



BABCOCK UNIVERSITY

School: EAH
Department: LANGUAGES AND LITERARY STUDIES
Semester/Session: 2ND SEMESTER/ 2015/2016 SESSION
Course code: ENGLT 982 MAIN CURRENTS IN AFRICAN LITERATURE
No of units: 3
Venue for class: EAH106
Lecturer: Prof. Mobolanle E. Sotunsa
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OUR VISION STATEMENT

A first-class Seventh day Adventist Institution, building servant leaders for a better world.

OUR MISSION STATEMENT

Building leadership through Christian education; transforming lives, impacting society for positive change.

To achieve our mission, we are committed to:

- Achieving excellence in our teaching, research program, and service delivery
- Imparting quality Christian education
- Instilling Christ-like character to the members of our community

OUR CORE VALUES

- | | |
|-------------------------------|----------------|
| • Excellence | our culture |
| • Integrity | our promise |
| • Accountability | our moral |
| • Servant leadership | our strength |
| • Team spirit | our dignity |
| • Autonomy and responsibility | our passion |
| • Adventist heritage | our commitment |

OUR PHILOSOPHY

Babcock University's philosophy is anchored on the harmonious development of the intellectual, physical, social, and spiritual potential of our students, inspiring stable and notable character needed for effective leadership and service in the society.

Corporate image statement: A centre of excellence for character development and scholarship; a society responsive, responsible and accountable institution in matters of commitment and action.

COURSE DESCRIPTION: This course foregrounds similarities and differences from literatures from various regions of Africa. West, East, central, South, Western South and North Africa. All the prominent genres in each region/sub region should be examined alongside the peculiarities arising from the colonial experiences that have showed alteration in Anglophone, Francophone, and Lusophone regions especially. The literature of Northern Africa should be considered especially for the Arabic and Islamic influences that have shaped it. The main thematic and stylistic trends that have emerged should also be highlighted.

COURSE CONTENT: The major concepts of the course

COURSE OBJECTIVES:

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

1. Understand fundamental and current issues in the criticism of African Literature
2. Read and analyze major texts of African writers from West, East, South. North and Central Africa
3. Identify what constitutes the aesthetics of African Literature

REQUIRED TEXTBOOKS/JOURNAL:

Charles Nnolim's *Issues in Africa Literature*

Willfred R. Feuser, INC(ed) *Essay in Comparative African Literature*

CREATIVE TEXTS

Wole Soyinka's *Alapata Apata*

Veronique Tadjo's *The Shadow of Imana*

Jack Mapanje's *The chattering Wagtails of Mikuyu Prison*

Neshani Andreas' *The Purple Violet of Oshorntu*

Alifa Rifaat's *Distant View of a Minaret*
Daniel Mengara's *Mema*
Mai Couto's *Sleepwalking Land*

COURSE REQUIREMENTS:

Class Attendance: "Every student is required to attend classes regularly and punctually unless ill or prevented by some recognized emergency. Students who absent themselves from class more than three weeks during the semester shall merit F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work' (BU *academic Bulletin 2012-2015 p. 13*).

Participation: Students are to actively engage in topic discussion and sharing of idea in class.

Tardiness/Conduct of Students in Class: lateness to class is unacceptable; students are not allowed to operate their cell phones, iPod and other electronic mobile gargets during classes, except with the permission of the teacher. Eating and chewing of bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

Short Devotionals/Prayer: Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

Submission of Assignment: as the teacher wishes to receive the assignments with the regulation of the academic Bulletin

Late Assignment: Assignment could be turned in earlier, but not later than the deadline set by the teacher.

Guideline for written work: Assignments should be type written in Times New Roman 12 points, double line spacing

Academic Integrity/Honesty: "Babcock University has a zero tolerance for any form of academic dishonesty. Morality and spiritual, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethnical Christian levels of honesty. A transparent honest behavior is expected of every student in all spheres of life.

Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the text or paper of another student (formal or take home), talking to another student during examination, academic matter would automatically result in a failing grade for the examination and suspense, or outright dismissal from the

university. Academic dishonesty issues are referred to SPEAM (senate panel on examination and academic misconduct) who investigates and makes recommendations to senate. Penalties for examination and academic misconduct are spelt out in the *student's handbook* and in other regulations as published from time to time” (BU *academic Bulletin 2012-2015 p. 18*).

Grievance Procedure

“Students who believe in their academic rights have been infringed upon or that they have been unjustly treated with respect to their academic program are entitled to a fair and impartial consideration of their cases. They should do the following to affect a solution:

1. Present their case to the teacher(s) concerned.
2. If necessary discuss the problem with the head of department
3. If agreement is not reached at this level, submit the matter to the school dean
4. Finally, ask for a review of the case by the Grievance Committee
5. A fee is charged for remarking of scripts. If a student’s grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student’s grievance is not sustained, the student will be given a letter and original grade retained” (BU *Academic Bulletin 2012-2015 p. 18*)

Teaching/learning methodologies: teachers are to determine their strategies for teaching their students. However, interactive strategies are encouraged, and there should be integration of faith and BU core values in the learning process.

COURSE ASSESSMENT/EVALUATION

Paper Presentations

Language 5%
Content: 10%
Methodology: 5%
Oral Presentation: 10%
Class participation: 10%
Revision: 10%
50%

Class attendance: 5%
Quiz/Test: 5%
Mid semester exam: 10%
Final Semester exam 30%
TOTAL: 100%

Grade scale

Currently, the point grading system adopted by the University Senate translates as follows:

Grades	Marks- Quality	Range Points	Definition
A	80-100	5.00	Superior
B	60-79	4.00	Above Average
C	50-59	3.00	Average
D	45-49	2.00	Below Average
E	40-44	1.00	Pass
F	0-39	0.00	Fail

Incomplete Grade: an incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes or examination. Such students would complete a contract form, obtained from the registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the dean, the registrar and the senior Vice Chancellor (SVP) before contract begins. The original copy of the incomplete form will be sent to the registrar with copies to the teacher, the student, the HOD, the dean, and the SVP. An incomplete grade (I) reverts to the existing grade if contract is not completed by the end of the following semester. (Including summer semester, except for examinations) (BU *Academic Bulletin 2012-2015 p. 20*).

Further readings:

Students with disability

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

1. Report to students support services for assessment, and to obtain a clearance/recommendation at the commencement of the semester or as soon as disabling incidence occurs.
2. Show the clearance/recommendations to relevant university officials at the commencement of the semester or as soon as disabling incidence occurs.
3. Maintain ongoing contact with students support services” (BU *Academic Bulletin 2012-2015 p. 20*).

Proposed daily/weekly outline of schedule:

Date	Topic	Class Activities	Assignments Due
Jan. 5, 2016	Introduction	Introduction and sharing of expectations about the course	

Jan. 12, 2016	Fundamental Issues in Criticism of African Literature	Note taking and discussions	
Jan. 19, 2016	Trends in the criticism of African Literature	Note taking and discussions	
Jan. 26, 2016	Anglophone West African Literature Analysis of Wole Soyinka's <i>Apata of Apata</i>	Note taking and discussions	Paper presentation on the text
Feb. 2, 2016	Francophone African Literature Analysis of Veronique Tadjo's <i>The Shadow of Imana</i>	Note taking and discussions	Paper presentation on the text
Feb. 9, 2016	South Africa Literature Analysis of Neshani Andreas' <i>The Purple Violet of Oshontu</i>	Note taking and discussions	Paper presentation on the text
Feb. 16, 2016	East Africa Literature: Analysis of Jack Mapanje's <i>The Chattering Wagtails of Mikuyu Prison</i>	Note taking and discussions	Paper presentation on the text
Feb. 23, 2016	North African Literature Analysis of <i>Distant View of a Minaret</i> by Alifa Rifaat	Group presentation; Note taking and discussions	Paper presentation on the text
Mar. 2, 2016	Central African Literature Analysis of Daniel Mengara <i>Mema</i>	Group presentation; Note taking and discussions	Paper presentation on the text

Mar. 9, 2016	Lusophone African Literature Analysis of Mai Couto's <i>Sleepwalking Land</i>	Note taking and discussions	Paper presentation on the text
Mar. 16, 2016	Evaluating main themes in African Literature	Note taking and discussions	
Mar. 23, 2016	Evaluating Main currents and Trends in African Literatures		Submission of revised Presentations
Mar. 30, 2016	Revision		
Apr. 6, 2016	Examination		