, customer solution and emerging technologies. Business Applications of new technologies: Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block chain, Cloud Computing, Renewable Energy, etc. Digital business and e-commerce strategies).

GST 312: Peace and Conflict Resolution

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies, and
5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts. Structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers' phenomena; boundary/boarder disputes; political disputes; ethnic disputes and rivalries. Economic inequalities; social dispute. Nationalist movements and agitations. Selected conflict case studies – Tiv-Junkun; Zango Kartaf. Chieftaincy and land disputes, etc. Peace building, management of conflicts and security. Peace and human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution. Conflict dynamics assessment scales. Constructive and destructive, justice and legal framework. Concepts of social justice; the Nigerian legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace and Security Council (international, national and local levels). Agents of conflict resolution – conventions, treaties, community policing, evolution and imperatives. Alternative Dispute Resolution (ADR). Dialogue, arbitration, negotiation, collaboration, etc. Roles of international organizations in conflict resolution - (a). the United Nations (UN) and its conflict resolution organs; the African Union and Peace Security Council. ECOWAS in peace keeping. The media

and traditional institutions in peace building. Managing post-conflict situations; refugees. Internally Displaced Persons (IDPS). The role of NGOs in post-conflict situations.

FAC 301: Research Methods in the Arts

(2 units C: LH 30; PH)

Learning Outcomes

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

1. explain the meaning, usefulness and characteristics of research methods;
2. enumerate the types and approaches to research in the Arts;
3. identify the essential variables in research methods, such as research problem, formulation of objectives, sampling techniques, among other;
4. engage in field works to collect data;
5. formulate good research proposal;
6. conduct original research / Long essay at the final year, and
7. write a report of the Long essay/research project, devoid of plagiarism and other ethical issues.

Course Contents

Meaning and characteristics of research; research methods; types of research in the Arts disciplines. Approaches to research, problems, proposals, techniques of data collection. Analysis and interpretation. Criteria for determining good data and the use of library resources; archives, internet, audio visual aids, field work, interviews, questionnaires, observations and focused-group techniques. Research reports, report writing, language of academic reports, organisation, originality of research; authenticity, ethical issues, plagiarism, documentation, editing, etc.

FAC 302: Theory in the Humanities

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. capture complexity by means of a single general statement;
2. develop systematic thinking from principles through application to conclusions;
3. develop capacity to analyse complex data to minimal units;
4. develop ability to make out underlying patterns in art phenomena, and
5. develop ability to utilize evidence to organize and explain complex phenomena in the humanities.

Course Contents

An in-depth analyses of the diversity of theories employed by researchers in the arts and humanities. Social integrative theory, gender theory, inter-culturality theory, liberation theory, etc. Theoretical underpinnings as the essential foundation of humanities scholarship. Evaluation of the merits of scholarly works.

YOU 301: Phonology of Yorùbá Language II

(2 Units C: LH: 30; PH)

Learning Outcomes

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

1. analyse the phonological processes in the language;
2. apply the knowledge acquired in the sound system of the language to more issues on the phonology of the language;
3. explain Yorùbá language syllable structure;
4. analyse vowel harmony in Yorùbá language;
5. use the generative and optimality theories, among others, to analyse Yorùbá phonology, and
6. explain optimality theory in phonology.

Course contents

Relationship between phonology and phonetics. Phonology and Orthography. Examination of the phonological processes in the languages. Syllable structure. Assimilation. Nasalisation. Epenthesis. Vowel harmony. Vowel elision. Tonal processes. Reduplication. Loan words. Introduction of phonological theories. Distinctive feature theory. Complementary distribution. Generative phonology. Auto-segmental and optimality theory. etc.

YOU 302: Varieties of Yorùbá Poetry

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify different types of poetry in the language;
2. describe the role of the audience and various techniques of performing artistes;
3. explain the features of Yorùbá oral poetry;
4. differentiate between the structure of Ìyèrè-ifá and Èṣẹ-ifá;
5. examine the content and form of Ìjálá;
6. enumerate the recurrent themes in Yorùbá oral poems;
7. discuss the place of music in Yorùbá oral poetry;
8. list the functions of Oríkì in Yorùbá oral poetry, and
9. analyse selected poems in the language.

Course contents

Poetic forms of Èṣà. Èṣẹ-ifá/Ìyèrè-ifá. Contents and structure of rárà. Contents and form of ìjálá. Oríkì in Yorùbá oral poetic forms. Other local variants, like aláṃò, Olele, and Dadakuada etc. and other local variants. The sociological background of Yorùbá oral poetry. Content and structure of varieties of Yorùbá poetry. Functions of the poems. Recurrent themes. Place of music in the changing modes. Role of the audience in the performance of varieties of poetry. Comparison of the various techniques of performing artistes. The oral artistes, his/her training and role-scope for originality and creativity. Critical appreciation of selected poems.

YOU 303: Syntax of Yorùbá Language II

(2 Units C: LH 30; PH)

Learning Outcomes

At the end of this course, the learner will be able to:

1. identify the major sentence types in the language;
2. analyse sentence structure of the language within the transformational - generative theory;
3. classify the major sentence types in Yorùbá language;

4. explain splitting verb sentences and echoing verb sentences;
5. construct declarative sentences and analyse them;
6. construct logophoric sentences in Yorùbá language, and
7. describe focus construction in the language with relevant examples.

Course contents

Application of the transformational-generative theory to the analysis of the sentences of the Yorùbá language. Major sentence types in the language: declarative, interrogative. Imperative. Serial verb sentence. Splitting verb sentences. Verb sentences. Echoing verb sentences. Sentences with impersonal verbs. Sentences with symmetrical verbs. Negative sentences. Simple Sentences. Complex Sentences. Focus construction. Logophoric constructions, etc. Grammatical analysis.

YOU 304: Introduction to Yorùbá Drama, Cinema and films (3 Units C: LH 45; PH)

Learning Outcomes

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

1. comprehend and define the meaning of drama/cinema/film as literary genre;
2. explain early attempts at play acting and writing of Yorùbá drama/cinema /films;
3. identify various dramatic elements;
4. list important figures in Yorùbá travelling theatre;
5. describe the emergence of home videos in Yorùbá play;
6. engage in film criticism and reviews, and
7. analyse selected Yorùbá play texts.

Course Contents

The concept of drama in the language. A survey of early attempts at play writing and play acting. The influence of traditional and folk drama, ritual drama. The influence of rites, ceremonies and festival traditional drama on play acting, dance, costumes, folk opera, the oral and written plays. Appraisal of selected written plays. The emergence of cinema and films. Types of films, film criticism which explores critical approaches to the study of film. Different media of film criticism (newspapers, magazines, academic journals.) The internet and television on the current state of African film. Criticism of selected written drama. Criticism of selected film plays.

YOU 305: Entrepreneurship in Yorùbá Language, Literature and Culture (2 Units C: LH 15; PH 45)

Learning Outcomes

This course will enable the student to:

1. comprehend the meaning, features and benefits of entrepreneurship;
2. discuss the concept of traditional Yorùbá entrepreneurship;
3. list different types of occupation in traditional Yorùbá society;
4. identify the types of entrepreneurship useful in modern time;
5. practise relevant skills and be able to engage himself/herself in productive works without looking for government jobs after graduation, and

6. create jobs for themselves and for others.

Course Contents

Principles of commercial activities. Traditional occupations. Transition to modern jobs and occupations. Animal husbandry. Poultry making. Traditional food making. Body adornment. Costumes making. Traditional garments making. Dressing/headgear/caps making and styles. Make-ups and jewellery. Traditional hairdressing. Practical training in master of ceremony. Practical training in orature/chants/music and dance.

YOU 306: Yorùbá in Broadcasting and Advertising (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. explain the meaning of broadcasting and advertising in Yorùbá language;
2. classify and explain the media into print and electronic;
3. identify the special features of language of broadcasting;
4. translate news from English to Yorùbá and Yorùbá to English, as the case may be;
5. collect news in the language and transmit in splendid Yorùbá language;
6. display relevant skills as freelance translators, broadcasters/advertisers among others and be able to create jobs for others, and
7. work in public or private media house, fashion industry, entertainment industry, etc.

Course contents

Mass communication in Yorùbá language. Meaning of mass communication. Concepts in mass communication: journalism; broadcasting; news item; print media; electronic media. Social media etc. The broadcasting aspect as a theory and practice course to prepare the student for jobs in broadcasting. Print and electronic media either as freelance broadcaster or serving in public or private media houses. Identification of the special features of the language of broadcasting in Yorùbá language. Exploration and preparation of studio scripts for continuity announcers, presenters and producers. Translation and interpretation techniques. Use of Yorùbá language in broadcasting. Auditioning. Dressing, comportment, etc. An in-depth analysis of the development of advertising in the language; analysis of the distinguishing composition of original advertisement for various commodities in the Nigerian markets.

YOU 307: Yorùbá Literary History, Theory and Criticism (2 Units C: LH: 30; PH)

Learning Outcomes

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

1. explain the meaning, history and advent of literary theories in Yorùbá literature;
2. list Yorùbá literary critics who started literary criticism of Yorùbá novels;
3. differentiate between traditional form of literary criticism and modern form;
4. identify and classify kinds of theories relevant to Yorùbá creative works;
5. explain the classical and western theories and their usefulness in indigenous literature, and

6. apply some of the theories to selected texts- poetry, drama and novel.

Course Contents

Literary history among the Africans before the advent of colonization in relation to oral poetry. Traditional drama and prose forms. Types of literary criticism in the pre-colonial era – pre-performance criticism, communal editing, post-performance criticism, etc. Modern criticism and the use of theories. Meaning of theory in literary criticism. Theories and anti-theories in Yorùbá literature. Classification of theories. The advantages and disadvantages of adopting foreign theories in analysing African literature and contextualization of foreign theories. Classical, Western and Marxist theories of literature, in relation to prose, poetry and drama. Application of selected theories of literature to Yorùbá literature. Indigenous theories such as post colonialism, nativism and cultural theories and others such as formalism, structuralism, Genetic structuralism, Sociology of literature, Feminism, Eco-criticism, New Historicism, Historical theory, among others.

YOU 308 Naming in Yorùbá

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. examine the sociology of naming among the Yorùbá;
2. identify different type of names among the Yorùbá;
3. discuss morphological derivation of Yorùbá names;
4. explain etymological understanding of Yorùbá names;
5. appraise the naming among the Yorùbá in a changing world;
6. describe naming as a social practice, and
7. explain the evolution of new meanings of names.

Course Contents

This course focuses on the lexical forms, structure, meanings and cultural important of personal, place and plant names in Yorùbá. Since the Yorùbá name-forms can be said to represent a copy of the gamma of the language, issues such as the morphological derivation, deletion, abridgement, patrimony and change of name shall also be touched upon.

HIS 301: Nigeria from 1900 – 1970

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. articulate the colonisation of nigeria and the formation of new power structures;
2. make the nexus between colonial infrastructure development and the transformation of pre-colonial social and economic regimes;
3. discuss the various theories on how colonialism was dismantled after 1945 and the struggle for independence;
4. analyse the post-independence government and discuss the various historical processes that play that triggered its collapse; and

5. demonstrate a fair grasp of the Nigerian civil war, its causes and consequences.

Course Contents

A study of 20th Century Nigeria, highlighting the increasing role of the European forces in the internal developments of the area, the fall of the indigenous state systems, colonialism, decolonization, independence and the post-independence problems such as political crises and the Nigerian civil war.

HIS 306: History of the Industrial Revolutions from 1750 to 2010 (2 Units C: LH 30; PH)

Learning Outcomes

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

1. discuss the process that led to industrial forms of production;
2. link the four major industrial epochs and the role they played in human history and
3. discuss the impact of the industrial revolutions and how it continues to determine the polarization of the world.

Course Contents

The course will interrogate the four major industrial revolutions viz: The first that saw the emergence of mechanical power driven by steam and water ; the second that was characterized by mass production, electrical and chemical industries; the third which was driven by information technology and automation; the Fourth Industrial Revolution which is also known as the digital revolution, that is characterized by a fusion of disruptive technologies blurring the lines between the physical, digital, and biological spheres.

THA 301: History of the Media in Modern Africa (2 Units C: LH 30; PH)

Learning Outcomes

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

1. identify the written and published history of the media in modern times since 1800 before the partition of Africa;
2. list the types of media and media artists;
3. outline the forms of media: traditional, conventional and new media;
4. appreciate the concept of modernity and the classification of the media into developed and less developed;
5. outline the genres of media and how they have exhibited cultural, social, political and historical impetus; and
6. exhibit capacity for the critical analysis of the media and ICT in modern Africa.

Course Contents

Origins and development of media in Africa since 1800. Classification of media arts. Major African media artists. Media, development and underdevelopment. Understanding information

flows. Old and new media. The role of the media to respond to cultural, social and political situations in various regions of the African continent. Drama in the mass media. Ownership and control of the media. Mergers and acquisition of media outfits. Media and globalisation. Media analysis. CT and the media: film, cartoons, documentaries, etc.

THA 306: Theatre Entrepreneurship

(3 Units C: LH 45; PH)

Learning Outcomes:

The course enables the students to:

1. trace the history, development and types of theatre entrepreneurship;
2. draw up calendars of profitable seasons of theatre performances;
3. appreciate theatre repertory and its entrepreneurial attributes;
4. make theatre a sustainable means of generating income through private and public funding options;
5. create employment, employability and attract investment despite the risks and hazards, and
6. innovate creative options in theatre and the performing arts.

Course Contents

Introduction to Theatre Entrepreneurship. Theatre as a collaborative, profit-making business enterprise. Small- or large-scale theatre ventures. Partnership in theatre entrepreneurship. Financial independence through theatre enterprise. Seasons of plays/Theatre repertory. Funding options in the theatre. Innovation and self-reliance in theatre business. Theatre for profit and not-for-profit. Risk bearing in theater business. Employment and employability in theater business. Using theatre to solve social and mental problems.

YOU 401: Issues in Yorùbá Phonology

(2 Units C: LH: 30; PH)

Learning Outcomes

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

1. discuss the current issues in Yorùbá phonology;
2. demonstrate a clear understanding of the phonological rules and the sound patterns of the language;
3. explain the positions of Bamgbose and Awobuluyi on assimilation and contraction in Yorùbá language;
4. discuss the views of scholars on vowel harmony and coalescence;
5. explicate the new trends in Yorùbá phonology, and
6. apply the phonological rules in the analysis of the Yorùbá language

Course Contents

Current and relevant issues in the phonology of the Yorùbá language. Academic debates on Yorùbá phonology by linguists such as Bamgbose and Awobuluyi among others. Tones. Vowel harmony. Assimilation. Contraction. Syllable structure. Nasals. Diphthongisation. Intonation; the functions of tone reduplication. Loan words and coalescence. New trends in Yorùbá phonology, etc.

YOU 402: The Culture of Yorùbá People**(3 Units C: LH: 45; PH)****Learning Outcomes**

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

1. explain the concept of culture, tradition, thoughts and belief of the Yorùbá people;
2. describe the social, material and other cultural institutions of the Yorùbá language;
3. explicate Yorùbá cultural institutions such as kinship, kingship, marriage, family, among others;
4. describe the role of traditional institutions in Yorùbá society;
5. discuss the concept of cultural diversity for national cohesion, and
6. put to use the good heritage values of the Yorùbá culture.

Course contents

A survey of the culture of the Yorùbá people in the widest sense of the word “culture”. Conceptualization of culture. Importance of culture among the people. Characteristics of culture. Kinds of culture: tangible and intangible culture. Cultural diversity. Language and culture. Social and material culture. Cultural institutions: kinship, traditional institutions, marriage, child-bearing and rearing, death and funeral rites. Guilds of hunters, drummers, healers, the cults. Government and administration. Land tenure. Administration of justice. Social system and the role of Obas, Chiefs/Magajis; elders and family heads, etc. An in-depth study of the thoughts and beliefs of the people. Structure of Yorùbá religion. God in Yorùbá belief. Divinities, their origin, nature and role in the belief system. Creation myths. Ancestors. The priests in traditional belief. African festivals. Forms of worship. Place of magic in Yorùbá religion.

AFUED YOU 413: Introduction to Yorùbá Language and Computer System (3 Units C: LH 15; PH 30)**Learning Outcomes**

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

1. Identify the specific linguistic features of Yoruba (tonality, morphology) that present unique challenges for computer systems.
2. Explain the history and current state of Yoruba in the digital space, including the "low-resource" language status.
3. Recognize the technical requirements for digital Yoruba, such as standardizing character encoding (Unicode) and orthography.
4. Describe the basic principles behind common language technologies, including Machine Translation and Text-to-Speech, specifically as they apply to Yoruba.
5. Critique the quality and availability of current digital resources for the Yoruba language.

Course contents

The Foundations of Yoruba Digital Literacy
The Yoruba Orthography Problem,
The Digital Status of Yoruba
Introduction to Computational Language Tools
Ethics, Culture, and the Future

YOU 403: Issues in Yorùbá Syntax (2 Units C: LH: 30; PH)

Learning Outcomes

At the end of the Course, the student should be able to:

1. explain the current and relevant issues in the syntax of the Yorùbá language;
2. explain lexical and phrasal categories;
3. describe tense and aspects in the Yorùbá language;
4. give examples of ideophones in the language;
5. identify relevant theories of grammar, and
6. appreciate and analyse the set of rules, processes that govern the sentence structure in the Yorùbá language.

Course Contents

Relevant issues in the syntax of the Yorùbá language. Current issues in Yorùbá grammar. Lexical and phrasal categories. Tense. Aspects. Vowel and their relationships. Ideophones, Pronominalization. Relativisation. Reflexivisation. Nominalisation. Focus constructions. Logophoric constructions. Adjectives as verbs. Theories of grammatical analysis in Yorùbá language (X-bar theory, GB-syntax, among others).

AFUED YOU 411: Stylistics I (3 Units C: LH 45; PH)

Learning Outcomes

At the end of this course, student should be able

1. define Stylistics
2. mention and discuss the various theories and ideas of the relationship between Stylistics, Literature and Linguistics
3. use theories to analyse literary works of arts
4. explain literary features or devices of literature in Yorùbá
5. analyse texts using literary devices

Course contents

This is a theoretical study of stylistics in Yorùbá with special reference to the various theories and ideas of the relationship between stylistics, literature and linguistics. It discusses the various literary features or devices of literature in Yorùbá it also applies the principles of various theories to Yorùbá Prose and Poetry.

YOU 404: Introduction to Yorùbá Traditional Music (2 Units C: LH: 30; PH)

Learning Outcomes

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

1. appreciate and explain the benefits of traditional Yorùbá music in the past and in the modern times;
2. classify various kinds of traditional music and their features;
3. explain the structure of àpàlà music;
4. list festival music in traditional Yorùbá society;
5. describe the use of the Yorùbá language in traditional music;
6. list the ensemble or instruments used in traditional music, and
7. compose, at least, one or two music type to prepare him/herself for self-employment.

Course Contents

The forms of Yorùbá music. Functions and importance of traditional music. The characteristics of the traditional music. Classification of traditional music. Structures of selected music. Thematic contents. Use of language in Yorùbá music. Drums and drumming methods. Instrumentations. Songs and dances. Traditional music and modernity. Traditional music in the age of globalisation and technology.

YOU 405: Contemporary Yorùbá Prose Fiction

(2 Units C: LH: 30; PH)

Learning Outcomes

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

1. identify the characteristics of contemporary prose fiction;
2. discuss the historical development of the novel in the Yorùbá language;
3. classify the contemporary Yorùbá novels;
4. describe the characteristics of Yorùbá social and historical novel;
5. explain the features of realism in modern Yorùbá novels;
6. explain the content and form of Yorùbá crime novel, and
7. apply selected literary theories to analyse some novels in the Yorùbá language.

Course Contents

Meaning of contemporary Yorùbá prose fiction. Usefulness and functions of Yorùbá prose fiction. Types of Yorùbá prose fiction. Myths, Legends, Folktales, Chain-folktales, etc. The Yorùbá novel. Characteristics of contemporary Yorùbá novel. Classification of Yorùbá novel. Historical development of Yorùbá novel. Novels before Fágúnwà, Fágúnwà novels. Novels in Fágúnwà's tradition. Modern novels. Kinds of contemporary Yorùbá novels: social, political historical, feminist, children novel; novels on disabled children, crime, detective and thrillers and analysis of specific works of selected novelists such as J.F. Ọ̀dúnjọ́, Akinwumi Isọ́lẹ́, Olu Owolabi, Afolabi Olabimtan, Bamiji Ojo, Adebayo Faleti, Èṣẹ́ Olubọ́rọ́de, Gbenro, Lawuyi Ogunniran, Oladipo Yemitan, Jibola Abiodun, Olalere Adeyemi, Adagbada Kemi, Bolanle Adekeye, among others.

YOU 406: Contemporary Yorùbá Poetry

(2 Units C: LH: 30; PH)

Learning Outcomes

After going through the course, the student should be able to:

1. identify different forms of modern poetry;
2. list the Yorùbá early poets in the colonial era;
3. examine the role of Sobo Arobiodu and his poems;
4. identify the unique features of Ọ̀dúnjọ́'s poems;
5. analyse the poems of Láńrẹwájú Adepọ́ju, particularly Ìrònú Akéwì
6. analyse selected written poetry texts;
7. differentiate between the works of commercial poets and academic poets in Yorùbá literature, and
8. list and discuss the poetry texts of women in modern time.

Course Contents

A critical appreciation of contemporary poetry in the Yorùbá language with particular reference to the works of selected poets, noting their moral, religious, entertainment, commercial and socio-political functions. Critical analysis of written poetry of Sóbò Arobiodu, Obasa, Adebayo Faleti, Lanrewaju Adepoju, Oladapo Tunbosun, Dotun Ogundeji. Arẹmu Eḷẹbuibon, Arigbabowo, Medubi, Duro Adeleke, Yẹmisi Adebọ wale, Arinpe Adejumo, among others. Analysis of Yorùbá oral performance of poems on radio. Television poetry. Commercial and other academic poetry as well as their recording on disc, cassettes, phones and video tapes.

YOU 407: Creative Writing in Yorùbá Language (2 Units C: LH: 30; PH)

Learning Outcomes

At the end of the Course, the learner should be able to:

1. explain the meaning of creative writing;
2. discuss the features of imaginative writing as different from other academic writings;
3. classify types of creative writings;
4. explain the structure of poems, prose and play writings;
5. stimulate the creative potentials of students in writing literary texts in the Yorùbá language;
6. practice the writing of play, poem and novel, and
7. become authors leading to self-employment.

Course Contents

Writing literary texts in indigenous languages. Features of imaginative writing with specific reference to poetry, drama and prose. Plot construct. Setting. Characters and characterisation. Narrative techniques. Conflict and point of view. Use of language and the organic whole. Composition and writing of poems. Writing stories for mass media in Yorùbá language. Drama serial writing for radio and television. Source of materials for creative writing. Writing detective novels. Historical novels. Children literature. Novels and play writing on disabled people. Writing war plays and novels. Writing Philosophical poems. Creative writing for peace and national unity. Visitation to notable Yorùbá creative writers, both of English and Yorùbá languages, etc.

YOU 408: Project/Long Essay (6 Units C: LH: PH 270)

Learning Outcomes

At the end of the Course, the student should be able to:

1. choose a viable researchable topic;
2. write a good proposal;
3. carry out field work;
4. transcribe and translate data;
5. analyse the data with appropriate research methodology and relevant theoretical framework;
6. demonstrate knowledge about the significance of current research in the field of Yorùbá language, literature and culture, and
7. write a report and submit the long essay/project.

Course Contents

Each student under the guidance of a supervisor is required to conduct an independent research work approved by the Department on a linguistic, literary, or cultural aspect of the Yorùbá language.

YOU 409: Ifa and its Literary Corpus

(3 Units C: LH 45; PH)

Learning Outcomes

After going through the course, the student should be able to:

1. explain the word “Ifa”;
2. identify and explain the use of Ifa paraphernalia;
3. discuss the structure of Ifa verses;
4. discuss the relationship between Orumila (Ifa), esu and eleye;
5. explain the stylistics features of Ifa poetry;
6. discuss the views about a man and a woman, and
7. explain the symbolism as a means of communication in Ifa.

Course Contents

The course examines the methodology of the Yorùbá god of wisdom and of divination. In particular, the following topics which are central to the study of Ifa literary corpus will be examined: Ifa divinatory system, training and transmission, the Odu, the form of Ese Ifa, stylistics features and the songs of Ese Ifa. Symbolism as a means of communication in Ifa will also be considered.

AFUED YOU 412: Stylistic II

(3 Units C: LH 45; PH)

Learning Outcomes

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

1. explain style
2. discuss the general features of Yorùbá poetry
3. explain and discuss the stylistics features of oriki, owe, alo apamo, ofo and related genres.
4. discuss the stylistics features of Fagunwa and Okediji
5. discuss rhythm and phonostylistic in Yorùbá orature

Course Contents

This course applies the principles learnt in YOU108 to Yorùbá prose and poetry. Specifically, student will be exposed to different linguistic devices and their implication for literature.

YOU 410: Yorùbá Folklore

(2 Units C: LH 30; PH)

Learning Outcomes

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

1. appreciate the issues associated with the study of folklore;
2. identify and articulate a position on folkloric issues; and
3. develop the consciousness to respond appropriately to folkloric issues which may confront them.

Course Content

Issues may include though are not exclusive to folklore as a discipline; is it art or science; or both; who should be a folklorist; folklore and technological revolutions; etc.

General Rules and Regulations Governing Students' Discipline

Apart from the University rules and regulations, the department frowns at actions, attitude and behaviors that are detrimental to the norms and values of the Yorùbá society. Decent dressing and moral values make us the OMOLUABI.

DEPARTMENTAL PUBLICATIONS

1. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá.
Department of Yorùbá, Adéyẹmí College of Education, Oñdó.
Published by Alafas Nigeria Company, Ìbàdàn, 2010.
2. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá.
Department of Yorùbá, Adéyẹmí College of Education, Oñdó.
Published by Alafas Nigeria Company, Ìbàdàn, 2011.
3. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá.
Department of Yorùbá, Adéyẹmí College of Education, Oñdó.
Published by Alafas Nigeria Company, Ìbàdàn, 2013.
4. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá.
Department of Yorùbá, Adéyẹmí College of Education, Oñdó.
Published by Alafas Nigeria Company, Ìbàdàn, 2015.
5. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá.
Department of Yorùbá, Adéyẹmí College of Education, Oñdó.
Masterprints Publisher, Ìbàdàn, 2017.
6. Èkó Èdè, Àṣà àti Lítíresò Yorùbá,
Department of Yorùbá, Adéyẹmí College of Education, Oñdó, 2019.
7. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá. Department of Yorùbá, Adéyẹmí College of Education, Oñdó. Masterprints Publisher, Ìbàdàn, 2021. Fólùùmù 6.
8. ÈGIN: Jónà Iṣẹ Akadà Ní Èdè Yorùbá. Department of Yorùbá, Adéyẹmí College of Education, Oñdó. Masterprints Publisher, Ìbàdàn, 2021. Fólùùmù 7.
9. Àwọn Ìṣẹlẹ̀ Ìwòyí àti Ìpènjà Lóri Èdè Lítíresò àti Àṣà Yorùbá (Contemporary Issues and Challenges in Yorùbá Language Literature, and Culture), 2022.

STAFF PUBLICATIONS

Adéşuyan, R.A. (2002). *Kókó Inú Èkó Mofólójì Èdè Yorùbá*. Ìbàdàn: Lèkóba Publishers.
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1994-1996	–	Mr. R. A. Ògúnyemí
1996-1997	–	Dr. L. O. Aróhunmólàṣe
1997-2000	–	Mr. R. A. Ògúnyemí
2000-2003	–	Dr. S. M. Rájí
2003-2005	–	Alhaji Ahmed Abdullahi, G.
2005-2007	–	Dr. R. A. Adésuyan
2007-2010	–	Mr. J. I. Ògúnrántí
2010-2012	–	Dr. S. Adéjùbẹ̀
2012-2017	–	Dr. B. Akinolá
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