

# **COMMISSION FOR HIGHER EDUCATION**

## **Credit Accumulation and Transfer System Education – Secondary (Arts) Undergraduate**

**June 2012**

**CREDIT ACCUMULATION AND TRANSFER SYSTEM  
EDUCATION – SECONDARY (ARTS)**

Commission for Higher Education  
Nairobi, Kenya, June 2012

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Commission for Higher Education (CHE)  
P O Box 54999 -00200  
NAIROBI, KENYA

Tel. No. +254-20-7205000, +254 -20-2021151, Fax No. +254 – 20- 2021172  
Website: [www.che.or.ke](http://www.che.or.ke)

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## 1.0 FORWARD

In the last twenty years, Kenya has witnessed rapid expansion of university education as a result of establishment of new and private universities. Consequently, universities developed many academic programmes with some having similar contents, but taught under different names. Overtime this scenario brought challenges. Employers started to question the names and similarities associated with some programmes and secondly students could not transfer credits in the related programmes from one institution to another. This problem is common to all member states of the East African Common market.

To address this problem the Higher education regulatory bodies of East African community member states, namely Commission for Higher Education (CHE) Kenya, National Council for Higher Education (NCHE) Uganda and Tanzania Commission for Universities (TCU) started the Credit Accumulation and Transfer System (CATS) project. The project was funded by Rockefeller Foundation. During this phase of the project, minimum core requirements in Human Medicine, Engineering, Basic Sciences and Agriculture were developed. After this phase it was decided that each country proceeds with the project by developing minimum core requirements in other fields of study in higher education.

During phase two of the project in Kenya, core requirements in the field of Business Studies and Information/Computer science were developed.

Phase three of the project comprised the development of core requirements in the field of Education. Experts from the universities that offer Bachelor of Education degree programmes were invited by the Commission to develop the minimum core requirements. Universities offering these programmes are expected to implement them and to provide feedback to the Commission for further refinements.

The Commission is committed to CATS project in the development of minimum core requirements in the various fields of study offered by higher education institutions in the country. The objective of the CATS project is to facilitate the mobility of students within institutions and ensure programme integration and harmonization of higher education landscape in Kenya and to serve as input into the National Qualifications Framework. The success of CATs project in Kenya is dependent on the cooperation between the Universities offering the fields of study and the Commission for Higher Education for coordination.

*Prof Everett M Standa, MBS*

*Commission Secretary/CEO*

*Commission for Higher Education*

*Nairobi. Kenya*

## **2.0 INTRODUCTION**

The B.Ed (Arts) Programmeme seeks to equip teachers with knowledge, skills and values to help them become competent teachers and student mentors and models in learning institutions. It also offers learning and training in several career options such as research, leadership and management of institutions including learning institutions and non-governmental organizations.

### **2.1 GROUP MEMBERS**

Prof. Kitula King'ei (Chairman) - Kenyatta University

Prof. William Toili - Masinde Muliro University of Science and Technology

Prof. Ruth Otunga - Moi University (Chepkoilel)

Dr. Kakai Wanyonyi - Kenyatta University

Dr. Harriet Njui (Secretary) - Daystar University

Sr. Dr. Lucy Kimaro - The Catholic University of Eastern Africa

Dr. Lester Jao - Maseno University

### **2.2 PHILOSOPHY OF THE PROGRAMMEME**

The B.Ed (Arts) is based on the conviction and belief that it is necessary to nurture professional teachers of high integrity, and who are morally and ethically upright. The programmeme is also guided by an appreciation of producing teachers who are critical and creative in their thinking as they respond to issues in a dynamic world. Further, the programmeme is based on the conviction that it is important to produce teachers who are capable of making learning interesting and enjoyable and who are patriotic and committed in the implementation of education policies in the constitution, promotion of national cohesion and capable of solving societal problems with high standards of responsibility.

### **2.3 RATIONALE OF THE PROGRAMMEME**

The Kenya government spells out the major role of university education in developing the relevant human capital to drive the counties, national, regional and global educational sectors. Kenya National goals of education, University Council of East Africa and UNESCO emphasize the great role of education in economic growth. This poses a challenge to universities to train and equip teachers with relevant knowledge, skills, values and attitudes that make them competent to teach at all levels of education (national, regional and international) with a view to responding to the demand for secondary education as evidenced by increase in enrolment in schools and establishment of many secondary schools. In addition, the need to upgrade oneself as a means of

improving ones upward mobility has stretched the demand for professionally trained teachers in secondary and tertiary institutions locally, regionally and globally. The programme intends to train teachers who are moral, ethical, creative, innovative, competent and accountable. It also aims at providing an opportunity for self development in relation to career and life-long learning.

## **2.4 OVERALL GOALS OF THE PROGRAMME**

The B.Ed (Arts) aims at training professionally qualified teachers who are competent and skillful enough to teach and provide effective leadership and management at all levels of education in private, corporate and public service. The programme focuses on building a broad foundation of theoretical and professional knowledge in education while on the other hand, focusing on concepts, skills and knowledge in specific disciplines. Besides the core disciplines, the student teacher can select a study area from a host of electives which may suit their career pathways.

Further, the programme aspires to provide holistic quality education as well as offer service to the student teacher. It also seeks to equip the student teacher with relevant teaching skills needed in design and implementation of programmes that meet the individual, professional, institutional, county, national and global educational needs today and in the near future.

## **2.5 PURPOSE OF THE PROGRAMME**

The B.Ed (Arts) programme is designed to produce well-grounded professionally qualified graduate teachers.

## **2.6 PROGRAMME LEARNING OUTCOMES**

By the end of the programme, the learner should be able to:

- 1) Plan, utilize and manage resources in learning institutions.
- 2) Design, develop, implement and evaluate curricula.
- 3) Identify and evaluate the various foundations of Education.
- 4) Use relevant and appropriate teaching methods.
- 5) Plan and implement appropriate programmes for different categories of learning.
- 6) Teach Arts subjects effectively in the areas of specialization.

- 7) Employ appropriate methodologies in teaching.
- 8) Discuss and apply scientific principles in problem solving.
- 9) Portray creativity and imagination in handling their areas of specialisation.

## **2.7 ADMISSION REQUIREMENTS**

To obtain admission into this course, an applicant must satisfy one of the following requirements:

- Be a holder of K.C.S.E certificate or its equivalent with a minimum aggregate of C+ and a minimum grade of C+ in the two teaching subjects; or
- Be a holder of Kenya Advanced Certificate of Education (K.A.C.E) certificate with a minimum of two principle passes and one subsidiary pass , and a minimum of a principle pass in each of the two teaching subjects; or
- Be a holder of a Diploma in arts education from institutions recognized by C.H.E. For those who attained a credit pass and above, they may be admitted at second year of study while those with a pass will be admitted at first year.

Students are expected to take two teaching subjects according to the subject combinations approved by the Ministry of Education.

## **2.8 PROGRAMME DURATION AND STRUCTURE**

For purposes of this programmeme, the following definitions apply:

- *Lecture hour:* A lecture hour is equivalent to one (1) contact hour of lecture or two (2) hours of tutorial or three (3) hours of practical work.
- *Credit hour:* A credit hour is equivalent to one (1) lecture hour per week for a minimum of fifteen (15) weeks of teaching.
- *Course unit:* A course unit is equivalent to three (3) credit hours which is equivalent to forty five (45) lecture hours.
- *School term:* Is as defined by the Ministry of Education.

## **2.9 DURATION OF THE PROGRAMMEME**

The programmeme shall be offered in terms of units. The minimum number of course units for the programmeme is 51, which is equivalent to 153 credit hours including teaching practice which is equivalent to 2 units (6 credit hours). Each university will define its common units.

The following tables give the distribution of units by regular students and those majoring in one subject area;

Level	Number of Core Units				Credit hours	Lecture hours
	Education	Teaching Subject 1	Teaching Subject 2	Total		
1	4	4	4	12	36	540
2	4	4	4	12	36	540
3	5	4	4	13	39	585
	Teaching Practice			2	6	90
4	4	4	4	12	36	540
<b>Total</b>	<b>19</b>	<b>16</b>	<b>16</b>	<b>51</b>	<b>153</b>	<b>2295</b>

**\*Students taking this option must fulfill the Ministry of Education minimum units requirement.**

## 2.10 CREDIT TRANSFER

- To qualify for transfer from one university to another, a student must have attained at least a cumulative grade C or GPA of 2.0 on a GPA scale of 1 to 4.
- Credit transfer can only be granted to a registered student in the university he or she is transferring from.
- The student records will officially be communicated between the universities.
- Where a transfer is granted, the student must take a minimum of 52% of the units at the university they will graduate from.
- The student must undertake teaching practice under the university he or she intends to graduate from.
- The student must undertake all third year and fourth year courses in the university he or she intends to graduate from.
- Where a student is to transfer a course with a pre-requisite, such a pre-requisite must have been covered at the university where the student is transferring from.
- The student will be required to transfer all the credits attained at the university where he or she is transferring from.

## 2.11 TEACHING METHODS

The following are suggested teaching methods that could be applied to the Education programme:

Lecture, lecture-discussion, demonstration/modeling, panel of experts, case studies, discussion, discovery learning, brainstorming, co-operative learning, role play, small group discussion, problem-solving, heuristic method, experimentation, simulation, group work, directed reading, research, practicum, excursions/site visits/field trips, tutorials, internet search, project

## 2.12 GRADING OF COURSES

Each unit is graded out of 100 marks and the pass mark shall be 40%. The continuous assessment tests (CATs) marks will contribute 30% and the final examination will contribute 70%. For courses with a practical component, the marks will be distributed as follows: 10% practical, 20% written CATs & Assignments and 70% final examination. The minimum number of practical sessions will be 5 per unit while the minimum number of written CATs will be 2 per unit.

The marks are translated into letter grades and GPA as follow:

Mark	Grade
70% and above	A
60% to < 70%	B
50% to < 60%	C
40% to < 50%	D
Below 40%	F

## 2.13 AWARDING OF THE DEGREE

The minimum course units required for graduation are fifty one (51) including teaching practice which is equivalent to a total of 153 credit hours.

## 2.14 DEGREE CLASSIFICATION

The Bachelor of Education (Arts) degree shall be classified depending on the overall average mark. The overall average mark will be truncated to a whole number. The classification will be as follow:

Overall Average Mark	Degree Classification	G.P.A
70% and above	First Class Honours	3.70 – 4.00

60% to < 70%	Second Class Honours (Upper Division)	3.00 - 3.69
50% to < 60%	Second Class Honours (Lower Division)	2.50 - 2.99
40% to < 50%	Pass	2.00 - 2.49

## 2.15 CORE EDUCATION COURSES MATRIX – PROGRAMMEME LEARNING OUTCOMES

Each course (except teaching subject methods and teaching practice) shall consist of three (3) credit hours, an equivalent to forty five (45) lecture hours.

Expected Programmeme Learning Outcomes	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Courses	Courses	Courses	Courses
<b>1. Utilize the various foundations of Education</b>	<ul style="list-style-type: none"> <li>History and Philosophy of Education</li> <li>Sociology of Education and Comparative Education</li> </ul>			
<b>2. Plan and implement appropriate programmemes for different categories of learners</b>	<ul style="list-style-type: none"> <li>Educational Psychology</li> <li>Health Education</li> </ul>	<ul style="list-style-type: none"> <li>Human Growth and development</li> <li>Educational Guidance and Counseling</li> </ul>		
<b>3. Design, develop, implement and evaluate curricula</b>		<ul style="list-style-type: none"> <li>Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>Educational Measurement and Evaluation</li> </ul>	
<b>4. Apply appropriate teaching methods</b>		<ul style="list-style-type: none"> <li>General Teaching Methods</li> </ul>	<ul style="list-style-type: none"> <li>Subject Methods (<i>Two teaching subjects</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Practice (<i>This is a field course that is equivalent to 2 courses</i>)</li> </ul>

<p><b>5. Plan, utilize and manage resources in learning institutions</b></p>			<ul style="list-style-type: none"> <li>• Educational Media, Communication &amp; Technology</li> <li>• Research Methods in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Policy and Management</li> <li>• Planning and economics of Education</li> <li>• Environmental Education</li> <li>• Entrepreneursh in Education</li> </ul>
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## 2.16 COURSE DISTRIBUTION

### Level 100 Courses (First Year Courses)

COURSE	CREDIT HOURS
Educational Psychology	3
History & Philosophy of Education	3
Sociology of Education & Comparative Education	3
Health Education	3

### Level 200 Courses (Second Year Courses)

COURSE	CREDIT HOURS
Human Growth and Development	3
Curriculum Development	3
Educational Guidance & Counselling	3
General Teaching Methods	3

### Level 300 Courses (Third Year Courses)

<b>COURSE</b>	<b>CREDIT HOURS</b>
Educational Communication & Technology	3
Research Methods in Education	3
Subject Methods 1	3
Subject Methods 2	3
Educational Measurement & Evaluation	3
Teaching Practice	6

### **Level 400 Courses (Fourth Year Courses)**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Educational Policy & Management	3
Planning & Economics of Education	3
Environmental Education	3
Entrepreneurship in Education	3

### **2.17 LIST OF TEACHING SUBJECTS CORE COURSES FOR B.ED (ARTS)**

	<b>Level 100</b>	<b>Level 200</b>	<b>Level 300</b>	<b>Level 400</b>
<b>1. Business Studies</b>	<ul style="list-style-type: none"> <li>. Management Information</li> <li>. Sales, Management &amp; Marketing</li> <li>. Principles and Practice of Management</li> <li>. Purchasing &amp; Supplies Logistics</li> </ul>	<ul style="list-style-type: none"> <li>. Business Statistics</li> <li>. Public Relations</li> <li>. Economics</li> <li>. Investment</li> </ul>	<ul style="list-style-type: none"> <li>. Business Finance</li> <li>. Office Administration &amp; Management</li> <li>. Business Law</li> <li>. Organisational Theory &amp; Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>. Marketing Research</li> <li>. Financial &amp; managerial Accounting</li> <li>. Theory &amp; Practice of Human Resource Management</li> </ul>
<b>2. History</b>	<ul style="list-style-type: none"> <li>. Introduction to</li> </ul>	<ul style="list-style-type: none"> <li>. Introduction to</li> </ul>	<ul style="list-style-type: none"> <li>. Comparative</li> </ul>	<ul style="list-style-type: none"> <li>. History of</li> </ul>

<b>&amp; Government</b>	<ul style="list-style-type: none"> <li>. Kenyan History</li> <li>. Introduction to Government</li> <li>. Principles of Archaeology</li> <li>. Sources of African History</li> </ul>	<ul style="list-style-type: none"> <li>. African History to 1884</li> <li>. Introduction to African History since 1884</li> <li>. Themes in World History to 1500</li> <li>. Modern Governments in Africa</li> </ul>	<ul style="list-style-type: none"> <li>. Government in developed countries</li> <li>. Methods of Historical Research</li> <li>. Issues in East African History</li> <li>. Philosophy of History</li> </ul>	<ul style="list-style-type: none"> <li>. Political Ideas</li> <li>. Gender Relations in History</li> <li>. History of International Relations</li> <li>. Imperialism &amp; Nationalism in the Third World</li> </ul>
<b>3. Geography</b>	<ul style="list-style-type: none"> <li>. Introduction to Geography</li> <li>. Environmental Geography</li> <li>. Cartography &amp; Map analysis</li> <li>. Physical Geography 1</li> </ul>	<ul style="list-style-type: none"> <li>. Human Geography 1</li> <li>. Geography of East africa</li> <li>. Physical Geography 2</li> <li>. Human Geography 2</li> </ul>	<ul style="list-style-type: none"> <li>. Air Photo Interpretation &amp; research Methods in Geography</li> <li>. Remote Sensing &amp; Resource Management</li> <li>. Geographical Information Systems (GIS)</li> <li>. Senior Projects</li> </ul>	<ul style="list-style-type: none"> <li>. Quantitative Techniques &amp; Computer-Aided Data Analysis</li> <li>. Climatology</li> <li>. Geography of Tourism and Recreation</li> <li>. Agricultural Geography</li> </ul>
<b>4. Kiswahili</b>	<ul style="list-style-type: none"> <li>. Introduction to Study of Language</li> <li>. Historical Development of Kiswahili</li> <li>. Language Skills in Kiswahili 1</li> <li>. Phonetics &amp; Phonology</li> </ul>	<ul style="list-style-type: none"> <li>. Introduction to the Study of Literature</li> <li>. Language Skills in Kiswahili 2</li> <li>. Introduction to Theory &amp; Practice of Translation</li> <li>. Second Language Learning</li> </ul>	<ul style="list-style-type: none"> <li>. Contemporary Kiswahili Novel &amp; Play</li> <li>. Theories of Literary Criticism</li> <li>. Research Methods in Language &amp; Literature</li> <li>. Oral Literature in Kiswahili</li> </ul>	<ul style="list-style-type: none"> <li>. Semantics</li> <li>. Textual &amp; Discourse Analysis</li> <li>. Language Policy &amp; Planning</li> <li>. Kiswahili Poetry</li> </ul>
<b>Literature in English</b>	<ul style="list-style-type: none"> <li>. Theory of Literature</li> <li>. Introduction to Oral Literature</li> <li>. Stylistics</li> <li>. The Short Story</li> </ul>	<ul style="list-style-type: none"> <li>. East African Prose</li> <li>. East African Poetry</li> <li>. East African Drama</li> <li>. Children's Literature</li> </ul>	<ul style="list-style-type: none"> <li>. Introduction to Literary Criticism</li> <li>. South African Literature</li> <li>. Afro-American literature</li> <li>. European</li> </ul>	<ul style="list-style-type: none"> <li>. Caribbean Literature</li> <li>. Modern Poetry</li> <li>. Theatre Arts</li> <li>. Creative Writing Project</li> </ul>

			Literature	
<b>6.English Language</b>	<ul style="list-style-type: none"> <li>. Introduction to the Description of English</li> <li>. Introduction to the Study of English</li> <li>. Advanced Description of English</li> <li>. English Grammar &amp; Usage 1</li> </ul>	<ul style="list-style-type: none"> <li>. Origins &amp; Development of English</li> <li>. Phonology of English</li> <li>. English Syntax</li> <li>. English Drama &amp; Usage 2</li> </ul>	<ul style="list-style-type: none"> <li>. Second Language acquisition</li> <li>. Language Policy &amp; Issues in Kenya</li> <li>. Research Methods in linguistics</li> <li>. English Structure and Semantics</li> </ul>	<ul style="list-style-type: none"> <li>.Seminar/Research Project</li> <li>. Varieties of English</li> <li>. Principles of Creative Writing</li> <li>. Psycholinguistics</li> </ul>
<b>7.Religious Studies</b>	<ul style="list-style-type: none"> <li>. Introduction to Church History</li> <li>. Introduction to Critical Thinking</li> <li>. African Religions &amp; Heritage</li> <li>. Introduction to Islam</li> </ul>	<ul style="list-style-type: none"> <li>. Philosophy of Religion</li> <li>. Comparative Study of Religion</li> <li>. Religion &amp; Politics in Africa</li> <li>. Critical Study of Old Testament</li> </ul>	<ul style="list-style-type: none"> <li>. Sociology of Religion</li> <li>. Religion &amp; Development in Africa</li> <li>. The Study of Islamic Theology</li> <li>. The Study of the New testament</li> </ul>	<ul style="list-style-type: none"> <li>. New religious movements in Africa</li> <li>. African Church History</li> <li>. Contemporary Issues in Christianity/ Islam</li> <li>. Ecumenism</li> </ul>
<b>8. French</b>	<ul style="list-style-type: none"> <li>. Structure de la langue française I</li> <li>. Expression et compréhension orales</li> <li>. Structure de la langue française II</li> <li>. Expression écrite I</li> </ul>	<ul style="list-style-type: none"> <li>.Introduction à la Traduction</li> <li>. Culture &amp; Civilisation de la France</li> <li>. Introduction à la linguistique générale</li> <li>. Introduction à la phonétique et la phonologie</li> </ul>	<ul style="list-style-type: none"> <li>. Expression écrite II</li> <li>. Introduction à la littérature française</li> <li>. Traduction et Interprétation</li> <li>. Linguistique appliquée</li> </ul>	<ul style="list-style-type: none"> <li>. Morphologie et Syntaxe</li> <li>.Introduction à la littérature francophone africaine</li> <li>. Sémantique et Lexicologie</li> <li>. Notions élémentaires en recherche</li> </ul>

### 3.0 COURSE DESCRIPTIONS

#### 3.1 EDUCATION COURSES

##### LEVEL 1

##### EDUCATIONAL PSYCHOLOGY

Credit Hours 3

##### Course Purpose

To introduce students to different stages of human development and their relation to education

##### Expected Learning Outcomes

1. At the end of this course, students should be able to:
2. Explain the role of psychology in education;
3. Discuss different developmental stages and their implication to education; and
4. Explain theories in psychology and their relationship to education.

##### Course Content

General human development; adolescence stage; Biological, social and cultural factors affecting human development; theories of learning; motivation; retention; and transfer of learning

##### Learning and Teaching Methods

Lectures, Discussions

##### Course Assessment

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

## **Course Texts**

David Messer (2000). *Masterly Motivation in Early childhood education*, Rout ledge.

Eggen, P. and Kauchak, D. (2003). *Education psychology*, Prentice Hall.

Mwamwenda, T. (1995). *Education Psychology (2<sup>nd</sup> Ed)*. McGraw Hall publishers.

## **HISTORY AND PHILOSOPHY OF EDUCATION**

Credit Hours 3

### **Course Purpose**

To understand and appreciate the historical and philosophical foundations of education

### **Expected Learning Outcomes**

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

1. Explain the role of history in education;
2. Identify the key players in the development of education;
3. Relate history of education to the present theory and practice in education;
4. Explain the relationship between philosophy and education;
5. Explain the need for a national philosophy of education; and
6. Discuss the different schools of philosophy and their impact on education.

### **Course Content**

Development of education in historical perspective; the emergency of states and influence on the development of education; education in the 19<sup>th</sup> and 20<sup>th</sup> centuries; study of selected educational thinkers; history of education in Kenya: pre-colonial to the present.

Introduction to philosophy of education; Values and education; education and democracy; philosophical foundation of education; application of philosophical theories to education; development of a national philosophy of education; the contribution of re-known philosophers to education

### **Learning and Teaching Methods**

Lectures, discussions

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous assessment tests	30%
Total	100%

### **Course Texts**

Brightman, S. (1951). *Doing philosophy*, Rinehart and Winston,

Brubacher, B. (1962). *Philosophy and Education*. Unwim publishers.

Durkheim E. (1951). *Moral Education*, Longman,

Curtis, J. (1968). *Short history of Educational ideas*, University tutorial press.

Mayer, F. (1973). *A history of Educational thought*. McGraw hill publishers.

Sifuna, D. and Otiende, J. (1994). *An Introductory History of Education*: Nairobi: University of Nairobi Press.

## **SOCIOLOGY OF EDUCATION AND COMPARATIVE EDUCATION**

Credit Hours 3

### **Course Purpose**

To equip students with knowledge on relationship between education and society for them to be able to compare different education systems in the world

### **Expected Learning Outcomes**

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

1. Explain the development of sociology of education;
2. Compare education systems from different parts of the world;

3. Acquire those skills and knowledge which are helpful to him/her in their adjustment to social situations;
4. Utilize the forces operating in social life with a view to developing capacity for social development.

### **Course Content**

School and society; sociology and sociology of education; socialization process and education; Sociological theories of education; social stratification and education; sociology of school and classroom; sociological process and peer pressure; Meaning and development of comparative education; Education in Britain, USA, France, South Africa and Kenya

### **Learning and Teaching Methods**

Lecturers, Discussions

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Ansu Datta ( ). Education and society, sociology of African Education. Macmillan.

Ayot, H, ( ). Sociology of Education. Nairobi: Kenyatta University press.

Kombo, D. Sociology of Education. Ad Printers Publishers.

Bogonko, S. N. & Sifuna, D. N. (1980). A History of Education in Kenya. Nairobi: KLB.

## HEALTH EDUCATION

Credit Hours 3

### Course Purpose

To expose students to issues in health education.

### Expected Learning outcomes

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

1. Describe the human anatomy;
2. Explain the prevalent communicable diseases in East Africa and their control;
3. Describe the general principles of physical health;
4. Describe health and nutrition, sports and family planning.

### Course content

Foundations of health education; human anatomy; human organ system and interdependence; significant disorders and care; prevalent communicable diseases and their control; emergency treatment; general principles of physical and mental health; Health and nutrition; sports in school environment; family planning and population control, Health education in East Africa.

### Learning and Teaching Methods

Lectures, directed reading, practical demonstrations and group work.

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### Course texts

Isobel Kleinman (2009). Complex Physical education Plans for Grades 5 to 12. 2<sup>nd</sup> Ed.

Thomas Butler (2000). Principles of Health Education and Health Promotion. (Wadsworth's Physical Education Series).

## **LEVEL TWO**

### **HUMAN GROWTH AND DEVELOPMENT**

Credit Hours 3

#### **Course Purpose**

To equip students with knowledge about human growth and development

#### **Expected Learning Outcomes**

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

1. Conceptualize human growth and development;
2. Explain the factors influencing growth and relationship with development;
3. Explain the concept of individual rate of growth and development.

#### **Course Content**

General concepts of human development; adolescent development: biological, social, cultural and ecological; relationship between growth, development and education; theories of human growth and development, cultural and environmental aspects of human growth and development

#### **Learning and Teaching Methods**

Lecture method, discussion, research.

#### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

#### **Course Texts**

Crait, G. J. (1996). Human development. 4<sup>th</sup> Ed. New Jersey: Eaglewood Cliff.

Rice, P. (1992). Human development: A lifespan approach.

## **Curriculum Development**

Credit Hours 3

### **Course Purpose**

To equip teachers with the knowledge to design, develop and implement school curriculum.

### **Expected Learning Outcome**

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

1. Explain the meaning of curriculum;
2. Describe the different models of curriculum design;
3. Conceptualize curriculum change and innovation;
4. Explain the meaning of curriculum evaluation; and
5. Implement curriculum in a specific subject area.

### **Course Content**

Conceptions of Curriculum; Relationship between school, society and curriculum; foundations of curriculum; curriculum development: aims/goals/objectives, selection and organization of learning experiences, curriculum implementation and curriculum evaluation; curriculum change and innovation; curriculum designs; curriculum development in Kenya

### **Learning and Teaching Methods**

Lecture, discussions, research, demonstration.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

## **Course Texts**

Bishop, G. (1985). *Curriculum Development: A Text book for students*. London: MacMillan Publishing Ltd.

Beauchamp, G. A. (1975). *Curriculum Theory*. Wilmette IL: Kagg Printers.

Kelly, A.V. (1989). *The curriculum Theory and practice*. London: Paul Chepmara Publishing Ltd.

Shiundu, J. S. & Omulando S. J. (1992). *Curriculum: Theory & practice in Kenya*. Nairobi: Oxford University Press.

Otunga, R. N.; Barasa, P. & Odeo, I. (2011). *A Handbook for Curriculum and Instruction*. Eldoret: Moi University Press.

Republic of Kenya (1976). *Report of the National Committee on Educational Objectives and Policies (Gachathi Rep[ort])*. Nairobi: Government Printer.

Republic of Kenya (1964). *The Kenya Education Commission Report I & II (Ominde Report)*. Nairobi: Government Printer.

Republic of Kenya (1981). *The Presidential Working Party on the Second University in Kenya (Mackay Report)*. Nairobi: Government Printer.

Marsh, C. J. & Willis, G. (2007). *Curriculum: Alternative Approaches, Ongoing Issues*. (4<sup>th</sup> Ed). New Jersey: Pearson Merrill Prentice Hall.

Ornstein, A. C. & Hunkins, F. P. (2004). *Curriculum, Foundations, Principles and Issues*. (3<sup>rd</sup> Ed). Boston: Allyn & Bacon.

Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

Tanner, D. & Tanner, L. (2007). *Curriculum Development: Theory into Practice*. New Jersey: Pearson Merrill Prentice Hall.

**Course Purpose**

To create an awareness in prospective teachers the need and methods for guidance and counseling in schools

**Learning Outcomes**

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

1. Explain the meaning of guidance and counseling;
2. Describe the methods and strategies used for guidance and counseling in schools; and
3. Explain the significance of guidance and counseling.

**Course Content**

Definition of Guidance and of Counseling; significance in schools and society; methods and strategies used in guidance and counseling; identifying cases for guidance and counseling; ethics in guidance and counseling

**Learning and Teaching Methods**

Lectures, discussions, role play and practicum

**Course Assessment**

Type	Weighting
Continuous assessment Tests	30%
Examination	70%
Total	100%

**Course Texts**

Mutie E.K. and Ndambuki, P. (1999). *Guidance and Counseling for Schools and Colleges*: Nairobi: Oxford University Press.

McLeod, J. (1998). *An introduction to Counseling*. (2<sup>nd</sup> Ed). Open university Press.

Olu Makinde (1984). *Fundamentals of Guidance and Counseling for schools and colleges*: Oxford University Press. Nairobi.

Corey G. (2001). *Theory and Practice of counseling and psychotherapy*: Wadsworth publishers. New York

## **GENERAL TEACHING METHODS**

Credit Hours 3

### **Course Purpose**

To guide students in exploring different methods of teaching arts subjects.

### **Expected Learning Outcome**

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

1. Outline various theories of learning and teaching.
2. Explain the different ways in which arts subjects can be taught.
3. Explain how learning outcomes can be evaluated.

### **Course Content**

Concepts used in the teaching and learning; different methods of teaching: lecture, lecture-discussion, demonstration/modeling, panel of experts, case studies, discussion, discovery learning, brainstorming, co-operative learning, role play, small group discussion, problem-solving, heuristic method and experimentation; objectives and objective testing; different methods of evaluation; general learning theories and their application.

### **Learning and Teaching Methods**

Lecture, demonstration, experiments and simulations

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%

Total

100%

### **Course Texts**

Nasimbi Were (2006). *Teaching Across the Curriculum*. Nairobi: Strong Wall Africa.

Campe, I. F. (1983). *Introduction to educational instruction*. ( 6<sup>th</sup> Ed). London: Allyn and Bacon Inc.

Nafukho, F. N., Amutabi, M. N. & Otunga, R. N. (2005). *Foundations of Adult Education in Africa*. Cape Town: Pearson Education South Africa.

Otunga, R. N., Odeo, I. I. & Barasa, P. L. (2011). *A Handbook for Curriculum and Instruction*. Eldoret: Moi University Press.

Mukwa, C. W. & Too, J. K. (2002). *General Instructional Methods*. Eldoret: Moi University Press.

### ***LEVEL THREE***

### **EDUCATIONAL COMMUNICATION, MEDIA AND TECHNOLOGY**

Credit Hours 3

#### **Course Purpose**

To introduce students to the use of media in education and expose them to the existing variety of educational resources

#### **Expected Learning Outcomes**

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

1. Define educational media;
2. Identify appropriate media and resources to use for a specific learning situation;  
and
3. Develop appropriate resources/teaching aids.

## **Course Content**

Communication model and learning; barriers to communication; overcoming barriers; visual communication in learning; verbal and non-verbal aspects of communication; the range of media for learning; varieties of community learning resources; electronic media in teaching and learning; using educational radio broadcasts in teaching; selection and use of print materials; management multi-media centres; developments in educational media and resources; use of educational media and resources

## **Learning and Teaching Methods**

Lecture method, discussions, and demonstrations

## **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

## **Course Texts**

Aggarwal, J. C. (). Principles, methods & techniques of teaching. New Delhi: Vikas Publishing PVT Ltd.

Aggarwal, J. C. (1995). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House PVT Ltd.

Farrant, J. S. (2002). Principles and Practice of Education. (New Ed). London: Longman.

## **RESEARCH METHODS IN EDUCATION**

Credit Hours 3

### **Course Purpose**

To introduce students to the methods used in educational research.

### **Expected Learning Outcomes**

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

1. Describe the meaning and purpose of research;

2. Describe the characteristics of research; and
3. Analyze research methods in pure and social sciences.

### **Course Content**

Meaning and purpose of research; basic and applied research; characteristics of research; ethics in research; qualitative and quantitative research; research methods in pure and social sciences; problem identification and formulation of hypothesis; identification of variables, validity in research; literature review; preparing a research proposal; sampling methods and tools for collecting data; data organization and preparation; statistical tools for data analysis; interpretation and hypothesis testing; writing a research report; foot notes, references and bibliography; dissemination of research findings; a research project

### **Learning and Teaching Methods**

Lectures, directed reading, practical demonstrations and group work.

### **Instructional Materials and/or Equipment**

Textbooks, chalkboard, handouts, computer-based tools, LCD and overhead projectors

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course Texts**

Manion, L. and Morrison, K. (2011). Research Methods in Education.

## **EDUCATIONAL MEASUREMENT AND EVALUATION      Credit Hours 3**

### **Course Purpose**

To equip the learners with principles and practices for classroom assessment and evaluation

### **Expected Learning Outcomes**

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

1. Explain the basic statistical methods of evaluation and measurement;
2. Apply the theories of evaluation and measurement in the classroom situation; and
3. Construct and use different instruments of evaluation.

### **Course Content**

Measures of central tendency; measures of variability; correlation; testing and regression analysis; testing and hypothesis; philosophy and nature of educational testing with emphasis on reliability and validity; discrimination index; construction of objective and essay tests

### **Learning and Teaching Methods**

Lecture, Discussion, Exercises.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Keeves, J. (1994). Item Response Theory, Pergamum Press.

Kellaghan, T. & Greany ,V. ( 1992). Using Examinations to improve education, Washington DC.

## **EDUCATIONAL POLICY AND MANAGEMENT**

Credit Hours 3

### **Course Purpose**

To prepare teachers for management and leadership in education sector

### **Expected Learning Outcomes**

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

1. Describe the characteristics of a school organization;
2. Explain financial issues in educational institutions and implications for management in education; and
3. Discuss the changing role of teachers in educational management.

### **Course Content**

Policy formulation and implementation; policies in education: legal framework of the education system & the Education Act; structure & organization of the Ministry of Education; support bodies; education administration theories; administrative processes; theories of motivation; leadership; financial management; Channels of communication; professional control and influence; school as an organization; teachers and the teaching profession; future prospects of education; role of teachers in schools and community; management styles

### **Learning and teaching Methods**

Lecturer methods, Tutorials, Role play.

### **Course Assessment**

Type	Weighing
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

### **Course Texts**

Mbiti, D. M. (1987). Foundations of School Administration. Nairobi: Oxford University Press.

Mutua, R. W. (nd). Development of Education in Kenya. Nairobi: KLB.

Eshiwani, G. S. (). Education in Kenya since Independence. Nairobi: EAEP.

Eshiwani, G. S. (1990). Implementing Educational Policies in Kenya.

World Bank Discussion Papers, Africa Technical Department. Washington D.C: The World Bank.

## **PLANNING AND ECONOMICS OF EDUCATION**

Credit Hours 3

### **Course Purpose**

To equip students with the knowledge of educational planning and economics of education

### **Expected Learning Outcomes**

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

1. Conceptualize the meaning and procedures in educational planning;
2. Explain economic issues related to education in Kenya; and
3. Explain the micro and macro economics of education.

### **Course Content**

Educational planning; Workforce planning; Staff motivation and appraisal; principles of economics of education; demand for and supply of education; economic issues in education; micro economics of education; macro economics of education; socio economic development in education; human resource investment; efficiency in education; equality and equity in education; financing of education.

### **Learning and teaching Methods**

Lectures, problem solving and discussions

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course texts**

Psacharopoulos, G. (1985). Returns to Education. A Journal of Human Resource.

Ayot, H. O. & Briggs, (1992). Economics of Education. Nairobi: Education Research and Publications.

Torado, M. (1977). *Economics of Developing World*. London: Longman.

Woodhall, G. N. (1985). *Education for Development: An Analysis of Investment Choices*. Oxford: Oxford University Press.

## **ENVIRONMENTAL EDUCATION**

Credit Hours 3

### **Course Purpose**

To equip students with knowledge of effects of human activities on environment

### **Expected Learning Outcomes**

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

1. Explain the role of African traditions in environmental conservation;
2. Discuss the impact of human development on the environment;
3. Identify sustainable methods of conserving the environment;
4. Develop an awareness and sensitivity to the total environment and its allied problems;
5. Acquire social values and concern for the environment and motivation for actively participating in its protection and improvement; and
6. Develop a sense of responsibility and urgency regarding environmental problems and their solutions.

### **Course Content**

Definitions of environment and education; environmental management and education; effects of society and culture on environment; the relationship between technological development and environment; the need for environmental assessment in human activities

### **Learning and Teaching Methods**

Discussion, lecture, site visits, and research.

### **Course Assessment**

Type	Weighting
Examination	70%

Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Korir Koech Michael (1991). Education beyond the year 2000, journal of East African Development V.21, pp. 40-52.

Muthoka, Magret et al (1998). Environmental Education. Nairobi: Longhorn publishers.

Otiende J.E et al(1997). An introduction to Environmental Education. Nairobi: University of Nairobi Press.

## **ENTREPRENEURSHIP IN EDUCATION**

Credit Hours 3

### **Course Purpose**

Develop a creative teacher capable of discovering, understanding, controlling and adapting entrepreneurial acumen in education

### **Expected learning outcomes**

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

1. Teach entrepreneurship skills and knowledge in education;
2. Explain entrepreneurship development in education; and
3. Critique government and non-governmental organizations' policies on business in education.

### **Course content**

Meaning, purpose and types of businesses; Basic economic law; demand and supply; Business opportunities; Starting up of a business; Institutions and services that support business enterprises; Micro and macro constraints to business growth and development; Government and Non-government organizations' policy on business in Kenya; attracting and retaining customers; education as a business enterprise

### **Learning and teaching Methods**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Text books, chalkboard, handouts, computer based tools LCD and overhead projectors

### **Course Assessment**

Type	weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course texts**

McCormick, D. and Pedersen, P. O. (1996). *Small Enterprises: Flexibility and Networking in an African Context*. Nairobi: Longhorn Kenya.

### **TEACHING PRACTICE (6 Credit units)**

This is a practical course for students of education. It provides opportunity to apply and practice teaching principles in a real classroom and school environment. Each student is attached for a period of three months either to a secondary school, a relevant institute of technology or a normal polytechnic where they work under the guidance of the co-operating teacher and the university supervisor. During this exercise, each student is inducted into the teaching profession, guided and graded in two teaching subjects (e.g. French/Literature, French/Kiswahili, French/History, etc.)

### **Course assessment**

Teaching practice supervision: 100%\*

## **3.2 SUBJECTS METHODS COURSES**

A student is expected to take 6 credit hours of teaching methods from his/her two teaching subjects from the following:

Business Studies  
History and Government  
Geography  
Kiswahili  
Literature in English  
English Language  
Religious Studies  
French

## **SUBJECT METHODS IN HISTORY AND GOVERNMENT** **3 Credit Hours**

### **Purpose of the course**

To expose the student to the principles of teaching applied to History and government. The course will focus on teaching skills, curricula issues, and preparation of schemes of work, lessons plans and different forms of media for classroom instruction.

### **Expected Learning Outcomes**

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

1. Give the meaning and definition of History as a social science
2. Examine the place of History in the school curriculum
3. Identify and use effective teaching/learning strategies for History and government
4. Demonstrate competence in organization and planning for teaching/learning of History and Government
5. Write and use schemes of work, lesson plans and records of work effectively,
6. Prepare, improvise, and use learning resources for History and government.

7. Set examinations and prepare marking schemes effectively
8. Administer and grade tests effectively
9. Undertake microteaching successfully.

## **Course Content**

Meaning and definition of History; History as a social science; The background of oral tradition; The place of History in the school curriculum: Effective techniques for teaching History; Organization and planning for teaching: instructional objectives, schemes of work, lesson plans, records of work; Setting of examinations, preparing marking schemes and marking guidelines, administering and grading tests; preparation and improvisation of learning resources; microteaching.

## **Teaching Methodology**

The course will be taught mainly through lectures, class discussions, evolutions, demonstrations, videotaping and video viewing, team teaching and group work, power point presentations, internet research.

## **Instructional materials/Equipment**

Power point, whiteboard. Video Recorder, Video Cassette Player and TV monitor /DVDs. CDs Computer and three - dimensional materials, slides, hand-outs, photographs, real objects/artefacts, diagrams/charts/maps, Required textbooks

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	70%
Final Examination	30%

## **Required textbooks**

1. Atkinson, R. F. (1978). *Knowledge and explanation in History: an introduction to the Philosophy of History*. London: Macmillan

2. Brookfield, S.D. (1990). *The Skilled Teacher*. San Francisco: John Wiley and Sons, Inc.
3. Brown, R. (1986). *Learning History: a guide to advanced study*. Houndmills: Macmillan.

### **Further Reading**

- 1) Chaplain, R. (2003). *Teaching Without Disruption in the Secondary School: A Model for Managing Pupil Behaviour*. London: Routledge.
- 2) Hexter, J. H. (1988). *The History primer*. New York: Basic books.
- 3) Maclenian, G. (1980). *Marxism and the methodologies of History*, Birmingham: University of Birmingham.
- 4) Vansina, J. (1985). *Oral tradition as History*. Nairobi: Heinemann.

### **Journals**

- Educational Review
- Journal of Educational Research

The student will be required to familiarize him/herself with recommended course books and the teacher's guide by the Ministry of education, Science and Technology through the Kenya Institute of Education

## **SUBJECT METHODS IN KISWAHILI**

**3 CREDIT HOURS**

### **Purpose of the course of the course**

Equipping future teachers with specific methods and techniques used in the teaching of Kiswahili as a language.

### **Expected Learning Outcomes**

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

1. Explain the different methods and techniques used in the teaching of Kiswahili as a language.
2. Formulate aims and objectives of a lesson in Kiswahili as a language.
3. Prepare good schemes of work, lesson plans and records of work using Kiswahili.
4. Select and use appropriate resource materials in a lesson.
5. Evaluate work done by pupils.

## **Course Content**

### **Grammar**

The course focuses on the secondary school syllabus, schemes of work, lesson plan, methods of teaching; phonology; speeches; debates. Methods of teaching comprehension; methods of teaching writing skills (summary, composition and letters); identifying grammatical errors, corrections; and peer and instructor assessment; identification, selection, development and use of teaching- learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; preparation and acquisition of teaching resources, utilization and preservation; interpersonal relationships with students and teachers; requisites of an effective Music teacher; Purpose of the course of measurements and evaluation in music (types of tests and examinations)-student evaluation and assessment and evaluation of teaching methods.

### **Literature**

The course focuses on history of literature teaching, approaches to literature teaching; functional and interactional approach; planning a literature lesson for teaching of various aspects; and teaching and application of various Kiswahili literature teaching methods. identification, selection, development and use of teaching- learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; preparation and acquisition of teaching resources, utilization and preservation; interpersonal relationships with students and teachers; requisites of an effective Music teacher; Purpose of the course of measurements and evaluation in music (types of tests and examinations)-student evaluation and assessment and evaluation of teaching methods.

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN GEOGRAPHY**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge, skills, values, attitudes and competences necessary for effective teaching in Geography.

### **Expected Learning Outcome**

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

1. Apply varied teaching strategies in their teaching of geography
2. Demonstrate knowledge and skills in planning for teaching.
3. Demonstrate possession of knowledge of the geography curriculum syllabus.
4. Apply knowledge and skills in the presentation of content in the teaching process.
5. Explain and apply theories of motivation to class room instruction.
6. Demonstrate good classroom management.

7. Demonstrate knowledge and skills in setting, analyzing, administration, scoring of tests
8. Demonstrate knowledge and skills in measuring and analyzing student's scores or performance.
9. Demonstrate knowledge and skills in class record keeping

## **Course Content**

Principals of teaching applied to Geography; specific teaching strategies in Geography; stating specific lesson objectives, activities and lesson delivery; exposure to and critique of the Kenya Certificate of Secondary School (KCSE) syllabus; preparation for teaching (scheme of work, teaching notes, lesson plan, record of work, student progress record); classroom management; learner stimulation (extrinsic and intrinsic motivation); identification, selection, development and use of teaching- learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; preparation and acquisition of teaching resources, utilization and preservation; interpersonal relationships with students and teachers; requisites of an effective Music teacher; Purpose of the course of measurements and evaluation in music (types of tests and examinations).

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN FRENCH**

**3 CREDIT HOURS**

### **Pre-requisite**

General Methods of Teaching

### **Purpose of the course of the course**

Equipping future teachers with specific methods and techniques used in the teaching of French as a foreign language.

### **Expected Learning Outcomes**

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

1. Explain the different methods and techniques used in the teaching of French as a foreign language.
2. Formulate aims and objectives of a lesson in French.
3. Prepare good schemes of work, lesson plans and records of work using French.
4. Select and use appropriate resource materials in a lesson.
5. Evaluate work done by pupils.

### **Course content**

Language skills necessary for teaching French as a foreign language; the teaching of phonetics, phonology, morphology and syntax. Strategies used in the teaching and learning of French. Grammar problems. Remedial oral French. Aims and objectives. Preparation of schemes of work, lesson plans and records of work covered. Selection and use of resource materials: print media, audio visuals, language laboratory, graphics, realia, models. Evaluation. New trends in the teaching of French.

### **Teaching-learning Methodologies**

Lectures, demonstrations, micro-teaching, discussions.

## **Instructional materials and/or equipment**

Chalkboard, resource materials (models, graphics, audio visuals...), writing materials.

## **Course assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	: 30%
Final written Examination	: 70%
Total	: 100%

## **Recommended reference materials**

1. Cuq, J.-P. and Gruca, I. (2005), *Cours de didactique du français langue étrangère et seconde*, Grenoble, PUG. ISBN : 2-7061-1301-4.
2. Pendanx, M. (1998), *Les activités d'apprentissage en classe de langue*, Paris, Hachette. ISBN
3. Julien, P. (1988), *Techniques de classe : activités ludiques*, Paris, CLE International. ISBN : 2-19-033107-2.

## **SUBJECT METHODS IN CHRISTIAN RELIGIOUS EDUCATION**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge, skills, values, attitudes and competences necessary for effective teaching in History.

### **Expected Learning Outcome**

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

1. Analyze the importance of religious education in the curriculum

2. Develop proper attributes for the teaching of religious education in schools
3. Generate approaches and techniques for the teaching of religious education and state the dimensions of the course
4. Develop skills for long and short term planning for religious education
5. Develop skills for the evaluation of religious education

## **Course Content**

The nature of Religious Education and its place in schools (contribution to the upbringing of upright and responsible citizens); ethics; spiritual development in the adolescent; character formation and the nature of religious experience; the Education Act of 1968 and its implications to the teaching of Religious Education; approaches to the teaching of Religious Education; Organization and planning for teaching: syllabus, scheme of work, lesson plan, record of work, student progress record; identification, selection, development and use of teaching- learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; preparation and acquisition of teaching resources, utilization and preservation; interpersonal relationships with students and teachers; requisites of an effective Music teacher; Purpose of the course of measurements and evaluation in Christian Religious Education (types of tests and examinations).

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN ISLAMIC RELIGIOUS EDUCATION**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge, skills, values, attitudes and competences necessary for effective teaching of Islamic Religious Education (IRE).

### **Expected Learning Outcome**

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

- 1) Analyze the importance of IRE in the curriculum
- 2) Develop proper attributes for the teaching of religious education in schools
- 3) Generate approaches and techniques for the teaching of religious education and state the dimensions of the course
- 4) Develop skills for long and short term planning for religious education
- 5) Develop skills for the evaluation of religious education

### **Course Content**

The nature of IRE and its place in schools (contribution to the upbringing of upright and responsible citizens); ethics; spiritual development in the adolescent; character formation and the nature of religious experience; the Education Act of 1968 and its implications to the teaching of Religious Education; approaches to the teaching of Religious Education; Organization and planning for teaching: syllabus, scheme of work, lesson plan, record of work, student progress record; identification, selection, development and use of teaching-learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; preparation and acquisition of teaching resources, utilization and preservation; interpersonal relationships with students and teachers; requisites of an effective Music teacher; Purpose of the course of measurements and evaluation in Christian Religious Education (types of tests and examinations).

### **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN ENGLISH LANGUAGE**

**3 CREDIT HOURS**

### **Purpose of the course of the course**

To equip the learner with knowledge and skills, attitudes, values and competences for effective teaching of language.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss the importance of teaching language in schools
2. Show the relationship between language and literature
3. Use relevant and effective strategies for teaching language
4. Select and use appropriate materials and media for teaching different language lessons
5. Analyze issues related to the teaching of language with specific reference to the Kenya secondary curriculum and suggest workable solutions
6. Integrate language and literature in teaching
7. Prepare teaching documents- scheme of work, lesson plan, record of work, progress records etc
8. Use relevant methods in evaluating language

## **Course Content**

The development of skills necessary for the teaching of English as a second language; aims and objectives of English as a second language; aims and objectives of English Language; approaches to teaching pronunciation, grammar, reading and writing; evaluative and critical study of books and other materials for Language teaching; development of instruments to measure language skills; recognition and identification of various Purpose of the courses for which English is used; current issues and problems in the teaching of English as a second language; the relationship between literature and language in the curriculum (integration of both in the secondary school curriculum); Organization and planning for teaching: syllabus, scheme of work, lesson plan, record of work, student progress record; identification, selection, development and use of teaching-learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching.

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **Recommended Reference Materials**

## **Required textbooks**

**Purpose of the course of the course**

To equip the learner with knowledge and skills for effective teaching of literature

**Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss the importance of teaching literature in schools.
2. Use relevant and effective strategies for teaching literature.
3. Select and use appropriate materials and media for teaching different literature lessons.
4. Show the relationship between language and literature.
5. Analyze issues related to the teaching of literature with specific reference to the Kenya secondary curriculum and suggest workable solutions.
6. Integrate language and literature in teaching.
7. Use literature to develop language skill.
8. Prepare teaching documents- scheme of work, lesson plan, record of work, progress records, etc.
9. Use relevant methods in evaluating literature.

**Course Content**

Aims and objectives of Literature in English; approaches to teaching Oral Literature, Poetry, Drama, Novel and Short Stories; evaluative and critical study of books Literature and other materials for the teaching of literature in English; development of instruments to measure learning in Literature in English; recognition and identification of various Purpose of the courses for which Literature in English is used; current issues and problems in the teaching of literature in English in secondary schools in Kenya; the relationship between literature and language in the curriculum (integration of both in the secondary school curriculum); Organization and planning for teaching: syllabus, scheme of work, lesson plan, record of work, student progress record; identification, selection, development and use of teaching- learning resources-human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching.

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN HISTORY AND GOVERNMENT 3 CREDIT HOURS**

### **Purpose of the course of the Course**

To expose the student to the principles of teaching applied to History and government. The course will focus on teaching skills, curricula issues, and preparation of schemes of work, lessons plans and different forms of media for classroom instruction.

### **Expected Learning Outcomes**

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

1. Give the meaning and definition of History as a social science
2. Examine the place of History in the school curriculum
3. Identify and use effective teaching/learning strategies for History and Government

4. Demonstrate competence in organization and planning for teaching/learning of History and Government
5. Write and use schemes of work, lesson plans and records of work effectively,
6. Prepare, improvise, and use learning resources for History and government.
7. Set examinations and prepare marking schemes effectively
8. Administer and grade tests effectively
9. Undertake microteaching successfully.

### **Course Content:**

Meaning and definition of History; History as a social science; The background of oral tradition; The place of History in the school curriculum: Effective techniques for teaching History; Organization and planning for teaching: instructional objectives, schemes of work, lesson plans, records of work; Setting of examinations, preparing marking schemes and marking guidelines, administering and grading tests; preparation and improvisation of learning resources; microteaching.

### **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

### **Course Assessment**

<b>Type:</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SUBJECT METHODS IN BUSINESS STUDIES**

**3 CREDIT HOURS**

### **Purpose of the course of the course**

The course aims at equipping the learner with necessary knowledge, skills, values, attitude and competences necessary for teaching business Studies.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss the role, value and characteristics of Business Studies
2. Apply relevant and effective teaching methods in Business studies
3. Identify, select, develop and use appropriate teaching-learning resources in the teaching of Business studies
4. Critique the Kenya Secondary School Business Studies Syllabus
5. Prepare scheme of work, lesson plans, record of work, lesson notes and progress reports.

### **Course content**

Definition, nature, structure, role and value of Business Studies; objectives of teaching Business Studies; problems associated with Business Studies; organization and planning for teaching: syllabus, scheme of work, lesson plan, record of work, student progress record; identification, selection, development and use of teaching- learning resources- human and material resources; technology (e-learning, on-line learning and electronic media use); teaching skills practice through micro-teaching; interpersonal relationships with students and teachers; requisites of an effective Business Studies teacher; Purpose of the course of measurements and evaluation in Business Studies; (types of tests and examinations), emerging trends and issues in the teaching of Business Studies.

### **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## Course Assessment

Type	Weighting
Continuous assessment	30%
Final Examination	70%

### 3.3 BUSINESS STUDIES

#### Level 100 Courses (First Year Courses)

COURSE	CREDIT HOURS
Management Information	3
Sales, Management & Marketing	3
Principles and Practice of Management	3
Purchasing & Supplies Logistics	3

#### Level 200 Courses (Second Year Courses)

COURSE	CREDIT HOURS
Business Statistics	3
Public Relations	3
Economics	3
Investment	3

#### Level 300 Courses (Third Year Courses)

COURSE	CREDIT HOURS
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Business Finance	3
Office Administration and Management	3
Business Law	3
Organizational Theory and Behaviour	3

### **Level 400 Courses (Fourth Year Courses)**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Marketing Research	3
Financial and Managerial Accounting	3
Theory and Practice of Human Resource Management	3
Auditing	3

### **MANAGEMENT INFORMATION**

**3 CREDIT HOURS**

#### **Purpose of the course of the Course**

To equip learners with knowledge, skills, attitudes, values and competences to enable them apply information communication technology in business.

#### **Expected learning outcomes**

By the end of the course, the learner should be able to:

1. Discuss the role of information technology in a business environment
2. Describe various components of a computer system
3. Use computer networks
4. Apply information communication technology at work
5. Organize information in computerized systems for easy access, processing, storage, security, control and retrieval

#### **Course content**

Introduction to computers-meaning of terms, historical development of computers, classification of computers, role of information communication and technology in business environment; computer system components; operating systems and computer application software; word processing; spread sheets; data processing and data security; computer networks; presentation packages; internet and world wide web; emerging trends in information communication technology.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides.

### **Course Assessment:**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SALES MANAGEMENT AND MARKETING**

**3 CREDIT HOURS**

### **Purpose of the course of the course**

To equip the learner with necessary knowledge, skills, attitudes, values and competences that will enable them to apply sales management skills in marketing and sales.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Assess the importance of sales management in an organization
- 2) Examine the duties and responsibilities of a sales manager

- 3) Discuss the Purpose of the course of sales forecasting, planning and sales targeting
- 4) Describe the function of sales force management
- 5) Apply the principles, concepts and marketing tools in performing tools marketing activities
- 6) Explain the role of marketing information and its application in business
- 7) Coordinate the elements of the marketing mix in the marketing process
- 8) Examine the concept of frontline role in customer service provision

### **Course Content**

Meaning of, nature and role of sales management; sales forecasting and planning; sales force management- job specification, and description, recruitment of sales force, selection of, motivating, training of sales force size, sales territories; budgeting and evaluation in sales management; emerging trends in sales management; ; meaning of and scope of marketing; marketing information systems; marketing mix; product- meaning of, classification, new product development process, production adoption process, product life cycle; price- meaning, importance of, objectives of, methods of, factors affecting; place- meaning, importance and distribution; promotion-meaning and importance, promotion mix; customer care; emerging trends and issues in sales and marketing.

### **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PRINCIPLES AND PRACTICE OF MANAGEMENT**

**3 CREDIT HOURS**

### **Purpose of the course of the course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them apply management principles performing sales and marketing activities.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss management principles
2. Apply management principles in business
3. Examine the theories of management and their application in business
4. Examine the courses of conflict and stress in an organization
5. Discuss the importance of time management

### **Course Content**

Concept, nature and Purpose of the course of management; managerial functions and roles; functional areas of management; development of management thought; functions of planning, organizing, coordinating, controlling, staffing and time management; leadership; motivation; change management; conflict; stress management; emerging issues and trends in management.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PURCHASING AND SUPPLIES LOGISTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand operations of logistics in purchasing and supplies.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss the role of labour and industrial relations in an organization
2. Interrogate roles played by various parties in labour and industrial relations
3. Analyze the role played by collective bargaining in labour and industrial relations
4. Apply the machinery for resolution of industrial disputes

### **Course Content**

Definition of concept; operating environment; warehousing; materials handling; packaging; inventory control; induction of transport; vehicle routing and scheduling; control of transport; procurement of transport service; physical distribution; setting and monitoring the distribution standards; network planning techniques.

## **BUSINESS STATISTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the programme**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them use quantitative methods in business transaction.

## **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Use quantitative methods in solving problems in business
2. Apply statistical method in decision making
3. Demonstrate the role of quantitative methods in estimation and forecasting
4. Illustrate the use of network analysis in business
5. Assess the emerging trends and issues in quantitative research methods

## **Course Contents**

Introduction to quantitative methods; definition of development of QM in business environment; role of QM in a business environment; data collection and presentation; measures of central tendency; measures of dispersion; probability and probability distribution; sampling; correlation and regression; time series; index numbers; calculus; financial mathematics; network analysis; emerging trends and issues in QM.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

**Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them carry out public relations functions in an organization.

**Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Explain the role of public relations in business
2. Assess the principles and techniques used in dealing with problems, issues and challenges in public relations
3. Examine the legal and ethical issues governing public relations
4. Discuss the importance of human relations in a working environment.

**Course Content**

Introduction to public relations- meaning, evolution and role of public relations in business; human relations; ethics and functions of public relations personnel; media of public relations activities; developing the public relations strategy; specific areas of public relations in business- internal management sales and marketing; customer relations- duties and responsibilities of customer relations personnel; emerging trends and issues in public relations.

**Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

**Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

## Course Assessment

Type	Weighting
Continuous assessment	30%
Final Examination	70%

## INTERMEDIATE ECONOMICS

**3 CREDIT HOURS**

### Purpose of the course of the Course

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand the various economic issues that affect an organization.

### Expected Learning Outcomes

By the end of the course, the learner should be able to:

- 1. Explain basic economic concepts and principles**
2. Assess the role of economics in decision making
3. Examine various forms of organizations and their role in economic development
4. Assess the role of government in economic development
5. Interpret economic data

### Course Content

Meaning and scope of economics; methods of economics study; definition of basic economic terms; organization of production; principles of substitution; forms and sizes of business units; pricing mechanism; production; labour and employment; population problem; labour supply, market, wages and collective bargaining; pricing mechanism; analysis of demand and supply; theory of prices under different markets; pricing of productive services; distribution of income; money origins and evolution; , quantity theory of money; credit creation multiplier; money market and capital market; national income- meaning, importance and measurement; employment, welfare and economic growth, taxation, public finance and government expenditure; inflation; international trade (theory of comparative costs, terms of trade, tariffs, quotas, balance of payments

and exchange); ; regional trading organizations (PTA, ECOWAS, ECC, EAC); International Monetary Bodies (World Bank, IMF, ADB).

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **INVESTMENT**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand the various investment opportunities available.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Describe investment opportunities available to the public
2. Discuss investment proposals and problems
3. Critically examine the nature and operations of the Kenya securities market

## **Course Content**

Types of investment (Kenya Government, local authority and other securities, foreign securities, and bonds, debentures, loan capital, shares, redemption, drawings, sinking funds, interests, dividends, investment trusts, linked life assurance; free hold property, mortgages land rents and rates; stock exchange procedures (functions of the stockbrokers, quotations, contracts, commissions, stamp duties); transfers, stock market indices, Nairobi stock exchange-comparison with other stock exchange markets, practice of investment (selection of investment, assessment of risk calculation of yields, portfolio planning, management and review); timing, tax considerations, tax free and tax saving investments, speculation; public companies- formation and capitalization, capital structure and gearing; interpretation of financial statements; accounting ratios; company meetings; banking and taxation- definition, nature, assessment and collection, investment for the small investor and saver.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PUBLIC AND BUSINESS FINANCE**

**3 CREDIT HOURS**

## **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand the various financial forces that influence business activities.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Explain the financial environment of business
2. Assess the sources and application of government funds and national debt
3. Examine the management of government funds and national debts
4. Assess the source of business finance
5. Describe and assess the operations of stock exchange
6. Apply skills and knowledge acquired in working capital management, capital budgeting, ratio analysis and determine cost of finance

### **Course Content**

Government revenue expenditure- sources of government funds, need for and composition of government expenditure; taxation-Purpose of the course; principles, taxable capacity; assessment types and collection of tax- types of assessment, tax exemptions, collection and recovery of tax, penalties for tax offences; fiscal policy; budget- Purpose of the course of budget, stages involved in preparation, role of budget in regulating the economy; public debts- reasons for borrowing, sources and methods of borrowing, management of government debt, procedures for government guarantees; management and control of public funds; sources of business finance; financial institutions; stock exchange; working capital management; capital budgeting; financial ratio analysis; cost of finance.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **OFFICE ADMINISTRATION AND MANAGEMENT 3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them to effectively perform management and administration functions.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Discuss the principles and concepts necessary for effective office management
2. Apply in an office situation the duties and responsibilities of office personnel
3. Apply knowledge of office operations
4. Critically examine emerging issues and trends in office administration and management

### **Course Content**

Definition, Purpose of the course and importance of an office; functions of an office and an office manager; office environment, office organisation; departments in an organisation; filing; reprography; communication; human relations; human resource-need for manpower planning, techniques of forecasting, recruitment, selection, replacement, compensation and payroll administration; organisation and methods.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **BUSINESS LAW**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand the legal principle relating to business transactions.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Explain the meaning of law in Kenya
2. Examine sources of law in Kenya

3. Discuss the structure of judicial system in Kenya
4. Critically examine the legal principles relating to the law of contract, sales of goods, hire purchase, negotiable instruments, carriage of goods, bailment, competition law, partnership law, company law
5. Apply the legal knowledge acquired in the course to execute various business functions

### **Course Content**

Definition, importance of law in society, sources of law of Kenya; Kenya judicial and judicature systems; law of contract- nature, formation, types, reality assignment of contractual rights, discharge of remedies for breach of contract; agency- definition, creation, rights and duties of each party, termination of agency; sales of goods- definition, conditions and warranties, duties of seller and buyer, breach of contract, international terms of trade; negotiable instruments; carriage of goods- terms and conditions of carriage, carriers duties and liabilities, types of goods, breach and remedies; hire purchase- nature, formation and parties, obligation and liabilities, termination of agreement, consumer protection- meaning and general principles; competition law; intangible and intellectual property; contract of guarantee; partnership law; company law- nature of a company, activities and management of a company, dissolution.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

**Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them understand and manage behaviour patterns of individuals in an organization.

**Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss the importance of organizational behaviour
- 2) Examine organizational behavioural process
- 3) Manage behavioural aspects of stress and conflicts
- 4) Explore emerging issues and trends in behaviour in organizations

**Course Content**

Definition and scope, models, theories of organizational behaviour (OB), effects of OB on organizational effectiveness; individual behaviour in an organization; group behaviour- types of groups, stages in group formation, factors of group performance, group decision making, effects of group behaviour on organizational effectiveness; organizational design and structure; organization development; management of conflict and stress; management of change; emerging trends in organizational behaviour.

**Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

**Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

**Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **MARKETING RESEARCH**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learners with the necessary knowledge, skills, attitudes, values and competences to enable them to design and carry out a marketing research project.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Formulate a research problem
- 2) Describe the process of carrying out marketing research
- 3) Explain and demonstrate how to present a marketing research project
- 4) Examine the role of marketing research in business decision making.

### **Course Content**

Definition, role of marketing research (MR) in business, types of MR; problem identification and formulation; research design; marketing research proposal; data collection; data analysis, interpretation and conclusion; report writing and presentation; role of research in market segmentation; research aspect in marketing mix; emerging trends and issues in MR.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives)

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **FINANCIAL AND MANAGERIAL**

## **CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with the necessary knowledge, skills, attitudes, values and competences of accounting principles, concepts and conventions; preparation of financial statements; and knowledge of costing and budgeting concepts and techniques.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Record business transactions in various books of accounts
2. Account for assets and liabilities
3. Prepare and analyze financial statements of profit and non- profit making organizations
4. Determine the cost of products for manufacturing and service activities
5. Prepare budgets and explain their applications
6. Explain the management accounting decision making processes

## **Course Content**

Definition of concepts, aims and Purpose of the course of accounting; the regulatory framework of accounting; recording of business transactions in various books of accounts; accounting for assets and liabilities; financial statements of profit and non-profit making organizations; analysis of financial statements; the cost of products for manufacturing and service activities; budgets and their applications; decision making; linear programming; network analysis; decision tree.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps. DVDs, slides.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **THEORY AND PRACTICE OF HUMAN RESOURCE MANAGEMENT 3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with the necessary knowledge, skills, attitudes, values and competences to enable them to understand the practice of human resource management.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Demonstrate competence in performance appraisal
2. Discuss the role of employee welfare, health and safety programming in an organization
3. Examine the importance of employee counselling
4. Assess the international human resource management trends

### **Course Content**

Performance appraisal- meaning, Purpose of the course, methods of appraisal, benefits, challenges and ways out; remuneration of personnel- systems, principles of wage and salary administration, statutory deductions, job evaluation and remuneration; staff welfare and benefits- terms, types of welfare schemes and benefit schemes, staff welfare and benefit policy; employee counselling- definition of terms, the counselling process, consideration in counselling programme; international human resource management- meaning, characteristics, challenges, management of challenges.

### **Mode of delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **AUDITING**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with the necessary knowledge, skills, attitudes, values and competences of the audit process in an organization.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Define the concepts of auditing
2. Apply audit procedures
3. Write and present audit reports
4. Use computers in auditing

### **Course Content**

Definition, nature, Purpose of the course and scope of audit; client acceptance procedures; planning for the audit; internal control system; audit evidence; audit of major financial statement items; auditor's report; auditor's use of the computer; emerging trends and issues in auditing.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, projects, use of resource personnel, library and internet research, field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs, slides.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **3.4 HISTORY AND GOVERNMENT**

#### **Rationale**

Research on the teaching of History in secondary schools in Kenya reveal that there is a major shortage of History teachers. In addition these teachers are not adequately trained to handle the governmental section of the curriculum. This challenge has led to a need for training more History teachers in our Universities. Therefore this Bachelor of Arts in History and Government programmeme aims at training professionals who will meet this great need. The programmeme will also lay a firm foundation for students who wish to enrol for Law, international relocations Archaeology and other related disciplines at the Universities. At the same time, the programmeme will benefit those interested in Curriculum development in History and Government.

Additionally, the current challenges make it incumbent upon educationists to develop programmemes that address social-cultural, economic and political dynamics.

A History and Government programmeme will also enhance a broad understanding and appreciation of the historical experiences which have helped to shape the present; development of moral values and respect for own and other peoples cultural practices and exude a sense of national pride and patriotism which are very crucial in the modern world.

#### **Programmeme Learning Outcomes**

At the end of the programmeme, the student will be able to:

- i. Develop a broad understanding and appreciation of the past and link it with the present.
  - ii. Acquire skills of critical analysis of issues that have affected development of Africa and the world.
  - iii. Assess how different philosophies and ideologies have shaped human thought and action.
2. Develop a sense of respect and appreciation of own and other people's socio-cultural economic and political practices.

3. Acquire skills to be competent historians, conscientious administrators and diplomats.
4. Examine developments related to government and political ideas in Africa and the world.
5. Become involved in providing solutions to the contemporary socio-cultural, economic, political and environmental issues facing the modern world.
6. Acquire a sense of nationalism and patriotism.
7. Evaluate development in the modern world in the context of globalisation.
8. Acquire a high sense of self-esteem in order to participate fully and with confidence in development.
9. Analyse major world historical events from a Christian perspective.
10. Appreciate the role of the church in dealing with global issues facing mankind.

### **Level 100 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Introduction to Kenyan History	3
Introduction to Government	3
Principles of Archaeology	3
Sources of African History	3

### **Level 200 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Introduction to African History to 1884	3
Introduction to African History since 1884	3
Themes in World History to 1500	3
Modern Governments in Africa	3

### **Level 300 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
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Comparative Government in Developed Countries	3
Methods of Historical Research	3
Issues in East African History	3
Philosophy of History	3

### **Level 400 Courses (Fourth Year Courses)**

<b>COURSE</b>	<b>CREDIT HOURS</b>
History of Political Ideas	3
Gender Relations in History	3
History of International Organizations	3
Imperialism and Nationalism in the Third World	3

### **SOURCES OF AFRICAN HISTORY**

**3 CREDIT HOURS**

#### **Purpose of the course**

To help the learner appreciate various sources used to write and study African history.

#### **Expected learning Outcomes**

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

1. Evaluate the sources which have been used to study African history such as oral tradition and written sources
2. Outline the dating methods used in the various sources.
3. Rationalize the importance of the multi-disciplinary approach in the reconstruction of African history;

4. Discuss Africa as a historical entity
5. Examine the biases and abuses of historical evidence.
6. Asses the place of theories in the reconstruction of African history.
7. Make use of various sources of African History

## **Course Content**

The course discusses Africa as an historical entity; Archaeological evidence and dating methods; linguistic evidence; oral tradition; Anthropology, written sources in European and Arab languages; Biases and abuses of historical evidence; reconstruction of African history and theories of African history.

## **Mode of Delivery**

Lecture, tutorials, group discussions, projects, resource personnel, library research.  
Field trips to different regions, museums and archives

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps., artefacts

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **Recommended Reference Materials**

### **Course required textbooks**

1. Nyanchoga S.A, Omwoyo S.M & Nyariki B N. (2008). *Aspects of African History*. Nairobi: Catholic University of Eastern Africa.
2. Toyin, F., & Christian J., (2004). *Source and Methods in African History: Spoken, Written and unearthed*, Hushion House

### **Required textbooks for Further Reading**

1. Arthur, M. (1981). *The Nature of History* (2nd edition). London: Macmillan Press.
2. Fagan, B. M. (1985). *In the Beginning: An Introduction to Archaeology*. Boston: Little Brown and Company.
3. Ki Zerbo, J. (ed.) (1981). *UNESCO: General History* Vol. I. London: Heinemann.
4. Ogot, B. A. (ed.) (1966). *Prelude to East African History*. Oxford: Oxford University Press.
5. Robertshaw, P. (1990). *A History of African Archaeology*. London: James Currey.
6. Swai B. & Temu, A. (1981). *Historians and Africanist History: A Critique-Post Colonial\_Historiography Examined* (2nd edition). London: Zed press.
7. Vansina, J. (1985). *Oral Traditions as History*. Nairobi: Heinemann.

### **Journals**

- *Trans African Journal of History*

## **INTRODUCTION TO AFRICAN HISTORY TO 1884**

**3 CREDIT HOURS**

### **Purpose of the course**

To introduce candidates to African history and to enable them appreciate the significance of the continent's history to humankind.

### **Expected learning Outcomes**

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

1. Examine major historical events that have shaped African history in the pre-colonial era
2. Assess the origin of early man in the continent.
3. Analyse Africa's ancient civilizations.

4. Trace the origin development and spread of Islam and Christianity in Africa before 1884.
5. Discuss the impact of foreign visitors on the continent
6. Analyse the reaction of African peoples towards colonial invasion
7. Analyse the challenge faced by Africans in the 19<sup>th</sup> century.
8. Examine the significance of the African continent to world history.

### **Course Content**

This course is a survey of African history during the pre-colonial period. Topics covered include: overview of the geography of Africa; human evolution and the peopling of Africa; Hunting and gathering; origins of early agriculture and metallurgy production; distribution and exchange system: short and long distance trade; state formation, examples of African states and ancient civilizations in Africa: Egypt, Axum, Meroe, Ethiopia, Mwanamutapa, etc.; Islam and Christianity in Africa; Africa's relations with external world up to the end of 19<sup>th</sup> century; the coming of Europeans to Africa.

### **Mode of Delivery**

Lecture, tutorials, group discussions, projects and term papers.

### **Instructional Materials/Equipment**

Power point, whiteboard, videos, DVDs, Internet, charts/maps.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

### **Required textbooks**

1. Adesina J. O. (Ed), (2006). *Africa and Development: Challenges in the New Millennium*. London: Zed Books.
2. Nyanchoga, S.A., Omwoyo, S.M. & Nyariki, B. N. (2008). *Aspects of African History*. Nairobi: Catholic University of Eastern Africa.
3. Okoth, A. (2006). *A History of Africa Vol. 1 1800-1914*. Nairobi: East African Educational Publishers.

### Further Reading

1. Abbink, J. (ed.) (2003). *Rethinking Resistance: Revolt and Violence in African History*. Leiden: Brill.
2. Alexander, J. (2000). *Violence & Memory: One Hundred Years in The 'Dark Forests' of Matabeleland*. Oxford: Oxford: James Currey,
3. Allman, J. (2000). *"I Will Not Eat Stone": A Women's History of Colonial Asante*. Portsmouth: Heinemann.
4. Curtin, P. et al. (1988). *African History*. London: Longman.
5. Fage, J. D. (1978). *A History of Africa*. London: Hutchinson and Co. Ltd.
6. Kizerbo, J. (ed.) (1990) *UNESCO General History of Africa – Methodology and African Pre-History*. Nairobi Heinemann.
7. Mokhtar, G. (ed.) (1982) *UNESCO General History of Africa Volume II Ancient African Civilizations* Nairobi, Heinemann.
8. Ogbu, K. (2007) *Africa Christianity* Cambridge: Cambridge University press
9. Ogotu, M. A., & Kenyanchui, S. S. (eds.) (1991). *An Introduction to African History*. Nairobi: Nairobi University Press.
10. Oliver, R. & Atmore, A. (1994). *Africa since 1800*. ( Fourth Edition), Cambridge: Cambridge University Press.
11. Saul, M., & Royer, P. (2001). *West Africa Challenge to Empire*, Oxford, James Currey.
12. William, M. (2007). *No Easy Victories: African Liberation and American activist over Half a Century, 1950-2000*. New York: Cambridge University Press.

### Journals

- *British Journal of Political Science*
- *Canadian Journal of African Studies*
- *Journal of Modern African Studies*.

- *The Historical Journal*
- [http://www.experiencefestival.com/history\\_of\\_africa\\_-\\_the\\_berlin\\_conference\\_of\\_1884-85](http://www.experiencefestival.com/history_of_africa_-_the_berlin_conference_of_1884-85)

<http://www.questia.com/library/book/key-events-in-african-history-a-reference-guide-by-toyin-falola.jsp>

## **INTRODUCTION TO AFRICAN HISTORY SINCE 1884      3 CREDIT HOURS**

### **Purpose of the course**

To introduce students to various themes in African history since the advent of European imperialism and its impact on African societies.

### **Expected learning Outcomes**

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

1. Discuss the causes of European Imperialism and partition of Africa;
2. Assess the cultural, social-economic and political impact of colonialism on African societies;
3. Analyse the decolonization process in Africa
4. Examine the reactions of Africans to the establishment of colonial rule.
5. Examine the challenges facing the development process in independent Africa and suggest solutions;
6. Examine the role of the church in dealing with challenges and issues facing Africa.
7. Locate the place of Africa in the global world and show how globalization has affected African development

### **Course Content**

The course seeks to examine the history of Africa since the advent of European imperialism in the 19<sup>th</sup> century. This includes: European old and new imperialism; Scramble for and partition of Africa; Reactions of Africans: resistance and collaboration; Colonial systems of administration; various features of colonial economy; peasant and settler production, mining, trade and manufacturing, infrastructure; Nationalism and the decolonization process; Challenges experienced in post-independence Africa; Africa and globalization; the church in African development; the role of the church in dealing with challenges/emerging issues facing Africa.

### **Mode of Delivery**

Lecture, tutorials, group discussions, library research, resource personnel.

### **Instructional Materials/Equipment**

Power point, internet, videos, DVDs, whiteboard, charts/maps.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

#### **Required textbooks**

Course required textbooks

1. Adesina J. O. (Ed), (2006): Africa and Development: Challenge in the New Millennium. London.: Zed Books
2. Martin, M. (2005). *State of Africa: A History of Fifty Year of Independence* Morgan Town: West Virginia Publication
3. Okoth, A. (2006). *A History of Africa, Vol. II 1915-1995*. Nairobi: East African Publishers.

#### **Further Reading**

1. Bill, D. - (2007): *Conflicts over Land and Water in Africa*. London: James Currey.

2. Curtin, P. et al. (1988). *African History*. London: Longman.
3. Kojo S. A. & Moyo, S. (ed), (2008). *Land & Sustainable Development in African* London: Zed Books,
4. Nhema A. & T. Zeleza (2008). *The Roots of African Conflicts. The Causes and Costs*. London: James Currey.
5. Nyanchoga, S.A, Omwoyo S.M & Nyariki B N. (2008). *Aspects of African History*. Nairobi: Catholic University.
6. Ogutu, M. A., & Kenyanchui, S. S. (eds.) (1991). *An Introduction to African History*. Nairobi: Nairobi University Press.
7. Oliver, R. & Atmore, A. (1994)., *Africa since 1800*, 4th Edition. Cambridge: Cambridge University Press.
8. Saul, M. & Royer, P. (2001). *West Africa Challenge to Empire*, Oxford: James Currey.
9. Tidy, T., & Lemming, D. (1981). *A History of Africa 1840-1914*, Vol. I, 1840-1880. London: Hodder and Stoughton.
10. Tony, B. & Alan, W. (2006). *Aids in Twenty First Century: Disease and Globalization*. Lanham Maryland: University Press of America.
11. UNESCO General History of Africa, Vol. 6, 7 and 8.

#### **Journals:**

- *The Historical Journal*
- *Journal of Modern African Studies*.
- <http://www.questia.com/library/book/key-events-in-african-history-a-reference-guide-by-toyin-falola.jsp>

## **THEMES IN WORLD HISTORY TO 1500**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To introduce students to the nature and character (social, political, and economic) of western civilization from the earliest period to 1500.

### **Expected learning Outcomes**

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

1. Trace the origin of ancient civilization from the earliest period to 1500.

2. Analyse the developments of ancient civilization from the earliest period to 1500.
3. Identify the social, political and economic characteristics of ancient civilization from the earliest period to 1500.
4. Appreciate the contribution of western civilization to world history.
5. Analyse the socio-economic and political challenges of the middle Ages.
6. Show the relationship between the emergence and growth of Christianity and the Byzantine Empire.
7. Show the origin and spread of Islam, Hinduism and other major world religions and their impact on world civilization.

### **Course Content**

The course defines history and civilization and seeks to describe antiquity, the ancient life, Egyptian civilization, Mesopotamian civilization, the ancient Greek and Roman civilizations, the middle Ages, the emergence of Christianity, the Byzantine Empire; the origin and spread of Islam, Hinduism and other major world religions and their impact on world civilization.

### **Mode of Delivery**

Lecture, tutorials, group discussions, library research, resource personnel.

Field trips (to different regions, museums and archives).

### **Instructional Materials/Equipment**

Power point, LCD, internet, video tapes, DVD, computer, whiteboard, charts/maps.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

### **Course required textbooks**

1. Susan, B. (2007). *History of Ancient World* New York: WW Norton.
2. Hearther, P., (2007). *The Fall of The Roman Empire: A New History of Rome and the Barbarians* London: Oxford University Press.

### **Required textbooks for Further Reading**

1. Camp, W.D., (ed.) (1983). *Roots of Western Civilization: From Ancient Times to 1715*. New York: John Willey and Sons.
2. Connah, G. (2001). *African Civilizations: An Archaeological Perspective*. Cambridge: Cambridge University Press.
3. Davidson, B.1914- (2004). *The African Genius; An Introduction to African Cultural and Social History*. Oxford: James Currey.
4. Davies, H.A., (1994). *An Outline History of the World*. Oxford: Oxford University Press.
5. Duiker, W.J.& Spielvogel J. J. (1994). *World History*. New York: West Publishing Company.
6. Hollister, W.C. (1982). *Roots of Western Civilization: A short History of the Ancient World*. Boston: Houghton Muffin Company.
7. Maktar, G., (ed.) (1978). *UNESCO General History of Africa, Vol. II; Ancient African Civilization*. Nairobi : Heinemann.
8. Chretien, J. (2003). *The Great Lakes of Africa: Two Thousand Years of History*. New York: Zone Books,
9. Walter, D. *et al* (2007). 2<sup>nd</sup> Edition. *Ancient Greece: A Political Social And Cultural History*. London: Oxford University.

### **Journals**

- *Journal of Social History*.
- *Journal of Humanities*.
- *Journal of Modern African Studies*.

## **COMPARATIVE GOVERNMENT IN DEVELOPED COUNTRIES**

**3 CREDIT HOURS**

### **Purpose of the course**

To establish the political systems and governmental structures of the developed countries of the world, in relation to those of the Less Developed Countries of the world.

## **Expected learning Outcomes**

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

1. Analyse the constitutional basis of developed countries
2. Examine the political culture and socialization in developed countries
3. Assess the characteristics of the different branches of government in developed countries
4. Compare the electoral systems in different systems of government
5. Examine the role of religion in different systems of governments.

## **Course Content**

Comparative analysis of different systems of government among selected countries in Western Europe and Asia, including: Britain, USA, Germany, France, and Japan. The emergence of constitutional systems of government in the USA, Japan and Western European countries. Functions of the executive, legislature and executive in the selected countries. Electoral process in the developed countries. Religion and governments in different countries

## **Mode of Delivery**

Lecture, tutorials, group discussions, projects, library research, resource personnel.

## **Instructional Materials/Equipment**

Power point, LCD internet, video tapes, whiteboard, charts/maps./diagrams

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## Recommended Reference Materials

### Course required textbooks

1. John, P. (2000). *Debating Governance: Authority, Steering and Democracy*. Oxford: Oxford university Press
2. Robert, E. (2005). *Divided Government in Comparative Perspectives* Oxford: Oxford University Press

### Required textbooks for further Reading

1. Bade, O. (2004). *Africa Development and Governance Strategies In the 21<sup>st</sup> Century: Looking Back to Move Forward: Essay in Honour of Adebayo Adedeji at Seventy* London: Zed Books
2. Barnett, R. (1984). *Allies: America, Europe, Japan Since the War*. London: Jonathan Cape.
3. Bill, S.& Matt, M.(2000). *Gun and Gandhi in Africa: Pan African Insight on Nonviolence Armed Struggle and Liberation* London: Macmillan.
4. Cox, R. & Sinclair, T.(1996).*Approaches to World Order*, Cambridge: Cambridge University press
5. Rothschild, D. (1999). *Politics and Society in Contemporary Africa Tradition*. Cambridge: Cambridge University Press.
6. Goertz, G. (1994). *Contexts of International Politics*. Cambridge: Cambridge University Press.
7. Gordon, C. & Christian, H. (2008). *Decentralization in Africa: A Pathway Out of Poverty and Conflict* New York: New York Publishing House.
8. Mikus, J. (1988). *Beyond Deterrence: From Power to World Public Order*. New York: Peter Lang.
9. Ray, J (1995). *Global Politics* Boston, Houghton Mifflin
10. Richardson, J. (1994). *Crisis diplomacy: The Great Powers Since the Mid-19<sup>th</sup> Century*. Cambridge: Cambridge University Press.

### Journals

- *The Journal of Developed Areas*

## **METHODS OF HISTORICAL RESEARCH**

**3 CREDIT HOURS**

### **Purpose of the course**

The course seeks to train students in identification, collection and interpretation of historical information.

### **Expected learning Outcomes**

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

1. Explain the main methods of historical research
2. Identify historical problems
3. Discuss the main challenges in historical interpretation and report writing
4. Demonstrate the uniqueness of history as a discipline
5. Point out the place of history in social sciences and humanities
6. Explain the place of theory in historical research
7. Describe the wide range of sources of history
8. Assess the main methods in the collection of evidence
9. Appreciate and observe research ethics.

### **Course Content**

The course examines history as a discipline; historical methods; history and social sciences; the nature of historical research; identification of historical problem; sources of history; collection of evidence; analysis and interpretation of data; objectivity in data interpretation; report writing and research ethics.

### **Mode of Delivery**

Lecture, tutorials, group discussions, projects, resource person, library research.

Field trips (to different regions, museums and archives).

## **Instructional Materials/Equipment**

Power point, whiteboard, hand-outs, transparencies, charts/maps/diagrams/graphs.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **Recommended Reference Materials**

### **Course required textbooks**

1. Elizabeth, A. (2008). *Historical Research*. Oxford: Oxford University Press
2. Anthony, B. (2008). *Going to the Source: A Guide to Historical Research and Writing*. London: Harlan Davidson.

### **Required textbooks for Further Reading**

1. Elton, G. R. (1969). *The Practice of History*. London: Fontana Books.
- Jenkins, K. (1997). *On What is History?* London: Routledge.
2. Jenkins, K. (1997). *What is History?* London: Routledge.
3. Munslow, A. (1997). *Deconstructing History*. London: Routledge
4. Robson, C.(2002). *Real world Research: A Resource for Social Scientists and Practitioner-Researchers* (2<sup>nd</sup> Edition).Oxford: Blackwell Publishing
5. Stanford, M. (1994). *A Companion to the Study of History*. Oxford: Blackwell..

### **Journals**

- *Journal of Humanities*.
- *Journal of Social History*.

## **PHILOSOPHY OF HISTORY**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To analyse the nature of historical knowledge.

### **Expected learning Outcomes**

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

1. Examine what constitutes historical knowledge
2. Evaluate the nature of historical knowledge as distinct from other disciplines
3. Explain the meaning and Purpose of the course of historical discourse
4. Distinguish between speculative and analytical philosophy in history.
5. Asses the positivists and relativist debates on history.
6. Explain objectivity and subjectivity in history.
7. Establish the nature and function of narrative in historiography.
8. Outline the concept of causation in history.
9. Trace the emergence of philosophy of history from the Ancient Greeks.

### **Course Content**

The course examines the relationship between history and philosophy; the nature of historical knowledge; the speculative and analytical philosophy of history; the positivists and relativist debates on history; historical explanation; objectivity and subjectivity in history; the nature and function of narrative in historiography; problems of relevancy and importance in historical judgment; causation in history; scope of historical inquiry; history as re-enactment of past experience and history as progress; emergence of philosophy of history from the Ancient Greeks is also discussed.

### **Mode of Delivery**

Lecture, tutorials, group discussions, projects, resource person, library research.

### **Instructional Materials/Equipment**

Power point, whiteboard, hand-outs, transparencies, charts/maps.

### **Course Assessment:**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

#### **Course required textbooks**

1. Arnold J.T. (1978). *A Study of History* Oxford, Oxford University
2. . Francis, F. (2006). *The End of History and the Last Man*. Oxford University Press

#### **Required textbooks for Further Reading**

1. Collingwood, R. G. (1964). *The Idea of History*. Oxford: Oxford University Press
2. Standford, M. (1997). *An Introduction to the Philosophy of History*. Oxford: Blackwell Publishers.
3. Walsh, W. H. (1967). *An Introduction of the Philosophy of History*. London: Hutchson and Co. Ltd.

#### **Journals**

- *Journal of Humanities*.
- *Journal of Modern History*
- *Journal of the History of Ideas*.

## **HISTORY OF POLITICAL IDEAS**

**3 CREDIT HOURS**

### **Purpose of the course**

To examine the history of the major political thinkers and analyse their political ideas.

### **Expected learning Outcomes**

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

1. Identify the main political thinkers in Europe, Asia and Africa
2. Discuss political thinkers in early modern Europe;
3. Analyse political thought in the enlightenment era
4. Examine the main ideas of ancient medieval and contemporary political thinkers
5. Evaluate contemporary political thought
6. Draw the relevance of ancient political ideas to the contemporary world
7. Analyse the meaning, origin, principles and challenges of democracy in Africa
8. Examine the historical development, classification and characteristics of human rights
9. Assess the challenges to democracy

### **Course Content**

The course examines: the Political theories and thinkers in Africa; Asia, Greco-Roman world; medieval political thinkers – e.g. St Augustine, St Aquinas; political thinkers in early modern Europe; political thought in the enlightenment era; 19<sup>th</sup> Century political thinkers e.g. Marx and Lenin; contemporary political thought. Democracy-origins and development, principles importance and types of democracy, Challenges to democracy, Elections, electoral processes and their challenges; Historical development of human rights; classification and characteristics of human rights.

### **Mode of Delivery**

Lecture, tutorials, group and class discussions, dramatization/role play resource person, library and internet research.

### **Instructional Materials/Equipment**

Power point, chalkboards, hand-outs, transparencies, charts/maps, photographs, computer

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **Recommended Reference Materials**

### **Required textbooks**

1. Covey, R. (2006). *Fear: History of a Political Idea* Oxford: Oxford University Press
2. Goodwin, B. (2007). *Using Political Ideas*. London: Willey.

### **Further Reading**

1. Isaiah, B., Henry, H.. & Joshua (2008). *Political Ideas in the Romantic Age: Their Rise and Influence on Modern Thought*. Princeton: Princeton University Press.
2. Nkrumah, K. (1970). *Class Struggle in Africa*. London: Paniff Publishers.
3. Nyerere, K. (1966). *Nyerere on Socialism*. Oxford: Oxford University Press
4. Skinner, Q. R. (1992). *Great Political Thinkers*. Oxford: Oxford University Press.

### **Journals:**

- *Journal of History of Ideas*
- *Journal of Political Theory*.

## **GENDER RELATIONS IN AFRICAN HISTORY**

**3 CREDIT HOURS**

### **Purpose of the course**

To introduce students to relations between and among gender groups in Africa.

### **Expected learning Outcomes**

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

1. Define and explain gender and theoretical issues related to it
2. Examine gender and its relation with family in traditional African societies
3. Assess sexuality and social expressions of political power in pre-colonial Africa

4. Examine the intersection of gender, ethnicity, race, and class in relation to imperialism
5. Assess gender and labour relations under colonial rule
6. Discuss gender equity and its importance in national development
7. Outline the process of gender mainstreaming
8. Evaluate Foucault's notion of history and his theories of pleasure and power of the body
9. Discuss the role of religion in gender and development

### **Course Content**

Definition of gender and other concepts; theoretical issues of gender in relation to history, patriarchy and the construction of gender relations; patriarchal definitions of power relations in history; intersection of gender, race, ethnicity, and class in relation to imperialism; sexuality and social expressions of political power in pre-colonial Africa; gender justice in household and family in traditional African communities; gender equity and its importance in national development. Gender and labour relations under colonial rule; The process of gender mainstreaming; Foucault's notion of history and his theories of pleasure and power of the body. Religion and religious perceptions on gender relations

### **Mode of Delivery**

Lecture, tutorials, group discussions, resource person, library research.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, photographs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

### **Required textbooks**

1. Catherine, C. *et al* (2007). *Africa after Gender*. London: James Currey
2. Sylvian, B. *et al*, (2005). *Women in Africa Development: The Challenges of Globalization and Liberalization in Twenty First Century*. New York: Anchor books

### **Further Reading**

1. Amina, M. (1996) *Women's Studies and Studies of Women in Africa during the 1990s* Working Paper 5/1996. Dakar: Codesria.
2. Clenora, H.. (2004). *Africana: Womanist Literary Theory*. London: Redcliffe Press.
3. Helen, H. (2005). *I laugh so I won't cry: Kenya Women tell the story of their lives*. Nairobi: Oxford University Press.
4. Iris, B. & Frances, W. (1999). *Women in Sub-Sahara Africa: Restoring Women to History*. New York: Alfred A Knof.
5. Jay, S. (2009). *Youth, Nationalism and Guinean Revolution*. London: Zed Books.
6. Oyeronke, O. (2004). *Africa Women and Feminism: Reflecting on the Politics of Sisterhood*. Toronto: Toronto University Press.
7. Zeleza, T. (1993). "Gendering African History" *Africa Development*, vol. XVIII. no. 1 p.97-117.

### **Journals:**

*Review of African Political Economy, No. 56.*

## **HISTORY OF INTERNATIONAL RELATIONS HOURS**

**3 CREDIT**

### **Purpose of the course**

To examine the role-played by international organizations in world affairs.

### **Expected learning Outcomes**

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

1. Analyse the historical origins of international organizations
2. Discuss the structure, functions, objectives and performance of selected organizations
3. Examine the relatedness or differences in their functions in the global world
4. Delineate the various types of international organizations
5. Appraise the effectiveness of these organizations in solving issues facing the modern world
6. Identify the significance of Christianity in international organisations

### **Course Content**

The course discusses the historical origins of international organizations; structures, functions, objectives of IOs; types of international organizations; case studies of League of Nations, UN, OAU and AU, Non Aligned Movement, ECOWAS, European Union, East African Community and Arab League; their ability to solve Issues facing the modern world etc. The Christian factor in IOs

### **Mode of Delivery**

Lecture, tutorials, group discussions, resource person, library and internet research.  
Field trips to different regional international Organizations.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

### **Required textbooks**

- 1 Bob, R. (2009). *History of International Organizations from 1815 to the Present Day*, Oxford: Oxford University Press.
- 2 Kenneth, N. (2010). *Theory of International Politics*. London: Wavelong Printing NC.

### **Further Reading**

1. James, E. D. et al (1990). *Contenting Theories of International Relation*. New York: Praeger.
2. Resett, B. (1989). *World Politics: Menu for Choice*: New York: Freeman and Company
3. Rourke, J. T. (1991). *International Politics on the World Stage*: New York: Daskin Group Inc.
4. UN (2000) *Basic Facts about the United Nations*. New York: United Nations.

### **Journal**

- *Journals of Social Political and Economic Studies*.

## **IMPERIALISM AND NATIONALISM IN THE THIRD WORLD**

**3 CREDIT HOURS**

### **Purpose of the course**

To provide a comparative assessment of imperialism and nationalism in the Third World.

### **Expected learning Outcomes**

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

1. Defines imperialism and nationalism
2. Analyse the origin of new imperialism and its overall impact worldwide;
3. Examine the part played by Christianity in imperialism and colonization of selected regions
4. Examine the European conquest of Africa, Asia and Latin America
5. Compare imperial activities in selected colonies
6. Evaluate the process of decolonization

7. Analyse problems facing independent Third World States
8. Assess the phenomenon of neo-colonialism in Third World States.

## **Course Content**

The course defines imperialism and nationalism, discusses the eve of European conquest in Africa, Asia and Latin America; the Christian factor in imperialism and colonization of selected regions; the response to conquest; the colonial economy; marginalization of indigenous political, economic and social institutions; origins and development of the nationalist movements; challenges to independent states and neo-colonialism.

## **Mode of Delivery**

Lecture, tutorials, group discussions, resource person, library and internet research, role-play.

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **Recommended Reference Materials**

### **Required textbooks**

1. Hellen, T & Robert, J. (2010). *Ordering Africa: Anthropology, European Imperialism and Politics of Knowledge*. Manchester,: Manchester University Press
2. Seema, A. (2008). *The Eighteenth Century in India*. London: Oxford University Press

### **Further Reading**

1. Aseka, E.M. (1996). *Africa in the 21<sup>st</sup> Century*. Eldoret: Zapt Chancery.
2. Bashan, A L. (2007). *The Illustrated Cultural History of India*. London: Oxford University Press
3. Bill, D. *et al.* (2007): *Conflicts over Land and Water in Africa*. London: James Currey
4. Boahen A., ed. (1990). *UNESCO General History of Africa*, vol. vii. Nairobi: EAEP.
5. Curtis, P. & George, H.N.(1964). *Imperialism and Colonialism*. New York: Macmillan.
6. Gomacho G. (1973). *Latin America. A Short History*. London: W. and J. Mackay Limited.
7. Gordon, C. & Christian, H. (2008). *Decentralization in Africa: A Pathway Out of Poverty and Conflict*. New York: New York Publishing House
8. Hutchinson, J. & Smith, D. (1994). *Nationalism*. New York: OUP.
9. Jeremy, K. (2009). *The Dark Sahara: America's War on Terror in Africa*. Portsmouth: NH and Oxford
10. Loomba A. (1998). *Colonialism and post-colonialism*. London and New York: Routledge.
11. Mazrui, A. ed (1999). *UNESCO General History of Africa*. Vol. Vii. UNESCO.
12. Rodney, W. (1989). *How Europe Underdeveloped Africa*. Dar salaam: Tanzania Publishing House

### **Journals**

- *Journal of Commonwealth and Comparative Politics*.
- *The International Journal of World Development*.
- *American Journal of Political Science*
- *Journal of Development Studies*.

## **3.5 GEOGRAPHY**

### **Rationale**

Geography as a discipline describes and analyses the location of places on the earth and the spatial distribution of phenomena in their varied interrelationships as they influence human activities. The discipline is dynamic as it responds to the ever changing environmental challenges. The discipline therefore transcends boundaries of other disciplines in an attempt to describe the earth and its diverse components. As such the discipline interrelates very well with other subjects. The discipline therefore belongs to both the arts and the sciences. Geography plays a role in nearly every decision we make. Choosing sites, targeting market segments, planning distribution networks, responding to emergencies, or redrawing country boundaries- all of these problems involve questions of geography.

The programme exposes the students to a systematic study of both physical and human aspects of geography. The programme has tried to give special emphasis to practical geography thus providing the student with the opportunity to learn how to manage and conserve our natural resources. The content is developed from basic geographical concepts to the more complex ones taking cognizance of the psychological development of the learner. After completion of the programme, the graduates can be employed in a wide range of professions such as mappers of resources for development, cartographers, planners, demographers, conservationists, etc.

Geography graduates have found jobs with international organisations such as United Nations Environment Programme (UNEP), UN- Habitat, United Nations Development Programme (UNDP), World Meteorological Organisation (WMO), National Aeronautics and Space Administration (NASA), Consultative Group in International Agricultural Research (CGIAR) centres, Inter-Governmental Authority on Development (IGAD), etc. Transport Geographers have found jobs with the World Health Organisation (WHO) where they work alongside the epidemiologists, while Agricultural Geographers have found jobs with FAO, IFAD among other Agricultural organisations. Geographers also work with International Organisations and NGOs involved in combating desertification and climate change.

There has been a high turnover of Geography teachers in our Secondary schools, where they leave the profession for greener pastures. Taking cognizance of this, we need to keep training Geography teachers to replace those who leave the profession.

### **Purpose of the course of the Course**

This Geography degree programme, aims to prepare graduates who can be of service in a wide range of professions such as teaching, planning, doing research, mapping resources for development, policy making as well as being of service to the other sectors of the economy. The programme provides opportunities to learn the big issue that affect our lives. Questions of access to drinking water, globalization, climate change, rising levels of resource consumption, inequality, environmental degradation etc, can all be addressed through geographical knowledge. Geography is uniquely placed to deal with the exponential growth of spatially referenced information (post codes, digital map data and photograph data) and continues to be important in the areas of remote sensing and Geographical information systems (GIS).

### **Programme learning outcomes**

By the end of the programme students will be able to:

- 1) Acquire the necessary skills in planning, mapping of resources, conserving of resources.
- 2) Acquire skills and knowledge that will help them become global citizens.
- 3) Gain insights into the importance of Geography.
- 4) Acquire proper attitudes to recognize different types of environments and manage them for individual, national and international development.
- 5) Appreciate weather phenomena and their influence on the physical environment and human activities.
- 6) Gain the necessary knowledge to enable them explain the land forming processes and the resultant features and their influence on human activities.
- 7) Acquire knowledge on the available natural resources and demonstrate ability and willingness to utilize them sustainably
- 8) Get the necessary skills and knowledge to interpret, analyze and use geographical principles and methods to solve problems of national and international development
- 9) Get the necessary knowledge, skills and attitudes to fit in the competitive global job market.

### **Level 100 Courses**

COURSE	CREDIT HOURS
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Introduction to Geography	3
Environmental Geography	3
Cartography and Map Analysis	3
Physical Geography I	3

### **Level 200 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Human Geography I	3
Geography of East Africa	3
Physical Geography II	3
Human Geography II	3

### **Level 300 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Air Photo Interpretation and Research Methods in Geography	3
Remote Sensing and Resource Management	3
Geographical Information Systems (GIS)	3

Senior Project	3
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### Level 400 Courses

COURSE	CREDIT HOURS
Quantitative Techniques and Computer Aided Data Analysis	3
Climatology	3
Geography of Tourism & Recreation	3
Agricultural Geography	3

## INTRODUCTION TO GEOGRAPHY

**3 CREDIT HOURS**

### Purpose of the course

The course introduces students to some fundamental concepts in the development of geography. It briefly traces the evolution of the discipline geography focusing on the various changes in the content and methodology of geography. It also endeavours to examine the fundamental aspects of geography from a global perspective. The course attempts to make the students world citizens by making them understand the physical and human environments of the world.

### Expected learning Outcomes

By the end of the course students should be able to:

1. Define the concept geography emphasizing its main dimensions of concern
2. Explain the changes in the content and methodology of geography
3. Discuss the various paradigms that have influenced the content and methodology of geography
4. Describe the global geography in particular the salient physical and human features of the world

## 5. Examine and assess the role of geographers in national development

### Course Content

Definition and concerns of geography as a discipline. Changes in the content and methodology of geography. Geography through pre-history, ancient times, middle ages, renaissance, classical, post-classical and modern times. Geography as a paradigmatic discipline. Global geography: major physical and human features of the earth; their distribution and spatial location. Distinguishing features of developed and developing countries. Role of geographers in national and international development.

### Mode of Delivery

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### Course Assessment

Type	Weighting
Continuous assessment tests	30%
Final examination	70%

### Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### Recommended Reading materials

#### Required textbook

1) Bergman, E.F. and Renwick, W. H. (2010). *Introduction to Geography*. New Jersey: Pearson Education.

#### Further Reading

1) Bergman, E.F. and Renwick, W. H. (2008). *Introduction to Geography: People, Places and Environment*. London: Prentice Hall.

2) Getis, A. Getis, J. and Fellmann, J. D. (2007). *Introduction to Geography*. London: McGraw-Hill.

### **Relevant websites**

<http://www.nationalgeographic.com/geography-action/>

[http://wps.prenhall.com/esm\\_bergman\\_introgeo\\_3/](http://wps.prenhall.com/esm_bergman_introgeo_3/)

## **ENVIRONMENTAL GEOGRAPHY**

**3 CREDIT HOURS**

### **Purpose of the course**

This course introduces students to the study of the environment. It lays emphasis on the application of geographical information to the solution of environmental problems. The course serves as a bridge between physical and human branches of geography.

### **Expected learning Outcomes**

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

1. Explain the principles of environmental conservation and management
2. Apply the knowledge and skills in conserving the environment
3. Identify, analyze, and assess environmental problems and develop appropriate methods of solving them
4. Explain the importance of a healthy environment
5. Examine and offer solutions to the salient global environmental problems

### **Course Content**

Concept of the environment. Resources and ecosystems. Environmental issues in Kenya. Kenya's constitutional and legislative frameworks on the environment. Environmental sustainability and sustainable development. Global environmental issues. Environmental pollution and externalities. Conservation and management of environmental resources. Emerging environmental issues. National and international policy issues on the environment.

## Mode of Delivery

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

## Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

## Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## Required textbook

1) Singh, L. (2010). *Environmental Geography*. New Delhi: APH publishing Corporation.

## Further Reading

1) Castree, N., Demeritt, D. and Liverman, D. (2009). *A Companion to Environmental Geography*. Sussex: Wiley-Blackwell.

2) Carpenter, D.O. (2009). *Environmental challenges in the Pacific Basin*. New York: State Department of Health, USA.

3) Berry, R. J. (2006). *Environmental stewardship: critical perspectives, past and present*. London: **T & T Clark**.

4) Bradley, I. C. (1990). *God Is Green: Christianity and the Environment*. London: Darton, Longman & Todd.

## Relevant websites

*careofcreation.org* ("mobilizing the church to care for Creation...")

[www.GenerousGiving.org](http://www.GenerousGiving.org) (Biblical perspectives on generosity and stewardship)

*alanmarshall.org/essays* (Christians and the Environment: A Study Guide)

## **CARTOGRAPHY AND MAP ANALYSIS**

**3 CREDIT HOURS**

### **Purpose of the course**

This course provides students with skills of reading, interpreting and analyzing maps. It also equips students with cartographic skills among other methods of handling geographical data.

### **Expected learning Outcomes**

By the end of the course the student should be able to:

1. Read, interpret and analyze maps
2. Use cartographic equipment to draw maps
3. Identify and differentiate types of maps.
4. Use the computer to do some cartographic work in addition to manual cartography
5. Analyze relief and slopes, drainage basins, settlements, networks and land use.
6. Assess and examine the importance of maps.

### **Course Content**

Introduction to maps and cartography; history of cartography; use and care of drawing instruments; free hand lettering; map scales; conventional signs used in maps; map orientation; map legend; map design and compilation; map revision; map interpretation; thematic maps; chorochromatic and dot maps; measurements of distance and area. The course will introduce students to the use of computers in cartographic work in addition to manual cartography. The course will also include relief and slope analysis, drainage basin analysis; settlement analysis – types of settlements, nearest neighbour index, network and land-use analysis.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, Field trips, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

### Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries, relevant softwares such as arc info, arc GIS etc

### Recommended Reference Materials

#### Required textbook

1) Kraak, M. and *Ormeling*, F. (2009). *Cartography: Visualization of Spatial Data*. London: Prentice Hall.

#### Further Reading

- 1) Slocum, T. A., McMaster, R. B., Kessler, F. C. and Howard, H. H. (2009). *Thematic Cartography and Geovisualization*. London: Prentice Hall.
- 2) Peterson, G. N. (2009). *GIS cartography: a guide to effective map design*. Boca Raton, FL: CRC Press.

#### Relevant websites

<http://gispathway.com/>

<http://www.cartotalk.com/>

**PHYSICAL GEOGRAPHY I**

**3 CREDIT HOURS**

## **Purpose of the course**

The course provides the students with an introduction to the geographical aspects of the physical environment as it affects society's livelihoods. It also provides the students with a highlight of the society's impact on the physical environment particularly the lithosphere, atmosphere, hydrosphere and biosphere.

## **Expected learning Outcomes**

By the end of the course the student should be able to:

1. Explain the origin of the earth and the entire solar system.
2. Describe the internal structure of the earth
3. Explain the relationship between the earth's internal structure and endogenic processes that influence the origin and formation of landforms as well as materials on the earth's surface.
4. Describe and explain the composition, structure and processes of the atmosphere.
5. Describe, explain and analyze the components of the biosphere.

## **Course Content**

Introduction to the nature and scope of physical Geography, the components of Physical Geography and interactions amongst themselves and society, the origin of the earth and entire solar system/universe, internal structure of the earth, plate tectonics and continental drift, introduction to endogenic processes and materials on the earth's surface, the atmosphere, its composition, structure, processes and circulations, weather, climate and factors influencing climate, the biosphere; its nature and components, biotic and abiotic factors, the ecosystem and its structure, energy flow and nutrient cycling. Field work on landforms associated with endogenic processes and writing of a report.

## **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

## Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

## Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, Lads, maps, satellite imageries, aerial photographs and documentaries.

## Recommended Reference Materials

### Required textbook

1) Hess, D. and Tasa, D. (2010). *McKnight's Physical Geography, A Landscape Appreciation: International Edition*. New Jersey: Pearson Education.

### Further Reading

1) Holden, J. (2008). *An Introduction to Physical Geography and the Environment 2nd Edition*. New Jersey: Pearson Education.

2) Christopherson, R. and Thomsen, C. (2008). *Applied Physical Geography Geosystems in the Laboratory 7th Edition*. New Jersey: Pearson Education.

### Relevant websites

<http://www.physicalgeography.net/fundamentals/contents.html>

[http://wps.prenhall.com/esm\\_mcknight\\_physgeo\\_8/](http://wps.prenhall.com/esm_mcknight_physgeo_8/)

**HUMAN GEOGRAPHY 1**

**3 CREDIT HOURS**

## **Purpose of the course**

The course helps the learner to examine the interaction between human beings and the environment by introducing some theories that simplify the complex nature of human activities. It emphasizes agricultural, industrial and settlement theories. Human geography concepts that show how human activities are inter-related are also elucidated.

## **Expected learning Outcomes**

By the end of the course students should be able to:

1. Explain the scientific nature of human geography
2. Discuss the content and methodology of Human Geography
3. Examine the philosophical underpinnings of human geography that make it a scientific discipline.
4. Assess the relevance of classical location theory in the contemporary world
5. Explain the bases for spatial interaction

## **Course Content**

Scientific revolutions and evolution of academic disciplines. Scientific nature of human geography. Content and methodology of human geography. Philosophical underpinnings of human geography. Basic economic concepts. Classical location theory (von Thunen's agricultural location theory; Weber's industrial location theory and Christaller's Central place theory). Spatial patterns of urban land use. Bases for spatial interaction: gravity models and diffusion models.

## **Teaching Methodologies**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Recommended Reference Materials**

#### **Required textbook**

- 1) Swanson, K. (2010). *Kaplan AP Human Geography 2009 Edition*. New York: Kaplan Publishing.

#### **Further Reading**

- 1) Rubenstein, J. (2010). *The Cultural Landscape, An Introduction to Human Geography: International Edition 10th Edition* New Jersey: Pearson Education.
- 2) Daniels, P., Bradshaw, M., Shaw, D. and Sidaway, J. (2008). [\*An Introduction to Human Geography: Issues for the 21st Century\*](#). New Jersey: Pearson Education.

#### **Relevant websites**

[http://wps.prenhall.com/esm\\_rubenstein\\_humangeo\\_8/](http://wps.prenhall.com/esm_rubenstein_humangeo_8/)

[http://en.wikipedia.org/wiki/Human\\_geography](http://en.wikipedia.org/wiki/Human_geography)

## **GEOGRAPHY OF EAST AFRICA**

**3 CREDIT HOURS**

### **Purpose of the course**

The course examines the physical and human environments in East Africa. It also looks at the constraints to resource utilization in East Africa. The course equips students with knowledge and skills to enable them teach the geography of East Africa. The course uses both topical (thematic) and regional approaches to help students understand the inter-relatedness of geographical phenomena.

## **Expected learning Outcomes**

By the end of the course students should be able to:

1. Describe the East African physical environment emphasizing geomorphology, hydrology, climatology and biogeography
2. Explain the formation and significance of the East African Rift Valley system
3. Explain and offer solutions to problems of aridity and desertification in East Africa
4. Describe the various constraints to resource exploitation in East Africa.
5. Examine the various problems of development in East Africa

## **Course Content**

The physical environment of East Africa, Relief, geology, drainage and climate of East African. The East African Rift System. Vegetation, soils, animal and insect life in East Africa. Problems of environmental degradation in East Africa. East Africa human environment. Language groups of the peoples of East Africa, population distribution and dynamics, agricultural, pastoral, traditional and modern land use systems, manufacturing, mining, energy, tourism and recreation, transport and urbanization in East Africa.

## **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers. Field work trips to places such as the Rift valley, the Lake Victoria basin etc. will also be undertaken.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

## **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Required textbook**

1) Lucas, C. P. (2009). *Geography of South and East Africa*. New Delhi: General Books.

### **Further Reading**

1) Aryeetey-Attoh, S. McDade, B. E., Obia, G. C., Opong, J. R., Osei, W. Y., Yeboah, Johnston-Anumonwo, I. (2009). *Geography of Sub-Saharan Africa*. New York: Prentice Hall.

2) Moss, T. J. (2007). *African Development: Making sense of the issues and actors*. New York: Lynne Rienner Publishers.

### **Relevant websites**

[http://en.wikipedia.org/wiki/East\\_Africa](http://en.wikipedia.org/wiki/East_Africa)

[www.africanculturalcenter.org/1\\_4east.html](http://www.africanculturalcenter.org/1_4east.html)

## **PHYSICAL GEOGRAPHY II**

**3 CREDIT HOURS**

### **Purpose of the course**

The course helps the student to further understand details of the hydrosphere and the lithosphere showing the complex interrelationships between them.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

1. Describe the hydrological cycle and show how human beings have affected its components.
2. Explain the global distribution of water resources in different forms; underground, surface, vapour and even ice/glacier.
3. Explain the components and usefulness of the water balance equation(s)
4. Examine water use in vegetations

5. Describe and analyze geomorphologic processes; erosion, weathering and mass movement on the landscape.

### **Course Content**

World hydrological cycle, global water distribution, the water balance and its components, precipitation, evaporation, stream flows, ground water – capacity, aquifers, recharge and discharge of aquifers, potential and limitations of groundwater and vegetation water needs. Introduction to geomorphologic processes – Fluvial and Aeolian processes and resulting landforms, the cycle of erosion, slopes and associated processes, weathering and its impact on landscape and land use, the work of waves in coastal areas in terms of erosion, deposition and impact on land use.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, field work, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Recommended Reference Materials**

#### **Required textbook**

- 1) Hess, D. and Tasa, D. (2010). [\*McKnight's Physical Geography, A Landscape Appreciation: International Edition\*](#). New Jersey: Pearson Education.

#### **Further Reading**

1) Holden, J. (2008). [\*An Introduction to Physical Geography and the Environment\*](#). New Jersey: Pearson Education.

2) Christopherson, R. and Thomsen, C. (2008). [\*Applied Physical Geography: Geosystems in the Laboratory\*](#). New Jersey: Pearson Education.

### **Relevant websites**

<http://www.physicalgeography.net/fundamentals/contents.html>

[http://wps.prenhall.com/esm\\_mcknight\\_physgeo\\_8/](http://wps.prenhall.com/esm_mcknight_physgeo_8/)

## **HUMAN GEOGRAPHY II**

**3 CREDIT HOURS**

### **Purpose of the course**

This course helps the student understand the importance of decision making in changing the face of the earth. The course shows that human beings are very instrumental in shaping the face of the earth. Human beings are portrayed as capable of shaping and managing their destiny and that of the entire globe.

### **Expected learning Outcomes**

By the end of the course students should be able to:

1. Analyze land use theory and assess its importance
2. Distinguish between rural and urban land uses
3. Explain the processes of decision making
4. Discuss human interactions both at the macro- and micro-levels
5. Examine networks of communication and assess their role in national development.

### **Course Content**

Land use theory (rural and urban land use theories), land use and decision making, spatial interaction models, macro and micro patterns of spatial interaction, structure and properties of networks, evolution of transport networks, industries and urban centres as nodes, location of service centres. Regularity of nodes. Processes of decision making. Migration and the gravity models.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Required textbook**

- 1) Swanson, K. (2010). *Kaplan AP Human Geography 2009 Edition*. New York: Kaplan Publishing.

### **Further Reading**

- 1) Rubenstein, J. (2010). *The Cultural Landscape, An Introduction to Human Geography: International Edition*. New Jersey: Pearson Education.
- 2) Daniels, P., Bradshaw, M., Shaw, D. and Sidaway, J. (2008). *An Introduction to Human Geography: Issues for the 21st Century, 3rd Edition*. New Jersey: Pearson Education.

### **Relevant websites**

[http://wps.prenhall.com/esm\\_rubenstein\\_humangeo\\_8/](http://wps.prenhall.com/esm_rubenstein_humangeo_8/)

[http://en.wikipedia.org/wiki/Human\\_geography](http://en.wikipedia.org/wiki/Human_geography)

## **AIR PHOTO INTERPRETATION & RESEARCH METHODS IN GEOGRAPHY 3 CREDIT HOURS**

### **Purpose of the course**

The course helps the student to understand Aerial photography as an important source of data for Geographical Analysis. Students are introduced to aerial photography and techniques of interpreting data acquired through aerial photographs.

### **Expected learning Outcomes**

By the end of the course the student should be able to:

1. Define aerial photography and explain its role in Geographical Analysis
2. Explain the types and history of aerial photography
3. Describe how aerial photographs are acquired.
4. Explain the procedures of carrying out aerial interpretation.
5. Use a stereoscope.
6. Interpret aerial photographs using stereoscopes

### **Course Content**

Introduction to aerial photography, role of aerial photographs, types of aerial photographs, history of aerial photography, acquiring aerial photographs, scale of photographs, technical aspects of aerial photographs – electromagnetic energy, electromagnetic spectrum, types of films, the aerial cameras, interpretation of aerial photographs – marginal information, stereoscopes and stereoscopic viewing; methods of air photo-interpretation – general examination, methods of identifying features and objects on photographs. Practical role of aerial photography in landform identification, land use analysis, crop types, vegetation types and urban land use among others. Definition of a Geographical research problem and the procedures used to carry out the research.

## Teaching Methodologies

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

## Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

## Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, field work, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries, GPS and digital cameras.

## Recommended Reference Materials

### Required textbooks

- 1) Avery, T. E. and Berlin, G. L. L. (1992). *Fundamentals of Remote Sensing and Airphoto Interpretation*. New York: Prentice Hall.
- 2) Montello, D. and Sutton, P. (2006). *An Introduction to Scientific Research Methods in Geography*. London: Sage Publications.

### Further Reading

- 1) Kothari, C. R. (2008). *Research Methodology: Methods and Techniques* New Delhi: New Age International (P) Limited Publishers.
- 2) Nachmias, C. F. and Nachmias, D. (2008). *Research Methods in the Social Sciences* London: Hodder Education.

### Relevant websites

<http://www.vho.org/GB/Books/dth/fndaerial.html>

[en.wikipedia.org/wiki/Aerial\\_photography](http://en.wikipedia.org/wiki/Aerial_photography)

## **REMOTE SENSING AND RESOURCE MANAGEMENT      3 CREDIT HOURS**

### **Purpose of the course**

The course equips students with Remote sensing skills, an important space technology used to acquire information about the status of the earth and its resources. The course enables students to map resources for development.

### **Expected learning Outcomes**

By the end of the reason of the course the student should be able to:

1. Define remote sensing and assess its use in resource mapping and management.
2. Describe and analyze methods of satellite image interpretation and data analysis
3. Explain how remote sensing technology can be applied in agriculture, forestry, wildlife and range management, hydrology, meteorology among other areas.
4. Critique the effectiveness of remote sensing in national development

### **Course Content**

Introduction to remote sensing and its history, remote sensing concepts and terminology, types of satellites, sensors and platforms. Physical basis of remote sensing, sensor systems – passive and active, processes of acquiring remote sensed image.

Pattern recognition and image interpretation, composite colour images, multi spectral colour images, numerical analysis of remote sensed data – supervised and unsupervised classification; application of remote sensing in agricultural, forest, geological, meteorology, rangeland and hydrological surveys. Limitations of remote sensing technology in developing countries such as Kenya.

## Mode of Delivery

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers. Field visits to places such as Department of Resource surveys and Remote Sensing (DRSRS) and Regional Centre for mapping of Resources for Development (RCMRD).

## Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

## Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## Required textbook

1) Kumar, B. A. (2007). *Remote Sensing and GIS for Natural Resource Management*. New Delhi: Eastern Book Corporation.

## Further Reading

- 1) Price, M. (2008). *Mastering Arc GIS*. Toronto: McGraw-Hill Higher Education.
- 2) Lillesand, T., Kiefer, R. W. and Chipman, J. (2007). *Remote Sensing and Image Interpretation*. New York: John Wiley & Sons.

## Relevant websites

<http://staff.aub.edu.lb/~webeco/rs%20lectures.htm>

<http://www.gisdevelopment.net/application/nrm/overview/nrm0006.htm>

[en.wikipedia.org/wiki/Remote\\_sensing](http://en.wikipedia.org/wiki/Remote_sensing)

## **GEOGRAPHICAL INFORMATION SYSTEMS (GIS)**

**3 CREDIT HOURS**

### **Purpose of the course**

With the advances in ICT, this course aims at equipping the students with skills and knowledge of GIS to enable them solve problems of resource use and development. The students will use appropriate sets of hardware and software to deal with problems having a spatial dimension. GIS is a very important tool for any modern geographer.

### **Expected learning outcomes**

By the end of the course the student should be able to:

1. Explain the role of GIS in the analysis of spatial data.
2. Identify the necessary hardware, software and lifeware required in the installation of an operational GIS work station.
3. Explain the principles of GIS
4. Apply GIS in mapping of resources for development
5. Assess the limitations of using GIS.
6. Use GIS softwares to map resources.

### **Course Content**

Introduction to GIS and its role, Use of modern technology in spatial data analysis, introduction to basic computer concepts, general operating system, GIS hardware, GIS software and lifeware, GIS application areas, institutions using GIS in Kenya. Limitations of GIS technology.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Recommended Reference Materials**

#### **Required textbook**

1) Price, M. (2008). *Mastering ArcGIS*, Toronto: McGraw Hill Higher Education.

#### **Further Reading**

1) Chang, Kang-Tsung. (2008). *Introduction to Geographic information systems*, Toronto: McGraw-Hill.

2) Heywood, I., Cornelius, S. and Carver, S. (2006). [\*An Introduction to Geographical Information Systems\*](#). London: Amazon Books

#### **Relevant websites**

*en.wikipedia.org/wiki/GIS*

<http://staff.aub.edu.lb/~webeco/rs%20lectures.htm>

<http://www.gisdevelopment.net/application/nrm/overview/nrm0006.htm>

**SENIOR RESEARCH PROJECT**

**3 CREDIT HOURS**

#### **Purpose of the course**

This course equips students with skills and knowledge of doing Geographical research and writing a research project.

### **Expected learning outcomes**

By the end of the course students should be able to:

1. Analyze the major chapters in proposal and project (thesis) writing.
2. Examine the importance of literature review
3. Evaluate the various methods of data collection and analyses.
4. Analyze problems encountered during data analyses and interpretation.
5. Describe ways of summarizing, concluding and giving recommendations in a research project.
6. Write good project proposals and thesis.

### **Course Content**

Definition of research; chapters in proposal and thesis writing; research variables; types of research, components of a good research project; Research design and methodology, Literature review, Data analysis and presentation. Writing of a research project.

### **Mode of Delivery**

Lectures, class, discussions, Literature review, class presentation, buzz groups, fieldwork, seminar presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Proposal Writing	30%
Seminar Presentations	10%
Final Research Project	60%

## **Instructional Materials**

Chalkboard, flip charts, class handouts (Past projects) Powerpoint presentations, Transparencies, DVDs, LCDs, CDs, documentaries, Relevant softwares.

## **Recommended Reference Materials**

### **Required textbook**

1) Wickham, S. and Hodgkinson-Williams, C. (2008). *Research Design Toolkit*. University of Cape Town: Centre of Educational Technology.

### **Further Reading**

1) Booth, W. C, Colomb, G. G. and Williams, J. M. (2008). *The Craft of Research*. Chicago: University of Chicago Press.

2) Nachmias, C. F. and Nachamias, D. (2008). *Research Methods in the Social Sciences*. London: St. Martins press.

3) Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London: Routledge.

### **Web sites**

[http://www.crlsresearchguide.org/17\\_Writing\\_Introduction.asp](http://www.crlsresearchguide.org/17_Writing_Introduction.asp)

[http://www.idrc.ca/en/ev-57070-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-57070-201-1-DO_TOPIC.html)

## **QUANTITATIVE TECHNIQUES AND COMPUTER AIDED DATA ANALYSIS 3 CREDIT HOURS**

### **Purpose of the course**

The course introduces students to statistical skills and techniques of handling and analysing geographical data. The use of relevant statistical soft wares in analysing geographical data is emphasized.

### **Expected learning Outcomes**

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

1. Perform basic statistical analysis such as: frequency distribution measurement of central tendency and dispersion and inferential statistics.
2. Apply these skills in studying geographical phenomena.
3. Use computer softwares such as SPSS, Excel, Microfit, stata, etc to analyze geographical data.
4. Analyze geographical information using GIS soft wares such as arc info, arc GIS etc

### **Course Content**

Measures of central tendency and dispersion; introduction to inferential statistics; probability theory and distributions; sampling techniques, the formulation and testing of simple hypothesis through the application of descriptive statistics.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries, computer soft wares such as SPSS, Excel, SAS, stata, microfit etc.

## **Recommended Reference Materials**

### **Required textbook**

1) Burt, J. E. and Barber, G. M. (2009). *Elementary Statistics for Geographers*. London: Guilford Press.

### **Further Reading**

1) Bartholomew, D. J. (2008). [\*Analysis of Multivariate Social Science Data\*](#): London: London University Press.

2) Rogerson, P. A. (2006). *Statistical Methods for Geography: A Student's Guide*. London: Sage Publications Ltd.

3) Afifi, A. (2003). [\*Computer-Aided Multivariate Analysis\*](#). Los Angeles: University of California Press.

### **Relevant websites**

[http://en.wikipedia.org/wiki/Quantitative\\_revolution](http://en.wikipedia.org/wiki/Quantitative_revolution)

<http://www.sou.edu/GEOGRAPHY/JONES/GEOG386/lectures/lectures.htm>

## **CLIMATOLOGY**

**3 CREDIT HOURS**

### **Purpose of the course**

This course is meant to broaden students' understanding of the principle components of Physical Geography specifically the atmosphere. The course helps the learners to understand the impact of climate change on the physical and human environments.

### **Expected learning Outcomes**

By the end of the course the student should be able to:

1. Explain the scope of climatology
2. Explain the relationship between climatology and other related sciences such as meteorology
3. State and explain the modern branches of climatology
4. Analyze the different climatic classification schemes
5. Assess the impact of climate change on global resources and human activities.

### **Course Content**

Scope and development of climatology, climatic variables and their measurements; Analysis of climatic data; Climatic classification schemes; Global climates both in the tropics, subtropics and temperate regions, climatic variability and climate change and their effects on water resources, agriculture and other human activities.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Recommended Reference Materials**

#### **Required textbook**

- 1) Robert, R., Vega A. J. (2008). *Climatology*. London: Jones and Bartlett Publishers International.

### **Further Readings**

- 1) Aguado, E. and Burt, J. (2009). *Understanding Weather and Climate*. New Jersey: Pearson Education.
- 2) Bonan, G. B. (2008). *Ecological Climatology: Concepts and Applications*. Cambridge: Cambridge University Press.

### **Relevant websites**

<http://en.wikipedia.org/wiki/Climatology>

<http://anhonestclimatedebate.wordpress.com/2008/09/28/the-ten-commandments-of-the-cult-of-climatology/>

<http://www.wisegeek.com/what-is-climatology.htm>

## **GEOGRAPHY OF TOURISM AND RECREATION**

**3 CREDIT HOURS**

### **Purpose of the course**

This course looks at tourism and recreation from a geographical perspective emphasizing the tourism and recreation resources available in Kenya and other countries. It also looks at environmental, cultural and other factors that influence the development of tourism. The course also examines the impacts of tourism on the various sectors of the economy.

### **Expected learning Outcomes**

By the end of the course students should be able to:

- 1) Identify and analyze the tourism and recreational resources available in selected countries of the world

- 2) Explain the factors that influence the development of tourism
- 3) Assess the significance of tourism
- 4) Analyze and resolve the conflicts between tourism and other economic activities
- 5) Examine the policy issues affecting tourism development

### **Course Content**

Tourism and recreational activities and resources, factors influencing tourism, ecotourism, tourism and recreational sites in East Africa and Switzerland, significance of tourism, conflicts and conflict resolution in the tourism and recreational sector, policy issues in tourism.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Recommended Reference Materials**

#### **Required textbook**

- 1) Telfer, **D. J. and** Sharpley, R. (2007). *Tourism and Development in the Developing World*. London: Routledge.

#### **Further Reading**

- 1) Page, S. (2009). *Transport and Tourism: Global Perspectives*. New Jersey: Pearson Education.
- 2) Andrew Holden (2007). *Environment and Tourism*. London: Routledge.

## **AGRICULTURAL GEOGRAPHY**

**3 CREDIT HOURS**

### **Purpose of the course**

This course introduces students to the field of agricultural geography looking at the fundamental principles and concepts in agricultural geography. The course also looks at the Purpose of the courses, requirements and approaches to rationalization and classification in agricultural geography. The course also emphasizes the role of agriculture in economic development while laying emphasis on the new developments in agriculture.

### **Expected learning Outcomes**

By the end of the course students should be able to:

1. Discuss the fundamental principles and concepts in agricultural geography
2. Explain the Purpose of the courses, requirements and approaches to regionalization and classification in agricultural geography
3. Analyze the factors that influence agricultural decision making
4. Explain how natural ecosystems are transformed into agricultural systems
5. Assess the role of agriculture in economic development
6. Examine the new technological developments in agriculture

### **Course Content**

Nature and scope of agricultural geography, fundamental principles and concepts in agricultural geography, regionalization and classification in agricultural geography, agriculture and decision making, natural ecosystems and agricultural systems, energy in agricultural, biological bases of farming, problems and potentials of tropical agriculture, political factor in agriculture, world's agricultural systems, technological innovations in

agriculture, food and agricultural crisis in Africa, the green revolution and the Asian models of agricultural development, perceptions in agricultural geography, von Thunen's model of agricultural location, research in agricultural geography, sustainable agriculture, agricultural marketing, agricultural policies.

### **Mode of Delivery**

Lectures, class discussions, practical exercises, field work, drawing of maps, class presentations, small buzz groups, book reviews and use of guest speakers.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries. Recommended Reference Materials

### **Required textbook**

1) Rumney, T. A. (2009). *The Study of Agricultural Geography: A Scholarly Guide and Bibliography*. Lanham: Scarecrow Press.

### **Further Reading**

1) Manionn, A.M. (1995). *Agricultural and Environmental Change: Temporal and Spatial Dimensions*. New York: John Wiley & sons.

2) Singh, J. and Dhillon, S. (1994). *Agricultural Geography*. New Delhi: Tata McGraw-Hill.

### **Relevant websites**

<http://geography.about.com/od/urbaneconomicgeography/a/aggeography.htm>

[www.answers.com/topic/agricultural-geography](http://www.answers.com/topic/agricultural-geography)

[http://en.wikipedia.org/wiki/Tourism\\_geography](http://en.wikipedia.org/wiki/Tourism_geography)

<http://www.geog.nau.edu/rts/>

### 3.6 KISWAHILI

#### Level 100

COURSE	CREDIT HOURS
Introduction to Study of Language	3
Historical development of Kiswahili	3
Language Skills in Kiswahili 1	3
Phonetics & Phonology	3

#### Level 200 Courses

COURSE	CREDIT HOURS
Introduction to the Study of Literature	3
Language Skills in Kiswahili 2	3
Introduction to Theory & Practice of Translation	3
Second language Learning	3

#### Level 300 Courses

<b>COURSE</b>	<b>CREDIT HOURS</b>
Contemporary Kiswahili Novel & Play	3
Theories of Literary Criticism	3
Research Methods in Language & Literature	3
Oral Literature in Kiswahili	3

### **Level 400 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Semantics	3
Textual & Discourse Analysis	3
Language Policy & Planning	3
Kiswahili Poetry	3

## **INTRODUCTION TO THE STUDY OF LANGUAGE                    3 CREDIT HOURS**

### **Purpose of the Course**

This course is designed to prepare students to analyze language scientifically

### **Expected Learning Outcomes**

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

1. Explain all the features of human language.
2. Show how linguistics has been used in various aspects of life to benefit humanity.

### **Course Content**

Language as a system. Linguistics and the study of language; the main branches of linguistics including: phonetics, phonology, syntax, semantics, historical and comparative linguistics and pragmatics. The relationship between linguistics and other disciplines

such as history, anthropology and sociology. Language varieties: dialects, pidgins, and creoles; standard language. Bilingualism and multilingualism.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Habwe, John na Karanja, Peter (2004). *Misingi ya Sarufi ya Kiswahili*. Nairobi. Phoenix Publishers.
- 2) Mgullu, Richard (1999). *Mtalaa wa Isimu*. Nairobi. Longhorn Publishers.

## **HISTORICAL DEVELOPMENT OF KISWAHILI**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to make the students aware about the history of the Kiswahili language.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Show how Kiswahili spread from the East African coast, to inland and to the international scene.
2. Differentiate various dialects of Kiswahili at the phonological and lexical levels.

### **Course Content**

Hypotheses on the origin of the Waswahili and Kiswahili language. First written documents and early Kiswahili literature. The spread of Kiswahili along the East African coast; Kiswahili dialects and their distribution. Factors affecting the spread, development and standardization of Kiswahili. Analysis of the status of Kiswahili vis-à-vis the language situation in East Africa in general and Kenya in particular. Current language planning and government policy, promotion and development of Kiswahili in East

Africa. Kiswahili in Education; the development of Kiswahili in Africa and other parts of the world.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Mbaabu, Ireri. (2007). *Historia ya Usanifishaji wa Kiswahili*. Dar es Salaam. TUKI.
- 2) Whiteley, W. H. (1969). *Swahili: The Rise of a National Language*. London. Methuen.

## **LANGUAGE SKILLS IN KISWAHILI I**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to improve the communicative skills, both oral and written, of the student.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Communicate effectively by employing all the language skills.
2. Use language appropriately with particular emphasis on grammar, punctuation, develop ideas, and maintain flow of ideas.

### **Course Content**

Introduction to language as a tool for communication with particular emphasis on Kiswahili. Variation in Language usage: topic, audience and situation. Styles of writing compositions. Punctuation in writing. Identification and correction of common grammatical and stylistic mistakes in oral and written Kiswahili.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Arege, Timothy (2007). *Kielezi cha Tungo*. Nairobi. Focus Publishers Ltd.
- 2) Berlo, David (1975). *The Process of Communication: An Introduction to Theory and Practice*. San Francisco. Rinehart Press.
- 3) Kitsao, Jay (1995). *Mbinu za Uandishi*. Nairobi. Nairobi University Press.

## **PHONETICS AND PHONOLOGY**

**3 CREDIT HOURS**

### **Purpose of the Course**

This course is designed to provide the student with expertise on the sound patterns found in language.

### **Expected Learning Outcomes**

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

1. Explain various important concepts found in phonetics and phonology.
2. Explain how sounds are arranged to form words in the Kiswahili language.

### **Course Content**

Basic concepts in phonetics and phonology. General aspects of articulatory phonetics; the use of IPA symbols with reference to African Languages, approaches to the classification of speech sounds. Aspects of phonological analysis: the phoneme, the syllable, phonological processes and prosodic features.

### **Mode of Delivery**

Lectures, Tutorials, Language Laboratories, Audio and visual CDs, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%

Total 100%

### **Recommended Reference Materials**

- 1) Habwe, John na Karanja, Peter (2004). *Misingi ya Sarufi ya Kiswahili*. Nairobi. Phoenix Publishers.
  - 2) Mgullu, Richard (1999). *Mtalaa wa Isimu*. Nairobi. Longhorn Publishers.
- 

## **INTRODUCTION TO THE STUDY OF LITERATURE IN KISWAHILI 3 CREDIT HOURS**

### **Purpose of the Course**

This course is designed to equip the student with the skills necessary for the understanding of literature.

### **Expected Learning Outcomes**

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

1. Distinguish the differences in form and style in the genres of literature.
2. Carry out an analysis in any of the various genres of literature such as play, novel and poetry.

### **Course Content**

Basic concepts in literature such as forms and genres, plot, themes, characterization and style as exemplified in oral and written literature. Taxonomic determinants of oral and written literature.

### **Mode of Delivery**

Lectures, Tutorials, Resource persons, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) BSW 204 (1991) *Misingi ya Nadharia ya Fasihi ya Kiswahili*. College of External Studies. University of Nairobi.
- 2) Mlacha, S.A.K. & Madumulla, J. S. (1991). *Riwaya ya Kiswahili*. Dar es Salaam. Dar es Salaam University Press.

## **LANGUAGE SKILLS IN KISWAHILI 2**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to equip the students with effective communication skills at both the oral and written levels.

### **Expected Learning Outcomes**

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

1. Compose different types of essays using well laid down procedures.
2. Read fluently, efficiently and comprehend a variety of literary and non-literary materials.

### **Course Content**

Language in communication. Language of academic presentations: reports, term papers, and oral presentations. Other forms of communication such as letter writing, speech making, and interviews. General techniques of factual and fictional writing. The meaning of style in language. Translation as a communication skill.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Kitsao, J. (1995) *Mbinu za Uandishi*. Nairobi. Nairobi University Press.
- 2) Swales, J. M. (1990) *Genre Analysis: English in Academic Research Settings*. Athenaeum Press Ltd.

**INTRODUCTION TO THEORY AND PRACTICE OF TRANSLATION**  
**3 CREDIT HOURS**

**Purpose of the Course**

This course is designed to introduce the student to the world of translation by providing him/her with the background information, the theory, the basics, and the skills necessary to perform a translation.

**Expected Learning Outcomes**

By the end of the course, the student should be able to:

1. Give a short history of the science of translation.
2. Explain the procedure to follow in translating various texts.

**Course Content**

Historical development of translation. Translation theory. Translation and linguistics. The meaning and process of translation in communication. Evaluation of the linguistic, sociolinguistic, comparative, stylistic and interpretive aspects of translation theory. Approaches and actual translation of text types such as scientific, legal, literary and economic. Evaluation and importance of translation in language development.

**Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

**Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

**Recommended Reference Materials**

- 1) Newmark, P. (1988) *Approaches to translation*. London. Prentice Hall.
- 2) Nida, E. A. (1964) *Towards a Science of Translation*. The Netherlands. Leiden Brill.

**SECOND LANGUAGE LEARNING** **3 CREDIT HOURS**

**Purpose of the Course**

This course is designed to expose the student to the approaches in the study of second language learning and the ir application in Kiswahili.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

1. Explain the approaches used in the study of Second Language Learning.
2. Distinguish between contrastive analysis and error analysis.

### **Course Content**

Major approaches to the study of Second Language Learning and their application to the learning of Kiswahili as a second language. Contrastive Analysis, Error Analysis, Interlanguage and Universal Grammar. Research techniques in the investigation of Second Language Learning such as data elicitation, data quantification and analysis.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **CONTEMPORARY KISWAHILI NOVEL AND PLAY 3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to equip the student with knowledge of the history of the novel and play, their development and analysis skills.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

- 1) Give the history of the Kiswahili novel and play.
- 2) Analyze selected novels and plays.

### **Course Content**

Analysis of social context, themes, language use, plot and characterization in the plays and novels composed in Kiswahili. Place and role of each of these genres in the development of literature in Kiswahili.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Msokile, M. (1983) *Misingi ya Uhakiki wa Fasihi*. East African Educational Publishers.
- 2) Njogu, Kimani na Rocha Chimerah (1999) *Ufundishaji wa fasihi: Nadharia na Mbinu*. Nairobi. Jomo Kenyatta Foundation.
- 3) Wafula, Richard (1999) *Uhakiki wa Tamthilia: Historia na Maendeleo Yake*. Nairobi. Jomo Kenyatta Foundation.

## **THEORIES OF LITERARY CRITICISM**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to equip the student with theories of literary criticism that will guide him/her in the analysis of text.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

- 1) State the tenets of given theories of literary criticism.
- 2) Use the theories of literary criticism to analyze literary works.

### **Course Content**

Meaning and function of a theory of literary criticism. Exposition of literary critical perspectives such as Classical, Neo-classical, Realistic and Reader-response with particular reference to Kiswahili literature.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### Course Assessment

Type	Weighting
Continuous Assessment	30%
Examination	70%
Total	100%

### Recommended Reference Materials

- 1) Msokile, M. (1983). *Misingi ya Uhakiki wa Fasihi*. Nairobi. East African Educational Publishers.
- 2) Njogu, K. na Chimerah, R. (1999). *Ufundishaji wa Fasihi: Nadharia na Mbinu*. Nairobi. Jomo Kenyatta Foundation.
- 3) Wamitila, K. W. (2003). *Kamusi ya Fasihi: Istilahi na Nadharia*. Nairobi. Focus Books.
- 4) Wamitila, K. W. (2008). *Misingi ya Uchanganuzi wa Fasihi*. Nairobi. Vide-Muwa Publishers Ltd.

## RESEARCH METHODS IN LANGUAGE & LITERATURE

3 CREDIT HOURS

### Purpose of the Course

This course is designed to provide the student with scholarly research skills that may be of use in any area of specialization that s/he chooses to pursue.

### Expected learning Outcomes

By the end of the course, the student should be able to:

- 1) State all the subheadings of a research proposal.
- 2) Write a well researched paper using the skills learnt.

### Course Content

The nature and functions of research work with particular reference to Kiswahili Language and Literature. The research topic, sampling design, data collection: primary and secondary sources such as library work, interviews, questionnaires and observation. Data analysis and interpretation. Report writing, drafting, referencing, editing, proof reading and indexing.

### Mode of Delivery

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Brown, J. D. (1989). *Understanding Research in Second Language Learning*. Cambridge, Cambridge University Press.
- 2) Mugenda, M. M. and Mugenda, A. G. (1999). *Research Methods*. Nairobi. African Centre for Technology Studies.
- 3) Shohamy, E. (1989). *Second Language Research Methods*. Oxford. Oxford University Press.

## **ORAL LITERATURE IN KISWAHILI**

**3 CREDIT HOURS**

### **Purpose of the Course**

This course is designed to make the student appreciate the existence of oral literature and to encourage its classification.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

- 1) Distinguish between oral literature and written literature.
- 2) List the methods that can be used to classify oral literature subgenres.
- 3) Explain how oral literature is evolving in the present era.

### **Course Content**

Theory of Oral Literature in Kiswahili. Relationship between Kiswahili Oral and Written Literature. Function of Oral Literature. Techniques in oral literature research and their problems. Genres of Kiswahili Oral Literature such as proverbs, riddles and narratives. Oral literature in a changing society.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Resource Persons, Audio Visual Resources, Group Discussions and Presentations

## Course Assessment

Type	Weighting
Continuous Assessment	30%
Examination	70%
Total	100%

## Recommended Reference Materials

- 1) Dundes, A. (1965). *The Study of Folklore*. London. Prentice-Hall.
- 2) Finnegan, R. (1970). *Oral Literature in Africa*. Nairobi. Oxford University Press.
- 3) Njogu, K. and Chimera, R. (2001). *Ufundishaji wa Fasihi*. Nairobi. Jomo Kenyatta Foundation.

## SEMANTICS

**3 CREDIT HOURS**

### Purpose of the Course

This course aims at introducing students to the basic concepts and principles of the theory and analysis of meaning.

### Expected Learning Outcomes

By the end of the course, the student should be able to:

- 1) Identify and use basic concepts in semantics.
- 2) Analyze meaning relations between words and meaning relations between sentences
- 3) Describe and use various approaches to the analysis of meaning.

### Course Content

Theory and analysis of meaning. Language as a system of communication. The concept of meaning as an interdisciplinary component of language; the scope, assumptions and goals of semantics. Approaches to the analysis of meaning; lexical versus prepositional meaning; sense relations versus meaning properties and semantic change.

### Mode of Delivery

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### Course Assessment

Type	Weighting
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Continuous Assessment	30%
Examination	70%
Total	100%

### **Recommended Reference Materials**

- 1) Leech, Geoffrey. (1974) *Semantics: An Introduction to the Science of Meaning*. Oxford. Basil Blackwell.
- 2) Ullmann, Stephen (1972). *The Science of Meaning*. Oxford. Basil Blackwell.

### **Further Reading**

## **TEXTUAL AND DISCOURSE ANALYSIS**

**3 CREDIT HOURS**

### **Purpose of the Course**

The Purpose of the course of this course is to focus on language in use and analyze functions of linguistic expressions in human interaction. It addresses factors that are relevant to linguistic construction and interpretation.

### **Expected learning Outcomes**

By the end of the course, the student should be able to:

- 1) Analyze language beyond the sentence using various approaches.
- 2) Show the connection between form and function in discourse.

### **Course Content**

Textual analysis as a linguistic discipline. Techniques of discourse analysis and their development; the use of linguistic devices in the interpretation of oral and written texts. Study of speech making and interpretation. Verbal versus written texts from the standpoint of language use.

### **Mode of Delivery**

Lectures, Tutorials, Case Studies, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## Recommended Reference Materials

- 1) Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge. Cambridge University Press.
- 2) Schiffrin, J. M. and Coulthard, R. M. (1975). *Approaches to Discourse*. Oxford. Basil Blackwell.
- 3) Wodak, R. and Meyer, M. (2001). *Methods of Critical Discourse Analysis*. SAGE Publications.

## Further Reading

## MORPHOLOGY AND SYNTAX

3 CREDIT HOURS

### Purpose of the Course

The main Purpose of the course of this course is to assist the student to master the main ideas and most important aspects of grammar (morphology and syntax) and to use them in the analysis of language.

### Expected Learning Outcomes

By the end of the course, the student should be able to:

- 1) Identify and describe allomorphs, morphs, and morphemes in any given a set of data.
- 2) Explain the salient features of the various theories of syntax.

### Course Content

Morphological concepts such as morpheme, morph, allomorph and word. Affixation – prefixation, infixation and suffixation; derivational and inflectional morphology; discovery procedures in the identification of morphemes with reference to African languages. Syntactic concepts such as phrase, clause and sentence. Introduction to theories of syntax – traditionalism, structuralism, transformational grammar.

### Mode of Delivery

Lectures, Tutorials, Group Discussions and Presentations

### Course Assessment

Type	Weighting
Continuous Assessment	30%
Examination	70%
Total	100%

## Recommended Reference Materials

- 1) Massamba, D. P. B. et. al. (2001). *Sarufi Miundo ya Kiswahili Sanifu*. Chuo Kikuu cha Dar es Salaam. TUKI.
- 2) Mgullu, Richard (1999). *Mtalaa wa Isimu*. Nairobi. Longhorn Publishers.
- 3) Waihiga, Gichohi (1999). *Sarufi Fafanuzi ya Kiswahili*. Nairobi. Longhorn Publishers.

## KISWAHILI POETRY

3 CREDIT HOURS

### Purpose of the Course

The course is designed to give the student both historical and contemporary perspectives of Kiswahili poetry.

### Expected Learning Outcomes

By the end of the course, the student should be able to:

- 1) Analyze the themes and form of Kiswahili poetry.
- 2) Compare the pre-twentieth formal poetry with contemporary poetry.
- 3) Evaluate specific works by pre-twentieth poets and contemporary poets.

### Course Content

Analysis of thematic and formal features of classical and contemporary Kiswahili poetry in the light of theories of literary criticism. Works of outstanding Kiswahili poets such as Ahmad Nassir, Mwana Kuponu, Muyaka bin Haji, Shaaban Robert, Amri Abedi and Euphrase Kezilahabi.

### Mode of Delivery

Lectures, Tutorials, Resource Persons, Group Discussions and Presentations

### Assessment

Type	Weighting
Continuous Assessment	30%
Examination	70%
Total	100%

## Recommended Reference Materials

- 1) Abedi, A. K. (1954). *Sheria za Kutunga Mashairi na Diwani ya Amri*. Nairobi. Kenya Literature Bureau.
- 2) Mohamed, S. A. (1990). *Mbinu na Mazoezi ya Ushairi*. Nairobi. Evans Brothers.

3) Senkoro, F. E. M. K. (1988). *Ushairi, Nadharia na Tahakiki*. Dar es Salaam. Dar es Salaam University Press.

### 3.7 LITERATURE

#### Level 100 Courses (First Year Courses)

COURSE	CREDIT HOURS
Theory of Literature	3
Introduction to Oral Literature	3
Stylistics	3
The Short story	3

#### Level 200 Courses (Second Year Courses)

COURSE	CREDIT HOURS
East African Prose	3
East African Poetry	3
East African drama	3
Children's Literature	3

#### Level 300 Courses (Third Year Courses)

COURSE	CREDIT HOURS
Introduction to Literary Criticism	3
South African Literature	3
Afro-American Literature	3

European Literature	3
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### **Level 400 Courses (Fourth Year Courses)**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Carribbean Literature	3
Modern Poetry	3
Theatre Arts	3
Creative Writing Project	3

### **THEORY OF LITERATURE**

**3 CREDITS HOURS**

#### **Purpose of the course of the Course**

To equip the learner with knowledge and skills to enable him/her investigate the nature and functions of literature and literary scholarship.

#### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Describe the nature and form of literature
- 2) Evaluate assumptions underlying literary criticism
- 3) Examine literary movements such as realism, naturalism, romanticism, surrealism and modernism
- 4) Examine how literary phenomenon such as the novel came into being

#### **Course Content**

Nature and function of literature as a form of social consciousness; humanistic and universal essence of literature; assumptions underlying literary criticism; literary movements- realism, naturalism, romanticism, surrealism, Marxism and modernism.

#### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

## **INTRODUCTION TO ORAL LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge and skills to enable him/her appreciate oral literature and the artistic, cultural, social and physical elements that give rise to it and to which it is integrated.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss the elements that gave rise to the development of oral literature
- 2) Examine how oral literature is transmitted and enjoyed
- 3) Classify and explain characteristics of genres of oral literature
- 4) Examine the social occasions and context in which different genres function and are performed
- 5) Document specific oral performance

### **Course Content**

Definition of oral literature; the artistic, cultural, social and physical elements that give rise to oral literature; genres of oral literature and their characteristics; transmission of oral literature and the social occasion and context in which different genres function; field work techniques and methods; documentation of a specific genre.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **STYLISTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with methodological apparatus for the study and appreciation of the style of literary works.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss the importance of language as raw material for literature
- 2) Describe and critique various levels of stylistic realization such as phonology, graphology, syntax, lexis and semantics
- 3) Distinguish macro-stylistic categories such as cohesion, dialogue, interior monologue and point of view; modes of presentation such as narration, description and exposition
- 4) Use knowledge of stylistics as part of a comprehensive approach to literary scholarship

## **Course Content**

Definition of concepts, importance of the study of stylistics; meaning of literary criticism; pitfalls of impressionistic criticism language as raw materials for literature; levels of stylistic realization- phonology graphology, syntax; lexis and semantics; micro- stylistic categories such as cohesion, dialogue, interior monologue and point of view; modes of presentation- narration, description and exposition

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment:**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **THE SHORT STORY**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the earner with knowledge, skill, attitudes, values and competences to help him/her appreciate short story as a genre.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Examine the genesis of the short story as a genre
- 2) Discuss the salient characteristics of the short story

- 3) Compare the prevalent themes in short stories from selected regions in Africa
- 4) Use knowledge acquired to make critical appreciation of short stories by selected authors

### **Course Content**

Definition; the rise of the short story as a genre, salient characteristics of the short stories (the nature of the plot, characters, styles and themes); critical appreciation of short stories by renowned writers in Kenya; short stories from from other parts of Africa

## **EAST AFRICAN PROSE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge, skills, attitudes and values that enable him/her appreciate and account for the changing styles and themes against specific social political and cultural trends in East Africa.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Trace the development of East African novels
- 2) Discuss the prevalent themes and styles in East African literature using specific novels as illustrations
- 3) Examine the salient features of a novel
- 4) Compare themes from different periods of time and settings
- 5) Critically analyze societal problems as depicted in specific novels and suggest ways of dealing with them

### **Course Content**

Development of East African novel from the colonial period to the present; major East African writers; salient features of the novel, prevalent themes and styles; influence of the social, political and cultural trends on the East African novel; analysis of specific novels in terms of themes, settings and styles.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

**Instructional Materials/Equipment:**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

**Course Assessment**

Type	Weighting
Continuous assessment	30%
Final Examination	70%

**EAST AFRICAN POETRY**

**3 CREDIT HOURS**

**Purpose of the course of the Course**

To equip the learner with knowledge, skills, attitudes, values and competences for criticism of poetry through a wide exposure of different poems.

**Expected learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Distinguish between poetry and prose.
- 2) Apply the concepts of figures of speech, satire, tone, irony, mood and attitude in selected poems.
- 3) Examine and explain prevalent themes in selected poems and the social cultural and political environment that gives rise to them.

**Course Content**

Distinction between poetry and prose; song traditions in prose and poetry- poetic features of rhythm, rhyme, figures of speech, irony, satire, attitude and mood prevalent in East African poems and the social cultural and political environment; political exercises from anthologies of poetry.

**Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **EAST AFRICAN DRAMA**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To familiarize the learner with dramatic genres (comedy and tragedy) and provide skills for appreciating drama as an important genre and for analyzing plays in terms of form and content.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Examine the social, cultural and political environment in which the plays are made.
- 2) Analyze the form and content of selected plays.
- 3) Examine the nature of comedy and tragedy using selected plays.
- 4) Apply the knowledge acquired in teaching literature in school.

### **Course Content**

Drama as a literary genre; main East African Playwrights; the social cultural and political environment that has given rise to East African drama; content and format of selected plays; concepts of comedy and tragedy in relation to specific plays.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **CHILDRENS' LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge, skills, attitudes, values and competences to enable him/her appreciate children's literature using examples from selected books.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Make a critical and theoretical survey of children's literature.
- 2) Examine cultural backgrounds that gave rise to selected books.
- 3) Compare Children's literature from different parts of the world-East Africa, Africa and African Diaspora.
- 4) Explain and recommend important characteristics of books for pre- school and pre- adolescent children.

### **Course Content**

Survey of children literature; representative text from past and present and from different cultural backgrounds; children literature from East Africa, Africa and African Diaspora; characteristics of pre- school and pre- adolescent children.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SOUTH AFRICAN LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To familiarize the learner with South African literature and help him/her establish the difference in the themes and styles of the region compared to other areas studied.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss how varying literary expressions are used to present the realities in South Africa.
- 2) Compare the different approaches used by different authors- Paton, Lessing, Gordmer, Abrahams, Mphahlele, Furgard, Brutus, La Guma, etc.
- 3) Examine the prevalent themes and styles in South Africa.
- 4) Assess the effectiveness of the different genres in presenting the realities in South Africa.
- 5) Apply the knowledge acquired to appreciate similar works.

### **Course Content**

South African expressions- autobiographies, poetry, drama, and novel; styles and themes used by different writers; prevalent themes through different periods to the present; comparison of works by different writers.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **AFRO- AMERICAN LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To familiarize the learner with Afro-American literature as an expression of Black consciousness from slavery to the present.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Trace the development of Afro- American literature from slave period to the present.
- 2) Examine social political and economic factors that have contributed to the emergence of unique literature in different periods.
- 3) Examine the different possibilities opened up by Black Power Movement.
- 4) Discuss salient characteristics of literature in different periods.
- 5) Assess different writers' contributions towards a liberating consciousness.

### **Course Content**

Emergence of Afro- American literature during the slave period (Chestnut, Dunbar, Dubois, Garveyism, the Harlem Renaissance, Mackay, Hughes Countee, Cullen), the 1930s and 1940 (Wright, Ellison); the Civil Right Movement (Baldwin, Martin LutherHansberry) Black power (Malcolm X, Baraka, Don Lee); literary possibilities opened up by the Black power Movement; assessment of the writers in terms of their contribution to towards liberating consciousness.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment:**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **EUROPEAN LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To enhance the learner's skills of literary criticism by exposing him/her to European literature with special emphasis on its technical and literary properties.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss the features of classical, neoclassical and modernist poetry.
- 2) Examine the major literary regions of Europe.
- 3) Trace literary development and movements such as Romanticism, Realism and modernism.
- 4) Do a practical interpretation of some key works of prose.
- 5) Evaluate the technical and literary properties of European prose and their universal appeal.

### **Course Content**

Classical, neoclassical and modernist school of poetry with particular emphases on form and content; major literary regions of Europe; literary movements- Romanticism,

Realism, and modernism as they relate to literary developments in the region; practical textual literary properties and their universal appeal.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **CARIBBEAN LITERATURE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To enhance the learner's skills of literary criticism by the emergence and evolution of Caribbean consciousness and self discovery.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Trace the important landmarks in the emergence of Caribbean consciousness and self discovery.
- 2) Examine the works of major writers such as C.S.R. James, Claude Mckay and Aime Cesaire, and their contribution towards the discovery of the islands.
- 3) Trace the emergency of a national character through the works of writers such as Andrew Salkey, V.S. Naipaul, George Lamming, Edward Braithwaite, Wilson Harris, Michael Antony, etc.
- 4) Examine the emergence of Pan- Africanist consciousness.
- 5) Analyze the social, political, cultural experiences and struggles that gave rise to Caribbean literature.

6) Critically examine selected texts.

### **Course Content**

Significant landmarks in the emergence and evolution of a Caribbean consciousness and self discovery; discovery of the islands by intellectuals through the works of C.L.R. James, Claude McKay and Aime Cesaire; the emergence of a national character accompanied by great movements in the 1950s through the works of Andrew Salkey, V.S. Naipaul, George Lamming, Edward Braithwaite, Wilson Harris, Michael Anthony etc; the emergence of Pan- Africanist consciousness and the growth of a literature within the context of social, political, cultural experiences and struggle.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **MODERN POETRY**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To help the learner appreciate the factors which have influenced the creation of classical poetry.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Assess the significance of major global events - the First World War, the Russian Revolution, and emergence of America as a major imperialist power and the rise of modern poetry.
- 2) Illustrate the relationship between the events after the First World War and poetry of the time.
- 3) Make a critical appreciation of poems by Poets including T.S. Elliot, W. B. Yeats, B. Brecht, V. Mayakovsky, P. Neluda, Kim Chi Ha, etc.
- 4) Demonstrate why poems are considered as the best of the world.

### **Course Content**

The period of modern poetry as characterized by Worl War I, the Russian Revolution (1917); the emergence of America as a major imperialist power, World war II, the Chinese revolution (1949), and the struggle against colonial rule all over the world; selected poems in the context of the period- T.S. Elliot, W.B Yeats, B. Brecht, V. Mayakovsky, P. Neluda, Kim Chi Ha, etc.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **CREATIVE WRITING PROJECT**

### **3 CREDIT HOURS**

Research to be carried out under the supervision of a member of staff with the approval of the Chairman of the Department. Students taking this unit will be expected to present a dissertation after research in any approved field of literature. Alternatively, students, in

consultation with the chairman, may write an original creative composition in any of the genres of literature: poetry, drama, the novel, or a collection of short stories.

### **3.8 BACHELOR OF EDUCATION IN ENGLISH LANGUAGE**

#### **Level 100 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Introduction to the Description of English	3
Introduction to the Study of English	3
Advanced Description of English	3
English Grammar and Usage I	3

#### **Level 200 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Origins and Development of English	3
Phonology of English	3
English Syntax	3
English Grammar and Usage II	3

#### **Level 300 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Second Language Acquisition	3
Language Policy and Issues	3

Research Methods in Linguistics	3
English Structure and Semantics	3

### **Level 400 Courses**

<b>COURSE</b>	<b>CREDIT HOURS</b>
Seminar/Research Project	3
Varieties of English	3
Principles of Creative Writing	3
Psycholinguistics	3

## **INTRODUCTION TO THE DESCRIPTION OF ENGLISH     3 CREDIT HOURS**

### **Purpose of the course of the Course**

To introduce the learner to basic terminologies in the description of English language

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

1. Describe parts of speech.
2. Use varieties of English sentences according to structure and function in academic work.
3. Analyze the structure of English sentences.
4. Apply the knowledge acquired to teach English.

### **Course Content**

World classes nouns, verbs, adjectives, adverbs, prepositions, pronouns, demonstratives and interjection; word forming processes, coinage blending derivational and inflectional, abbreviations etc; phrases and clauses, sentence types- functional and structural, basic sentence patterns, introduction to phonology of English; description of English sounds and their production.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **INTRODUCTION TO THE STUDY OF LANGUAGE**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with basic knowledge of general linguistics as well as introduce him/her to the basic concepts in the study of Language.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Distinguish between human and animal communication.
- 2) Describe Language using the correct terminologies.
- 3) Examine the process of sound production.
- 4) Describe the various word processing processes.
- 5) Apply the concept of “knowing Language” to specific Languages.
- 6) Analyze sentences in terms of syntax.
- 7) Transcribe sentences phonetically.
- 8) Discuss Language situations eg disglossia.
- 9) Analyze the meaning of sentences in terms of denotation and connotation.

### **Course Content**

Definition of language; characteristics of animal and human language; what knowing a language entails; introduction to basic concepts- phonetics, phonology, morphology, syntax and semantics; introduction to sociolinguistic terms- speech, community, dialects and idiolects, accents, bilingualism and multilingualism.

## **Teaching Methodologies**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **ADVANCED DESCRIPTION OF ENGLISH**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To enhance the learner's knowledge of the structure and usage of the English Language.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Describe English Language using correct terminologies.
- 2) Describe supra- segmental features of English.
- 3) Analyze words and syllables.
- 4) Apply rules of stress and intonation in spoken and written English.
- 5) Analyze sentence structure.
- 6) Describe the phonologies of English.
- 7) Distinguish between phonetics and phonologies.
- 8) Distinguish semantics from pragmatics.
- 9) Discuss various types of English in the world.

### **Course Content**

Description of sounds of English, identification of phonemes, complementary distribution, parallel distribution, free variation; phonemes and allophones, phonemic

analysis, allophonic process, syllabic structure, phontactics, supra-segmental features, kinds of morphemes, stems, affixes and prefixes, word formation and structure, possessive nouns and pronouns, verbs and verb phrases usage, subject and predicate, coordinating and surbodinating structure; semantics, pragmantics; English of the world; phonology versus phonetics.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

### **Recommended Reference Materials**

## **ENGLISH GRAMMAR AND USAGE I**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To enhance the learner's understanding of English Language and its usage in speaking and writing

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Use correct terminologies in English structure.
- 2) Explain relationships between different parts of a sentence.
- 3) Describe the rules governing the use of tenses in English.
- 4) Apply the rules of agreement/ concord in both spoken and written English.

- 5) Examine the problems experienced in the use of specific English structures.
- 6) Speak and write English correctly.

### **Course Content**

Knowing and knowing about a language; types of verb- lexical, primary and auxiliary usage; finite and non-finite forms of the verb; use of verb to express tense, aspect, voice and mood; traditional versus modern grammar view of tenses; transitive and intransitive verbs; the noun phrase; determiners and modifiers; prepositional and conjunction use of some functional words; adverbial and adjectival usage; concord case and role analysis.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **ORIGINS AND DEVELOPMENT OF ENGLISH**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the student with the knowledge of how the English Language emerged and evolved over time and some of its varieties around the world.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Explain some of the political factors that influenced the origin and development of English.

- 2) Examine the influences of other languages onto English.
- 3) Describe the changes that took place in the English Language from old English through Middle English to Modern English.
- 4) Describe the characteristics of Standard English.
- 5) Compare Standard varieties of English with other varieties.
- 6) Assess the impact of Language change on education.

### **Course Content**

Germanic group of languages; Invasion of British Isles; Norman Conquest and its impacts on English; characteristics of English as categorized by the periods; language change and education

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PHONOLOGY OF ENGLISH**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the student with the knowledge and skills for effective and correct pronunciation of the English Language.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Distinguish between phonetics and phonology.
- 2) Describe the way English sounds are produced.
- 3) Explain allophonic processes and supra- segmental features.
- 4) Distinguish sounds that are easily confused in pronunciation.
- 5) Read English words and sentences using the correct stress and intonation.

### **Course Content**

Definition of phonetics and phonology; description of sounds, inventory of English sounds; phonemes and allophones; allophonic processes; supra segmental features in English; pitch and intonation; stress, levels of stress, stress in connected speech; practical drills in pronunciation, distinguishing sounds, stress and intonation.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **ENGLISH SYNTAX**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the student with the knowledge of the structure of English Language and the rules of syntax in order to deal with the problems of structure more effectively in teaching.

## **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Identify phrases, their heads and modifiers.
- 2) Demonstrate understanding of how different parts of sentences relate to each other.
- 3) Discuss the concept of syntactic relatedness.
- 4) Examine empty constituents and WH- question formation.
- 5) Solve learners' problems and difficulties in English.
- 6) Expose learners to the theory of syntax.

## **Course Content**

Phrases and clauses; heads of clauses; types and structure of phrases; complex syntax; presenting sentences on tree diagrams; syntactic relatedness, imperatives, passive sentences; WH- questions; empty constituents and lexicalized phrases.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **ENGLISH GRAMMAR AND USAGE II**

**3 CREDIT HOURS**

## **Purpose of the course of the Course**

To equip the learner with knowledge and skills relating to the English grammar for effective and appropriate usage in speaking and writing models.

## **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Explain why the knowledge of English grammar is important.
- 2) Use English inflectional rules correctly.
- 3) Discuss the use of English models.
- 4) Discuss the formation of reported speech, question tags, intensifiers and comparatives.

## **Course Content**

Purpose of the course of grammar, review of word classes; English inflections for plural formation, tense, possessive and comparatives; use of English modal verbs; participle phrases and the infinitives, formation of the passives, question tags and questions; direct speech and reported speech- formation and rules; use of intensifiers with adjectives, intensifiers and comparatives, participle phrases as modifiers and relative pronouns with modifiers.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SECOND LANGUAGE ACQUISITION**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with theories of language, acquisition and learning with particular references to English.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss theories of first and second language acquisition and learning.
- 2) Use principles of error analysis to analyze errors made by learners.
- 3) Analyze the models of second language learning.
- 4) Apply appropriate measures to facilitate second language learning.
- 5) Employ appropriate techniques to correct learners' errors.
- 6) Differentiate errors from mistakes.
- 7) Distinguish acquisition from learning.
- 8) Compare and contrast the various models of second language acquisition.

### **Course Content**

Concepts of first language, second language and foreign language; theories of language acquisition and learning; concepts of error and mistakes, error analysis and corrections; theoretical models of second language learning and their implications on the teaching of English in Kenya.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

**LANGUAGE POLICY AND ISSUES**

**3 CREDIT HOURS**

## **Purpose of the course of the Course**

To make the learner aware of and appreciate the position of each language in Kenya as well as its use in the curriculum.

## **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Trace the history of language planning in Kenya.
- 2) Analyze Kenya's language policy and the role of teaching English, Kiswahili and mother tongues.
- 3) Analyze the problems facing primary school teachers in the application of the language policy.
- 4) Discuss emerging issues such as the development of sheng and its impact on reading and learning.

## **Course Content**

Concepts of language policy and planning, process of language planning, History of language planning in Kenya; the role of English, Kiswahili and mother tongues in the curriculum; development of sheng and its implications on language teaching; emerging issues on use, and teaching of various languages in Kenya.

## **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **RESEARCH METHODS IN LINGUISTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge and skills for effective research in linguistics.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Identify a research topic.
- 2) State a research problem.
- 3) Write research objectives and hypotheses.
- 4) Manage data.
- 5) Examine and put into practice analytical procedures in a research project in linguistics.

### **Course Content**

Write a research proposal in language; identify a research topic; state a research problem, research questions; state relevant research hypotheses/ premises, identify dependent and independent variables; Review of relevant literature, text citation within the text; piloting; problems in the field; data collection methods; sampling procedures; data elicitation tools; data analysis and presentation; making rough drafts and final report; referencing; proof reading; editing; making appendices; binding .

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **ENGLISH STRUCTURE AND SEMANTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge and skills pertaining to the structure of English and the dynamics of constructing meaning.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Identify sentences with different meanings.
- 2) Differentiate between vagueness and ambiguity.
- 3) Examine theories of meaning and the concept of deep and surface structures.
- 4) Examine how context influences meaning.
- 5) Discuss the concept of componential analysis and semantic fields.

### **Course Content**

Definition of ambiguity and vagueness; theories of meaning, surface and deep structure; representational components of meaning; semantic fields and idioms; grammatical ambiguity and how context influences meaning; clause and associated structural functions; role of subject complement, agentive and instrumental subjects, recipient subjects, locative, temporal and eventive subjects; attitude, focus and theme.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **SEMINAR/ RESEARCH PROJECT**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To develop independent critical research and presentation skills in the learner.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Identify sentences with different meanings.
- 2) Select topics of interest, research and present analytical seminar papers in class.
- 3) Demonstrate independent study skills by carrying out research on selected topics.

### **Course Content**

Intensive reading on guided and seminar presentations; r review of topics decided by both the learner and the lecturer in the area of structure, use, teaching and learning of English language. Examples of topics include discourse analysis, pragmatic nominalization, English for specific Purposes, social linguistics and second language acquisition.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **VARIETIES OF ENGLISH**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge of varieties of English spoken in different parts of the world in order to deal effectively with factors influencing the use of English in the world.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Explain the main functions of English in the world.
- 2) Discuss the notion of varieties, standard and non standard, native, second language and foreign language.
- 3) Examine the various English varieties.
- 4) Discuss the process of standardization.
- 5) Assess the impact of information technology on language variation.
- 6) Analyze the effects of the varieties of English taught in Kenyan schools.

### **Course Content**

The notion of variation and varieties, standard and dialects, English as a native, second and first language; uses of English in the Geographical dispersal of people to other continents, functions of English; variations due to attitude and level of education; regional varieties; East African variety, South African English, Canadian, Australian and Asian varieties; impact of technology on English.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

## **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PRINCIPLES OF CREATIVE WRITING**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge and skills for effective creative academic writing

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Write a creative essay.
- 2) Apply the techniques of writing.
- 3) Analyze narrative perspective.
- 4) Identify, classify and use figurative language.
- 5) Critique a literary work.
- 6) Analyze cohesion and coherence in texts.

### **Course Content**

Different forms of creative writing- exposition, description, narrative, persuasive, argumentative, ; narrative perspectives, style and techniques focusing on theme of the sentence, sentence variation, cohesion and texture; figurative language; its role and relevance; use of quotation and paragraph structure; poetic forms, fiction and non fiction forms of writing.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.

Field trips to different agricultural farms and establishments.

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **PSYCHOLINGUISTICS**

**3 CREDIT HOURS**

### **Purpose of the course of the Course**

To equip the learner with knowledge of the relationship between language, brain and thought.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Explain how children acquire culture.
- 2) Discuss the relationship between language, brain and thought.
- 3) Assess the relationship between perceptions and information processing.
- 4) Analyze various language disorders.
- 5) Identify learner languish disorders and provide remedial assistance.

### **Course Content**

Acquisition of language in children; theories of language acquisition; form of children language; relationships between language, brain and thought; localization of language; perception and information processing- perception of sentences and clausal boundaries; language disorders e.g. Broca's aphasia, conduction aphasia, dyslexia, lispings, etc.

### **Mode of Delivery**

Lecture, tutorials, Internet, group discussions, resource person, library research.  
Field trips to different agricultural farms and establishments

### **Instructional Materials/Equipment**

Power point, whiteboards, hand-outs, transparencies, charts/maps, DVDs

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final Examination	70%

## **3.9 RELIGIOUS STUDIES**

### **Philosophy of the programme**

Bachelor of Education in Religious Studies is based on the conviction that the globe has become a village where by people of diverse religious background find living together in the same environment. The programme is guided by the passion for producing teachers who not only understand and appreciate their religious beliefs, but also foster mutual understanding and harmonious living among people of diverse religious background.

### **Rationale of the Programme**

Religious Studies as a Discipline provides opportunity for learners to discover that human values, history, culture, hopes, and fears would be incomprehensible without an understanding of the religious systems and symbols underlying them. The purpose is to develop the mind of learners, help them develop analytical skills, to study religion critically, to experience and appreciate creative process. Religious Studies seeks to equip the learners with knowledge on the origin and development of religions, analysis of the religious truth, claims and logical consistency of religious beliefs, the role of religions in the society, the way religions appear to us, the inner characters of religious experiences

and the ways individual needs are met through religion. Through the academic discipline of religious studies the learners confront religion in all its complexity and diversity. Learners are also challenged to strive for humanity's highest moral and ethical ideals. Further the religious studies nourish the uniquely human resources of creativity and imagination. It is, therefore indispensable that well-educated person be exposed to the study of religion.

### **Overall Goal of the programmeme**

1. To inquire into the many forms of world religious traditions, appreciate the African culture and thus speak from the African phenomenological point of view in evaluating other religious beliefs, systems and values
2. To examine the vital role of religion in shaping human experience, and so expose students to the capacity of religion to enhance and transform life
3. To offer students the opportunities to examine the crucial questions of human experience as addressed in religious traditions critically, and to experience as addressed in religious traditions.
4. Equip learners with skills to enable them cope with challenging life situations in a religiously, socially, morally, and politically changing society.
5. Form leanners who can articulate the knowledge acquired and be positive participants in matters of religious and human development.
6. To equip leaners with adequate knowledge to enable them to teach religious studies at Secondary Schools and colleges

### **Programmeme Learning Outcomes**

By the end of the programmeme students will be able to:

- 1) Acquire the necessary knowledge and teaching skills concerning religion resources.
- 2) Acquire skills and knowledge that will help them become global citizens.
- 3) Gain insights into the importance of religion, appreciating religious and cultural beliefs of diverse religious traditions.
- 4) Acquire positive attitudes towards the beliefs of other people and be able to work with them harmoniously.
- 5) Gain skills and knowledge to enable them to teach religious studies at Secondary Schools and colleges.

6) Acquire knowledge on the wisdom and richness found in other religious traditions, hence gain skills to teach in schools.

7) Get the necessary skills and knowledge to interpret, analyze religious issues in society.

### **Admission Requirements**

In addition to the general requirements of a C+ grade at (KCSE) by the university listed in Chapter 1, section 4, a student pursuing the Religious Studies Major degree must also have:

- 1) A minimum grade of C+ in CRE or IRE and the teaching subject in Kenya Certificate of Secondary Education Examination (KCSE), or
- 2) Candidates from other countries must satisfy the minimum requirements of the University entry in their country or
- 3) Two principle credits in ‘A’ Level Examination.

### **Course Structure**

#### **Level 100 Courses**

<b>COURSE</b>	<b>CREDIT UNITS</b>
Introduction to Church History	3
Introduction to Critical Thinking	3
African Religions and Heritage	3
Introduction to Islam	3

#### **Level 200 Courses**

<b>COURSE</b>	<b>CREDIT UNITS</b>
Philosophy of Religion	3

Phenomenology of Religion	3
Comparative Study of Religion	3
Critical Study of Old Testament	3

### **Level 300 Courses**

<b>COURSE</b>	<b>CREDIT UNITS</b>
Sociology of Religion	3
Religion and Politics in Africa	3
The study of Islamic Theology	3
The Study of the New Testament	3

### **Level 400 Courses**

<b>COURSE</b>	<b>CREDIT UNITS</b>
New Religious Movements in Africa	3
African Church History	3
Contemporary Issues in Christianity/ Islam	3
Ecumenism	3

## **INTRODUCTION TO CHURCH HISTORY**

**3 CREDIT HOURS**

### **Purpose of the Course**

To help the learner understand the origin of the Christian Church, apostolic church and persecution; the conquest of the Roman world; the church in N. Africa and the rise of monasteries; early Christian missions.

### **Expected Learning Outcomes**

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

- 1) Trace the origin and landmarks of the Christian Church and its spread.
- 2) Describe missionary expansion in the world.
- 3) Examine how the Christian Church dealt with persecution.
- 4) Discuss the conquest of the Roman world.
- 5) Examine the spread of the church in North Africa and the rise of monasticism.

### **Course Content**

Origin of the church-Periodization into the major historical settings; apostolic church, persecution-Early Church up to East-West schism in 1054; the conquest of the Roman Medieval church 1054-1500; the modern church 18<sup>th</sup> century to the 19<sup>th</sup> century; missionary expansion in the world; the spread of the church in North Africa and the rise of monasteries; early Christian missions; modern developments such as pentecostalism and prosperity gospel, ecumenism and secularization etc.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%
Total	100%

## **Recommended Textbooks**

1. Verbrugge, V.D. (1998). Early Church History. Michigan: Zondervan.
2. MacCulloch, J.C.D. (1985). How to Read Church History Vol. 2: From Reformation to the Present Day. New York: Crossroad.
3. Gonzales, J. L. (1985). The Story of Christianity: San Francisco: Harper and Row.

## **Further Readings:**

1. Bokkenkotter, T. (1990). A Concise History of the Catholic Church. N.Y: Image Books.
2. Sheff, P. (Ed) (1991). Nicene and Post-Nicene Fathers of the Christian Church. Vol. 1. Grand Rapids: WM. B. Eerdmans Publishing Company.
3. Frend, W. H. C. (1982). The Early Church. Philadelphia. Fortress Press.
4. Dwyer, J. D. (1985). Church History: Twenty Centuries of Catholic Christianity. Mahwah, N. Jersey: Paulist Press.
4. Cameron, E. (1992). The European Reformation. Oxford: Clarendon Press.

## **Internet Sources**

Schaff, Philip (1998). History of the Christian Church.  
<http://www.ccel.org/s/schaff/history/about.htm>

History of Christianity [http://en.wikipedia.org/wiki/History\\_of\\_Christianity#persecutions](http://en.wikipedia.org/wiki/History_of_Christianity#persecutions)  
2011

## **Journals :**

1. Williams, D.H. (2006) “Justification by Faith: A Patristic Doctrine” in the Journal of Ecclesiastical History, Vol. 57, No. 4, 2006.

2. Megier, E “Jewish Converts in the Early Church and Latin Christian Exegetes c. 400-1150” in Journal of Ecclesiastical History Vol. 59, No. 1 Jan. 2008

3. Williams, D.H. (2006) “Justification by Faith: A Patristic Doctrine” in the Journal of Ecclesiastical History, Vol. 57, No. 4, 2006.

4. Megier, E “Jewish Converts in the Early Church and Latin Christian Exegetes c. 400-1150” in Journal of Ecclesiastical History Vol. 59, No. 1 Jan. 2008

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **INTRODUCTION TO CRITICAL THINKING**

**3 CREDIT HOURS**

### **Purpose of the Course**

To enable the learner to critically evaluate the problems of education, religion, politics, and offer possible solutions.

### **Expected Learning Outcomes**

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

- 1) Critically evaluate the problem of education, religion, morality, politics and offer possible solutions.
- 2) Discuss pertinent concepts such as individuality and individualism, knowledge and its foundations and thinking.
- 3) Describe the nature of woman and man.

- 4) Distinguish between appearance, reality, fallacies and becoming.
- 5) Analyze the relationship between the person and community.

### **Course Content**

Critical thinking as an essential tool for dealing with practical problems in education, religion morality, politics and personal relationships and in general life issues; individual and individualism; the person and the community; deeper understanding of issues, knowledge and foundation; correct and clear thinking; nature of man as manifested in his rationality, sociability, morality, creativity, conscience, argument and freedom; appearance and reality; fallacies; becoming.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

### **Recommended Textbooks**

1. Hindery, Roderick (2001). Introduction and Self Deception or Free and Critical Thought? Lewiston, New York: E. Mellen Press.
2. Solomon, S. A. (2002) “Two Systems of Reasoning” in Heuristics and Biases: The Psychology of Intuitive Judgement Govitch, Griffin Kahneman (eds). Cambridge University.
3. Raymond, Stephen, Aik, Kam Chuan (1978). Critical Thinking: Selected Topics for Discussion & Analysis. Kuala Lumpur: Longman.
4. Write, Larry (2010). Critical Thinking: An Introduction to Analytical Reading and Reasoning. New York: Oxford University Press.
5. Namwambah, Ton (2003). Introduction to Critical and Creative Thinking. Nairobi: Kenpak Colour Printers.

6. Browell, Tracy et al (2005). *Critical Thinkning: A Concise Guide*. London: Riutledge.

### **Further Readings**

1. Organ, Troy (1965). *The Art of Critical Thinking*. Boston: Houghton Mifflin Company.
2. D'angelo, Edward (1971). *The Teaching of Critical Thinking*. Amsterdam: B.R. Gunner.
3. Ruggiero, Vincent R. (1998). *The Art of Thinking: A Guide to Critical and Creative Thought*. New York: Longman.
4. Back, Max (1946). *Critical Thinking: An Introduction to Logic and Scientific Method*. New York: Prentice Hall.

### **Internet Sources**

Michael, Paton (2011) "ReflectiveJournals and Critical Thinking"  
[http://sydney.edu.au/science/uniserve\\_science/pubs/procs/2006/paton.pdf](http://sydney.edu.au/science/uniserve_science/pubs/procs/2006/paton.pdf)

Brent Muirhead D. "Intergrating Critical Thinking into Online Classes. USDLA Journal : A Refereed Journal of the United States Distance Learning Association. Vol. 16. No. 11.  
[http://www.sudla.org/html/journal/NOV02\\_Issue/article03.html](http://www.sudla.org/html/journal/NOV02_Issue/article03.html)

### **Journals**

1. Diwa: Studies in Philosophy and Theology Journal
2. Faith and Philosophy: Journal. Of the Society of Christian Philisophers
3. Classical Philosophy: A Journal Devoted to Research in classical Antiquity.
4. Australian Journal of Philosohy Vol. 85

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

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## **AFRICAN RELIGIONS & HERITAGE**

**3 CREDIT HOURS**

### **Purpose of the Course**

To equip the learner with knowledge, attitudes, values and skills to enable him/her appreciate various cultural practices and forms of worship and their application in the contemporary world and its worship.

### **Expected learning Outcomes**

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

- 1) Define the term African heritage.
- 2) Analyze and appreciate the essence of religious cultural heritage.
- 3) Discuss the concept of beliefs in Africa.
- 4) Examine the African cosmologies and ontological beliefs and practices.
- 5) Assess the advantages of African cultural and social institutions against the contemporary changes and their changes.

### **Course Content**

Fundamental aspects of African religious and cultural heritage. African traditional world view; the modern African cosmology in relation to African traditional and western cosmologies; God and spiritual beings; interaction between African traditional cosmological views with those of the western cosmology and its results; Ecological and historical factors related to social organization of traditional and modern societies.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

## **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **Course Assessment**

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%

## **Recommended TextBooks**

1. Abraham, W.E. (1966). *The Mind of Africa*. Chicago: Chicago University Press.
2. Ayisi, O. Eric (1980). *An Introduction to African Culture*. London: Heinemann Educational Books Ltd.
3. Magesa, L. (1998). *African Religion: A Moral Tradition and Abundant Life*. Nairobi: Pauline Press
4. Mbit, John S. (1982). *African Religions and Philosophy*. London: Heinemann
5. Mugambi, Jesse (1989). *The African heritage and Contemporary Christianity*. Nairobi: Longman.

## **Further Readings**

1. Chukwu, E. (1997). *African Philosophy: An Analogy* Massachussets: Blackwell Publisher.
2. Tsenal S. (1990). *Africa Philosophy The Essential Readings*. New York: Paragon House.
3. Mbiti, S. J. (1994). *Introduction to African Religion*. Nairobi: Esat African Educational Publishers Ltd.
4. Idowu, E.B. (1978). *African Religion: A Definition: SCM*.
5. Taylor, J. (1969). *The Primal Vision: Christian Prescence Amid African Religion*. London: SCM.
6. Temples, P. (1959). *Bantu Philosophy*. Paris: Presence Africaine.

## **Relevant websites**

1. Kofi, Johnsons (2004). *Understanding African Traditional Religion*  
[http://organizations.uncfsu.edu/ncrsa/journal/V04/johnson\\_understaning.htm](http://organizations.uncfsu.edu/ncrsa/journal/V04/johnson_understaning.htm)

2. Daniele, Mezzana (2002). “African Traditional Religions and Modernity”  
<http://www.afrikaworld.net/afrel/religiontrad.htm>

### **Journals**

1. The Journal of African Religion and Philosophy
2. Journal of Religion
3. Journal of Ritual Studies
4. African Philosophy Vol. 11 No. 1 1998.
5. African Christian Studies Vol. 18 No. 2 2002.
6. African Christian Studies Vol. 15 No. 3, 1999.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

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## **INTRODUCTION TO ISLAM**

**3 CREDIT HOURS**

### **Purpose of the Course**

To introduce learners to the foundation and principles of Islamic faith and enhance their understanding of the various theological schools and specific values.

### **Expected Learning Outcomes**

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

- 1) Trace the origin and background of the founder of the Islamic faith.
- 2) Assess the principles and practices on which Islamic faith is based.
- 3) Describe the various theological doctrines.

## Course Content

The birth and origin of the founder of Islam- Mohammed; basic principles of Islamic doctrines, the fundamental articles of faith, pillars of theological concepts; theological schools and doctrines.

## Mode of Delivery

Lectures, Tutorials, Group Discussions and Presentations.

## Instructional Materials

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%
Final examination	70%
Total	100%

## Recommended Textbook

1. Cragg, Kenneth (1975). The House of Islam. California: Dickensen Publishing Co. Inc.
2. Doi. Rahman A. (1981). Introduction to Qur'an. Lagos, Nigeria: Islamic Publication Bureau.
3. Khurshid, Ahmed (1980). Islam: Its Meaning and Message. London: Islamic Foundation.

## Further Readings

1. Abdalat, H. (1985). Islam in Focus. Nairobi: The Islamic Foundation.
2. Quraisy, M. A. (1987). Text Book of Islam, Book 1&2. Nairobi: The Islamic Foundation.

3. Rappin, Andrew and Knappert Jan (1986). Textual Sources for the Study of Islam. Britain: Manchester University.
4. Mvumbi, F. N. (2006). Journey Into Islam: An Attempt to Awaken Christians in Africa. Nairobi, CUEA Publications

### **Relevant websites**

1. Introduction to Islam: <http://islam.about.com/od/basicbeliefs/p/intro.htm>
2. What is Islam: <http://www.truthnet.org/islam/whatisislam.html>

### **Journals**

1. Islam and Christian-Muslim Relations: Journal
2. The Journal of African Religion and Philosophy

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **PHILOSOPHY OF RELIGION**

**3 CREDIT HOURS**

### **Course Purpose**

To equip the learner with knowledge, values and attitudes associated with the wisdom behind the existence of God and the problem of evil and sin; and to assist the learner to understand the relationship between philosophy and religion and the way they impact each other.

### **Expected Learning Outcomes**

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

- 1) Explain philosophical concepts and show how some contradict religious beliefs.
- 2) Analyse the roots of theism and atheism.
- 3) Discuss the philosophy of key philosophers.
- 4) Critically examine the values and attitudes associated with those who believe in the existence of God.
- 5) Outline the origin of evil and its consequences in human destiny.

### **Course Content**

Philosophies such as positivism, pragmatism and existentialism; evaluation of works of philosophers and theologians such as Augustine, Tertullian, Thomas Aquinas, Kant, David Hume, Poul Tilich; religion and ethics problems of philosophy and nature of religion; classical arguments pertinent to the existence of God, origin of evil and its influence on human destiny; modern objections and religious language,; nature of mysticisms, concept of revelation, religion and ethics, roots of modern theism and atheism.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

### **Recommended Textbooks**

1. Cahn, Stephen M. & David Shatz, eds. (1982). *Contemporary Philosophy of Religion*. London: Oxford University Press.
2. Hick, John (1990). *Philosophy of Religion*. 4<sup>th</sup> edition. Prentice Hall. International Editions.
3. MacGregor, Geddes (1966). *God Beyond Doubt: An Essay in the Philosophy of Religion*. Philadelphia: J.B. Lippincot Comapny.

4. Brody, Baruch A. (Ed) (1992). Reading in the Philosophy of Religion: An Analytical Approach. 2<sup>nd</sup> ed. New Jersey: Engewood Cliff.
5. Richards, H. J. (2000). Philosophy of Religion. Oxford: Heinemann.

### **Further Reading**

1. Fabro, Cornelio (1968). God in Exile, Modern Atheism: London: Newman Press.
2. Maria, C. (1964). A History of Philosophy. New Jersey: Anthony Guild Press.
3. Palin, A. (1986). Ground work for Philosophy of Religion. London: Epworth
4. Pojman, L. (1998). Philosophy of Religion. California: Wadsworth Publishing Company.
5. Hick, John (1990). Philosophy of Religion. New Jersey: Prentice Hall.
6. Davies, Brian (1993). An Introduction to the Philosophy of Religion. Oxford: Oxford University.

### **Relevant websites**

1. Philosophy of Religion: [http://atheism.about.com/library/FAQs/phil/blphil\\_relig\\_index.htm](http://atheism.about.com/library/FAQs/phil/blphil_relig_index.htm)
2. Philosophy of Religion: [https://bearspace.baylor.edu/scott\\_moore/www/Phi\\_Rel\\_info.html#EMOD](https://bearspace.baylor.edu/scott_moore/www/Phi_Rel_info.html#EMOD)

### **Journals Course Title**

1. Journal of Religion: University of Chicago
2. Classical Philosophy: A Journal Devoted to Research in classical Antiquity.
3. Australian Journal of Philosophy Vol. 85

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **PHENOMENOLOGY OF RELIGION**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course exposes students to a critical study of the phenomenon of religion in terms of religious theories and methodologies of studying religion.

### **Expected Learning Outcomes**

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

- 1) Describe various methodologies of studying religion.
- 2) Analyse theories of religion.

### **Course Content**

Critical study of phenomenon; methodology in the study of religion; theories of religion and religious development; evolutionary, psychological, sociological, and functional. Religious phenomena such as pietism, sectarianism and millenarianism.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%
Total	100%

### **Recommended Textbooks**

1. Bettis, D. Ed. (1969). Phenomenology of Religion. London: SCM Press.
2. Macann, C. (1993). Four Phenomenological Philosophers. London: Routledge
3. Mckennar, R. W. (1982). Husserl's Introduction to the Phenomenology: Introduction and Critique. London: Hugue.
4. Smart, N. (1973). Phenomenology of Religion. New York: Macmillan Publishing.
5. Smith, J. E. (1968). Experiencing of God. London: Oxford University

### **Further Readings**

1. Van Der. Leeuw (1963). Religion in Essence and Manifestation. New York: Harper and Row.
2. Eliade, Mircea (1969). The Quest History and Meaning of Religion. Chicago: The University of Chicago Press.
3. Dhara, Mony M. (1973). Phenomenology of Religion. Rome: Universita Gregoriana editrice
4. Ring, Nancy (1998). Introduction to the Study of Religions. New York: Orbis Books
5. Eliade, Mircea (1958). The Sacred and the Profane Nature of Religion. New York: Harper and Row.

### **Relevant websites**

1. Stanford Encyclopedia of Philosophy (2008).  
[http://plato.stanford.edu/entries/phenomenology\\_religion/](http://plato.stanford.edu/entries/phenomenology_religion/)
2. Prevos, Peter (2001). Myth, Ritual & the Sacred:  
<http://prevos.net/ola/phenomenology.pdf>

### **Journals**

Phaenex: Journal of Existential and Phenomenological Theory and Culture  
<http://www.epistemelinks.com/main/journals.aspx?Format=Both&TopiCode=Exis>

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## COMPARATIVE RELIGION

3 CREDIT HOURS

### Purpose of the Course

The course is designed to introduce students to variety of major religions in the world, their basic principles and development.

### Expected Learning Outcomes

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

- 1) Discuss the origin and spread of the major religions of the world and their contribution to society.
- 2) Discuss the basic principles of the religions.
- 3) Examine the roles played by the religions in human history.
- 4) Show the relevanc of the religions in the lives of human beings.
- 5) Compare the various aspects from the various religions and appreciate their differences and similarities.
- 6) Assess the possibility of interfaith dialogue in the world.

### Course Content

The historical and phenomenological study of various faiths; aspects such as ecological, historical and political dimensions of religion. Common themes of religion; differences; early religions such as Greek, Roman, Asiatic, Oriental and African; exploration of the religious, historical and doctrinal developments of major world faiths such as Judaism, Christianity, and Islam, Interfaith dialogue.

### Mode of Delivery

Lectures, Tutorials, Group Discussions and Presentations.

### Course Assessment

Type	Weighting
Continuous assessment tests and practical exercises	30%

**Recommended Textbooks**

1. Comstock, W. R. (1971). *Religion and Man: an Introduction*. New York: Harder Publishers.
2. Creal, R. E. (1977). *Religions and Dought: Towards a Faith of your Own*. New Jersey: Prentice.
3. Hinnels, J. R. 1984). *A Hand Book of Living Religions*. Harmondswork: Penguin Books.
4. James, E. O. (1961). *Comparative Religion: an Itrductory and Historical Study*. London: Methuens &Co.
5. Mugambi, J.N. K. (1990). *A Comparative Study of Religion*. Nairobi: Nairobi University Press.

**Further Readings**

1. Katerega, Badru D. And David W. Shenk (1993). *Islam and Christianity*. Nairobi: Uzima Press
2. Ling, T. A. (1974). *A History of Religion East and West*. London: Macmillan Press.
3. Dukheim, E. (1965). *The Elementary Form of Religious Life*. London: The Free Press.

**Relevant websites**

1. Valena, Ernest (2011). *A Comparative Analysis of the Major World Religions from A Christian Perspective*: <http://www.comparativereligion.com>
2. Religion Facts: <http://www.religionfacts.com>

**Journals**

1. *Journal of Religion*: University of Chicago
2. *Islam and Christian-Muslim Realtions*: Journal

**Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **THE STUDY OF OLD TESTAMENT**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course is designed to expose learners to the books and themes of the Old Testament (OT), to acquire knowledge on functions and major elements of the OT and to help the learner make analysis of selected Old Testament themes.

### **Expected Learning Outcomes**

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

- 1) Discuss the Bible as the word of God and as a library of books.
- 2) Identify and explain the books, elements and functions of the OT.
- 3) Do an exegesis of selected Old Testament texts.
- 4) Critically examine the main themes of the OT.
- 5) Analyze the OT texts in the light of Modern Old Testament scholarship.

### **Course Content**

Bible as the word of God and as a library of books, background of the Bible with emphasis to the OT books, themes and functions of OT; OT corpus of writings; principles of exegesis; analysis of given texts in the light of modern Old Testament scholarship; the Messianic hope in the OT..

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests	30%

Final examination	70%
Total	100%

### **Recommended Text Books**

1. Prevost, J. P. (1996). How to Read the Prophets. London: SCM Press
2. Blenkinsopp, J. (1983). A History of Prophecy in Israel. Philadelphia: Westminster Press.
3. Rendtorff, Rolf (1991). The Old Testament: An Introduction. Philadelphia: Fortress Press
4. Childs, Brevard S. (1979). Introduction to the Old Testament as Scripture. Philadelphia: Fortress Press.

### **Further Readings**

1. Lupton, E. Daniel (1967). A Guide to Reading the Bible. London: Sheed & Ward.
2. Cross, Frank Moore (1961). The Ancient Library of Qumran and Modern Biblical Studies. New York: Doubleday & Company.

### **Relevant websites**

1. Old Testament Student Study Guide  
[http://www.idscses.org/inst\\_manuals/ot\\_ssg/manualindex.asp](http://www.idscses.org/inst_manuals/ot_ssg/manualindex.asp)
2. Old Testament of the Bible  
[http://www.cliffsnotes.com/study\\_guide/literature/Old-Testament-of-the-Bible-About-the-Old-Testament-of-the-Bible.id-103.html](http://www.cliffsnotes.com/study_guide/literature/Old-Testament-of-the-Bible-About-the-Old-Testament-of-the-Bible.id-103.html)

### **Journals**

1. Journal for the study of the Old Testament: Sage Journals online  
<http://jnt.sagepub.com>
2. Catholic Biblical Quarter Journal
3. Biblical Theology Bulletin
4. Journal of Biblical Literature

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

**SOCIOLOGY OF RELIGION**

**3 CREDIT HOURS**

## **Purpose of the Course**

The course is designed to help the students to understand and appreciate the sociological functions of religion, its influence on social change and reciprocal relationship between major religions and special groups in history.

## **Expected learning Outcomes**

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

- 1) Examine religious beliefs, practices and organization from a sociological perspective.
- 2) Critically analyze the impact of religion on social institutions and practices.
- 3) Assess the influence of religion on social change.
- 4) Discuss the structures of modern religious life and its significance in Africa.
- 5) Analyze the dynamics of religious decline.

## **Course Content**

Religious beliefs, practices, organizations and sociological perspective; structure of modern religious life and its significance in Africa; influence of religion on social change, dynamics of religious decline and resistance in modern societies; input of religion and social instructions and practices.

## **Mode of Delivery**

Informal lectures, Tutorials, Group Discussions and Presentations.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment	30%
Final examination	70%
Total	100%

### **Recommended Textbooks**

1. Durkheim, Emile (1965). The Elementary Forms of the Religious Life. London: The Free Press, Macmillan Publications Company.
2. Fallding, H. (1974). The Sociology of Religion. New York McGraw Hill Book Co.
3. Hill, Michael (1987). Sociology of Religion. Hampshire: Avebury Press.

### **Further Readings**

1. Bengner, P. (1967). The Sacred Canopy: Elements of Sociological Theory of Religion. New York: Doubleday & Company
2. Bruce, Steve (1995). The Sociology of Religion Vol. 1 Idelshort: Elgar Publishing
3. Weber, Max (1993). The Sociology of Religion. Boston: Beacon Press.
4. Robinson, Rowena (2004) Sociology of Religion in India. New Delhi: Sage Publications.

### **Relevant websites**

1. Fagan, Patrick (1996). Why Religion Matters: The Impact of Religious Practice on social Stability. [http://www.heritage.org/Research/Reports/1996/01/BG1064nbsp\\_Why\\_Religion\\_Matters](http://www.heritage.org/Research/Reports/1996/01/BG1064nbsp_Why_Religion_Matters)
2. Raymnd, L.M. Lee (1994). The State and New Religious Movements in Malaysia [http://findarticles.com/p/articles/mi\\_m0SOR/is\\_n4\\_v55/ai\\_16501346/?tag=content:coll](http://findarticles.com/p/articles/mi_m0SOR/is_n4_v55/ai_16501346/?tag=content:coll)
3. Coleman, John A. (2011). The Bible and Sociology -1998 Paul Hanly Furfey Lecture [http://findarticles.com/p/articles/mi\\_m0SOR/is\\_2\\_60/ai\\_55208516/](http://findarticles.com/p/articles/mi_m0SOR/is_2_60/ai_55208516/)

### **Journals**

1. Sociology of Religion: A Quarterly Review
2. Social Compass: International Review of Sociology of Religion
3. Journal of the Scientific Study of Religion

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial

photographs and documentaries.

## **RELIGION AND POLITICS IN AFRICA**

**3 CREDIT HOURS**

### **Purpose of the course**

The course is designed to help students explore the role of religion in political movements in Africa, understand the nature of theocratic state and the extent to which the religious groups were involved in the creation of independent states in Africa and the role of religion in contemporary African states.

### **Expected Learning Outcomes**

By the end of the course, the learner should be able to:

- 1) Discuss the nature of a theoretical state.
- 2) Examine the extent to which religious groups were involved in the creation of independent states in Africa.
- 3) Assess the relationship between religious organizations and the State.
- 4) Examine the role of religious movements in independent African states.
- 5) Evaluate the role of religious groups in political liberation and their relevance in contemporary African states.

### **Course Content**

Nature of theocratic state; religious institutions and the foundation of independent states in Africa; context of African systems of governance; religious movements and political liberations; conflict between upcoming religious sectors/ cultures and political governments.

### **Mode of Delivery**

Lectures, tutorials, group discussion, use of multimedia technology and equipments, computers

## Course Assessment

Type	Weighting
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

## Recommended Textbooks

1. Hansen, Holger and Twaddle Michael (1995). Religion and Politics in East Africa. Kampala: Fountain Publishers.
2. Haynes, Jeff (1996). Religion and Politics in Africa. Nairobi: East African Educational Publishers.
3. Molnar, Thomas (1988). Politics and the Sacred. New York: Eerdman's Publishing Company.
4. Obed, Arye (1995). Religion and Politics in Uganda: A Study of Islam and Judaism. Nairobi: East African Educational Publishers.
5. Kaffelt, Niel (1994). Religion and Politics in Nigeria: A Study in Middle belt Christianity. London: British Academic Press.

## Further Reading

1. Review of African Political Affairs. Ibadan, Nigeria: ASSN, 0795-0683
2. The African Review: A Journal of African Politics, Development and International Affairs. Dar-es-Salaam: University of Dar-es-Salaam.
3. Cogley, John (1968). Religion in a Secular Age. New York: Frederic Prager.
4. Aives, Reuben. (1984). What is Religion. New York. Orbis Books.
5. Nyanga, Ngoy Daniel Mulunda (1997). The Reconstruction of Africa. Nairobi: All Africa Conference Churches.
6. Hay, Jeff 1984). Religion and Politics in Africa. Nairobi: East African Educational Publishers

## Sources from websites

1. Ndiho, Paul (2010). Religion and Politics in Africa  
<http://www.vipiafrica.com/2010/04religion-and-politics-in-africa.html>

2. Interview with Rosalind I. J. Hackett (2002). The Shari'a Debate: Religion and Politics in Nigeria [http://www.religionscope.com/info/article/012\\_nigeria.htm](http://www.religionscope.com/info/article/012_nigeria.htm)

### **Journals**

Journal of African modern Studies (1998) 175-201: Cambridge University Press. Published on line 2000.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **THE STUDY OF ISLAMIC THEOLOGY**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course introduces students to theological concepts of Islam based on various schools of thought.

### **Expected Learning Outcomes**

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

- 1) Discuss the main concepts of Islamic theology.
- 2) Analyse major doctrines promoted by different schools of thought.

### **Course Content**

Principles of Islam; doctrine of Tawheed; Iman, Ihsan, Taqwa and Jihad; critical evaluation of theological concepts of creation, sin/evil, human beings; the universe; prophethood, ibadah and Umma. Major doctrines of theological schools such as Mutazilah, Ashariya; development of sects such as Sunni, Shia, Kharijites etc.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

### **Recommended Textbooks**

1. Michael E. (1984). *Islamic Theology and Philosophy: Studies in Honor of George F. Haurani* : Albany: State University of New York Press
2. Wansbrough, John (1973). *The Sectarian Milieu: Content and Composition of Islamic Slavation History*. Oxford: Oxford University Press.
3. Morewedge, P. (Ed) (1979). *Islamic Philosophical Theology*. Edinburg: Albany. New York State University Press
4. Madelung, W. (1985). *Religious Schools and Sects in Medieval Islam*. London Varoum Reprint
5. Cook, Michael (1981) *Early Muslim Doma: A Source Critical Study*. Cambridge: Cambridge University Press
6. Goldziher, Ignaz (1981). *Introduction to Islamic Theology and Law*. Princeton: Princeton University Press.

### **Further Reading**

1. Carbin, H. (1993). *History of Islamic Philosophy* Trans. L. Sherrard. London: Kegan Paul International
2. Abdel Haleem, M. (1996). 'Early Kalam' in S.H. Nass and O. Leaman (eds). *History of Islamic Philosophy*. London Routledge ch., 71-88.
3. Abdalati, H. (1985). *Islam in Focus*. Nairobi: The Islamic Foundation
4. Ahason, M. (1985). *Islam: Faith and Practice*. Nairobi: Islamic Foundation.
5. Fitzgerald, M. (1977). *The Quran and Islamic Theology*. Roma: Pontifical Institute for Arabic and Islamic Studies (PISAI)

### **Recommended Websites**

1. Islamic Thology <http://www.muslim.philosophy.com/ip/rep/H009>
2. Jeffry R. Halverson (2010) Theology and Creed in Sunni Islam. [http://comops.org/journal/2010/05/18/theology\\_and\\_creed\\_in\\_sunni\\_islam/](http://comops.org/journal/2010/05/18/theology_and_creed_in_sunni_islam/)

### **Journals**

1. HIKMA-journal of Islamic Theology and Religious Education <http://www.hikma-online.com/cms/en/node/23>
2. Mahmut, Aydin (2002). Reconciliation in Islamic Theology in Journal of Ecumenical Studies Vol. 39 Issue 1-2 pg. 141.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **THE STUDY OF NEW TESTAMENT TEXTS**

**3 CREDIT HOURS**

### **Purpose of the Course**

To equip the learner with knowledge on the relationship between the old Testament and the New Testament and to help him/her make analysis of selected New Testament themes and their application to life.

### **Expected Learning Outcomes**

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

- 1) Show the relationship between OT and NT.
- 2) Analyze the main divisions of the NT.
- 3) Examine the main themes in the NT.
- 4) Do an exegesis of selected New Testament texts.
- 5) Analyze New Testament texts in the light of modern New Testament scholarship.

- 6) Discuss the role of apostles in the growth and development of the Christian Church.
- 7) Critically examine the message in the epistles and the revelation by John and related information to the contemporary society.

### **Course Content**

Relationship between OT and NT; the main divisions of NT, understanding the New Testament corpus of writings; main themes in the NT; growth of the church after the death of Christ; relevance of the NT message in the contemporary society; principles of exegesis; analysis of given texts in the light of modern New Testament scholarship.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%
Total	100%

### **Recommended Reference Materials**

#### **Recommended textbooks**

1. Ehrman, D. Bart (1997). *The New Testament A Historical Introduction of the Early Christian Writings*. Oxford: Oxford University Press.
2. Tuckett, C. (1987). *Reading the New Testament: Methods of Interpretation*. Philadelphia: Fortress Press.
3. Malina, Bruce J. T. (1981). *The New Testament World: Insights from Cultural Anthropology*. Louisville: John Knox Press.

4. Sevetnam, James (1992). An Introduction to the Study of New Testament Greek. Boston, Editrice: Ponticio Instituto Biblico.

### **Further Readings**

1. Martin, R. P. (1975). New Testament Foundation: Vol. 1 the Four Gospels. Grand Rapids:Eerdman
2. Biblical Theology Bulletin
3. Collins, Raymond F. (1989). Introduction to the New Testament. New York: Doubleday.
4. Danielou, Jean (1958)The Dead Sea Scrolls and Primitive Christianity. New York: Amentor Omega.

### **Relevant websites**

1. Grant, Robert M. (1963). A Historical Introduction to the New Testament  
<http://www.religion-online.org/showbook.asp?title=1116>
2. New Testament Study Helps: <http://www.theologywebsite.com/nt/>

### **Journals**

1. Journal for the study of the New Testament:Sage Journals online  
<http://jnt.sagepub.com>
2. Catholic Biblical Quarter Journal
3. Biblical Theology Bulletin
4. Journal of Biblical Literature.
5. International journal of Bible and Religion in South Africa.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **NEW RELIGIOUS MOVEMENTS IN AFRICA**

**3 CREDIT HOURS**

### **Purpose of the Course**

To help the learner understand the development of new religious movements, their backgrounds, new teachings and the dynamism of religion in the contemporary society.

### **Expected Learning Outcomes**

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

- 1) Identify and explain the new religious movements in East Africa.
- 2) Analyze the factors leading to emergence of new religious movements.
- 3) Discuss the background of the founders of the new religious movements.
- 4) Analyze the cause of the formation of the new religious movements.
- 5) Compare the teachings of the new religious movements with their original church.
- 6) Assess the impact of new religious movements on their followers in the contemporary world.

### **Course Content**

The new religious movements, background of their founders; reasons for these movements, their teachings, comparison of the teachings with the teachings of their original church; comparative study of religious movements against traditional religious value; social aspects of these movements, their impact upon traditional life and religious attitudes of their followers in the contemporary world.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

## **Recommended Reference Materials**

### **Required textbooks**

1. Sharter, Aylward (2001). *New Religious Movements in Africa*. Nairobi: Pauline Publications Africa.
2. Saliba, A. John (1995). *Perspectives in New Religious Movements*. London: Geoffrey Chapman.
3. Hackett, Rosalia (ed.) (1987). *New Religious movements in Nigeria*. Lewiston:Edwin Mellen Press.
4. Barker Eileen (ed) (1982). *New Religious Movements Perspective for Understanding Society*. New York: Edwin Mellen Press.

### **Further Reading textbooks**

1. *Sects or New Religious Movements: Pastoral Challenge*. Nairobi: St. Paul Publications Africa, 1985.
2. *Synods of Bishops for Africa Lineamenta (1992). Sects and New Religious Movements*. Eldoret: Pastoral Institute of Eastern Africa
3. Shorter, Eylward & Njiru, Joseph (2001). *New Religious Movements in Africa*. Nairobi: Pauline Publications Africa

### **Websites**

1. Afe Adogame (2001). *Between Identity and Security: African New Religious Movements (ANRMS) and The Politics of Religious Networking in Europe*. <http://www.cesnuv.org/2001/London2001/adogame.htm>
2. *The Vatican Report (1986). Sects or New Religious movements: A Pastoral Challenge*. <http://www.ewtn.com/library/NEWAGE/VATREPRT.TXT>
3. Philip Charles Luas & Thomas Robinson (2004) "New Religious Movements in the Twenty-First Century, legal, Political and ... [www.routledge.co.uk](http://www.routledge.co.uk)

### **Journals**

1. Rosallind Hackett (1986). "African New Religious Movements" in *African Studies Review* Vol. 29, Issue 3 pgs 141-146
2. *Journal of Religion in Africa* Vol. 30 No.1

3. Gamara, Jeffrey (2000) “Conflict, Post-Conflict and Religion: Andean Responses to New Religious Movements” in Journal of Southern African Studies Vol. 26, Issue 2, pg. 271
4. Biblical Interpretation: A Journal of Contemporary Approaches Vol. XVIII

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **AFRICAN CHURCH HISTORY**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course exposes the students to the history of Christianity in Africa.

### **Expected Learning Outcomes**

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

- 1) Explain basic elements in the history of Christianity in Africa.
- 2) Analyse the role of missionaries in the establishment of Christianity in Africa

### **Course Content**

Basic elements of the history of Christianity in Africa from the first century to the present; themes such as mission establishment, evangelization process, encounter with other religions, Christianity and the colonial states, African Independent churches, and the development of African Christianity.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

## **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous assessment tests and practical exercises	30%
Final examination	70%

## **Recommended Text Books**

1. Gifford, P. (1998) African Christianity: Its Public Role. London. Hurst and Company.
2. Isichei, E. (1995). A History of Christianity in Africa: From Antiquity to the Present. London: SPCK.
3. Taylor, J. V. (1979). The Growth of the Church in Buganda: An Attempt at Understanding. Connecticut: Greenwood Press.
4. Baur, J. (1994). 2000 Years of Christianity in Africa: An African History 62-1992. Nairobi: Pauline's Publications Africa.
5. Hastings, A. (1994). The Church in Africa. New York: Clarendon Press.
6. Nthamburi, Zablon (2000). The Pilgrimage of the African Church: Towards the Twenty-First Century, Nairobi, Uzima.

## **Further Readings:**

1. Mault, W. ed. (1982). World Christian Encyclopedia. London: World Book International.
2. Bahemuka, J.M. (1983). Our African Heritage. London: Thomas Nelson Publishers.
3. Crystal, D. (1990). The Cambridge Encyclopedia. London: Guinness Publications.
4. Kalu, Ogbu U. (Ed). (2004). African Church Historiography: An Ecumenical Perspective, Papers Presented at Workshop on African Church History. Nairobi.

5. Kofi, Agbet (1986). West African Church History: Christian Missions and Church Foundations 1482-1919. Leiden: Brill.

### **Relevant websites**

1. Early African Church <http://www.newadvent.org/cathen/01191a.htm>
6. North Africa, Early Church in (2003) <http://www.highbeam.com/doc/1G2-3407708089.html>
7. Ngara, Emanuel (2011). The African Giants of the Early Church <http://www.scross.co.za/2011/09/the-african-giants-of-the-early-church/>

### **Journals**

1. Afrika Zamani
2. A journal of African History
3. Journal of Ecclesiastical History
4. Harvard Theological Review

## **CONTEMPORARY ISSUES IN CHRISTIANITY/ ISLAM      3 CREDIT HOURS**

### **Purpose of the course**

The course is designed to help learners explore the current Christian and Islamic religious issues in the world and Africa in particular.

### **Expected learning outcomes**

1. By the end of the course, students should be able to:
2. Explain the current religious developments in Christianity and Islam
3. Foster Christian-Muslim dialogue in contemporary society
4. Discuss the main trends in the growth and expansion of Christianity and Islam

5. Analyze the factors leading to negative religious competition between Christianity and Islam
6. Discuss the issues on sanctity of human life with reference to contemporary societal issues HIV/AIDS, Drug Abuse

### **Course Content**

Contemporary trends including: social, economic, political and historical conditions leading to God-talks; the contemporary religious revival movements and their effects in society. The course is expected to foster religious dialogue and mutual understanding between Christian and Muslims through tackling problems such as diseases, environmental issues and substance abuse.

### **Teaching Methodologies**

Lectures, Tutorials, Group Discussions and Presentations.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

### **Recommended Textbooks**

1. Getui, et. Al. (Eds) (1999). *Theology of Reconstruction*. Nairobi: Action Publishers.
2. Mc Donagh, Sean (1990). *The Greening of the Church*. London: Geoffrey Chpman.
3. Ojakaminor, E. (1996). *Catholic Social Doctrine*. Nairobi: Paulines
4. Mugambi, J.N. K. (1995). *From Liberation to Reconstruction*. Nairobi: East African Educational Publishers

### **Further Reading**

1. Murray, Robert (1992). *The Cosmic Covenant*. London: Sheed and Ward
2. Derek, John F. (1971). *Contemporary Sexual Morality*. New York: Sheed & Ward.
3. Dupre' Louis (1970). *Religion in Secular World* in Apostol, Robert Z. (Ed.). *Human Values in a Secular World*. New York: Humanities Press.
4. *Responses of the Faith Based Organizations to HIV/AIDS in Sub-Saharan Africa* WCC Ecumenical HIV/AIDS initiative in Africa, Geneva, 2003.

### **Websites**

1. Religious Studies Web Guide: Religious Studies Electronic journals  
<http://people.ucalgary.ca/~lipton/journalss.html>
2. International Journal of Islamic and Middle Eastern finance and Management.  
<http://www.emeraldinsight.com/products/journals/journals.htm?id=IMEFM>

### **Journals**

Nollman, Jim (1991). *Ecologie Spirituelle*. Geneva: Editions Jouvène.

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

## **ECUMENISM**

**3 CREDIT HOURS**

### **Purpose of the Course**

The course introduces students to the essence of ecumenism in Christianity.

### **Expected Learning Outcomes**

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

- 1) Explain the historical developments in the ecumenical movement.
- 2) Assess the significance of ecumenism in the world today.

### **Course Content**

History and current developments in the ecumenical movement: the World council of Churches; All Africa Conference of Churches; the National Council of Churches; the Vatican Councils and Charismatic movements; attempts towards church unity in Kenya.

### **Mode of Delivery**

Lectures, Tutorials, Group Discussions and Presentations.

### **Course Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment Tests	30%
Final Examination	70%
Total	100%

### **Recommended Textbooks**

- 1) John Paul II (1995). Post-Synodal Apostolic Exhortion Ecclesia in Africa. Nairobi: St. Paul Publications Africa.
- 2) Decree on Ecumenism (1964) in Flannery , Austin, ed. Vatican Council II: The Conciliar Documents, rev, ed, New York: Costello Publishing Company.
- 3) John Paul II Encyclical letter ( 1995)
- 4) Ratzinger, Joseph (1988). Church, Ecumenism and Politics: New Essays in Ecclesiology. Middlegreen, Slough, England: St. Paul Publications.

### **Further Reading**

1. Rock Glen (1965). The Church and Ecumenism: Ecumenical Theology. New York: Paulist Press.

2. Kung, Hans (1965). *The Church and Ecumenism*. New York Paulist Press.
3. Swindler, Leonard J. (1965). *Scripture and Ecumenism*. Pittsburg: Duquesne University Press.
4. AMECEA (1984). *Record of the Seminar on Ecumenism held at St. Thomas Aquinas Seminary Nairobi, March 1970*.
5. Sheerin, B. (Ed.) (1980). *Pope John Paul II: Addresses and Homilies on Ecumenism 1978-1980*. Washington, D.C. Catholic Bishops Conference.
6. The Grail England (1967). *This is Ecumenism*. London Geoffrey Chapman Ltd.

### **Websites**

1. New World Encyclopedia (2007)  
<http://www.newworldencyclopedia.org/entry/Ecumenism>
2. Ecumenism <http://orthodoxwiki.org/Ecumenism>

### **Journals**

1. *The Ecumenical Review* –World Council of Churches Vol. 53, Issue 1 pgs 120-125, 2001
2. *Asia journal of Theology* Vol. 14, No. 2, October 2000.
3. *Journal of Ecumenical Studies*
4. *International Review of Mission*

### **Instructional Materials**

Chalkboard, Required textbooks, charts, class handouts, PowerPoint presentation, overhead projectors, transparencies, DVDs, CDs, LCDs, maps, satellite imageries, aerial photographs and documentaries.

### 3.10 FRENCH IN B.ED (ARTS) PROGRAMMEME

#### **Abstract**

French is increasingly becoming a very important language in the world. It is one of the major languages of the United Nations Organisation, only second to English. Regionally, it is important to note that some member countries of the East African Community are francophone, namely Rwanda and Burundi. It is also instructive to note that France and French-speaking countries are increasingly becoming important partners to the East African region, notably in the areas of business, diplomacy, culture and academics. As such, for the purpose of effective interaction in these areas, there is need to train competent and efficient teachers of French with a view to producing fluent and eloquent speakers of the language in the region. These teachers pursue a B.Ed (Arts) programmeme, majoring in French. In order to study French in this particular programmeme, candidates must have scored a minimum aggregate of C+ at KCSE Level or its equivalents. In addition to university entry requirements, candidates should also have scored a minimum of C in French or its equivalent for them to be admitted to this programmeme. Holders of a Diploma in Education, majoring in French, may be admitted to this programmeme subject to admission requirements of the university they wish to join; those who got a “credit” may be admitted in second year of study while those with a “pass” in first year. The programmeme is designed to enable future teachers of French have a sound mastery of the language. It is expected that by the end of the programmeme, they will be able to do a number of things. First and foremost, they will be able to communicate effectively in French, both orally and in writing. Other than communicating, they will be able to demonstrate knowledge and understanding of the structure and functioning of the French language while comparing it with those of English and other languages. The student-teachers will equally be able to teach the French language, both spoken and written, effectively. It is also hoped that successful students will be able to compare the French culture with their own and show the influence and positive impact the former could have on the latter. A minimum of 16 units (4 per year; 2 per semester) are presented in the programmeme and touch mainly on linguistics, literature, research as well as oral and written skills in French. The culture and civilization of the French people is also taught, as a language cannot be divorced from the culture of its native speakers. Only minimum core courses, totalling 48 credits, are presented. In this programmeme, a credit hour is the equivalent of one lecture hour per week. Three credits in a unit therefore translate to three hours per week. Transferable credits should be at least 48% of the total credits. Electives are excluded from this programmeme. Different institutions may propose different elective units in third and fourth years of study.

## **Utilité du programmeme**

Le français devient de plus en plus important comme langue dans le monde. C'est la deuxième langue de l'Organisation des Nations Unies (ONU), après l'anglais. Dans la région est-africaine, il est important de noter que parmi les pays membres de la communauté est-africaine sont le Rwanda et le Burundi, pays francophones, d'où la nécessité d'enseigner la langue française dans les systèmes éducatifs de tous les pays membres de ce bloc. Mentionnons aussi que la France et les pays francophones sont aujourd'hui des partenaires privilégiés des pays de la région est-africaine, notamment dans les domaines du commerce, de la diplomatie, de la culture et la science. De la sorte, pour favoriser et faciliter la collaboration et l'interaction dans ces domaines, il y a lieu de former dans la région des enseignants de français compétents et efficaces. Cela conduira à la production des locuteurs de français éloquents, parlant le français avec aisance.

## **Critères d'inscription**

Pour se faire inscrire à ce programmeme, le candidat doit remplir les critères suivants :

### **a. Critères d'inscription généraux**

Seront inscrits à ce programmeme les candidats qui ont au minimum une moyenne générale de C+ au KCSE ou son équivalent. Les candidats qui sont titulaires d'un « Diploma in Education » pourront être inscrit, sous réserve de remplir les critères d'admission de l'université qui les intéresse. Ceux qui ont eu la mention « credit » pourront être inscrit directement en deuxième année d'études tandis que ceux qui ont obtenu un « pass » en première année.

### **b. Critères d'inscription spécifiques**

En plus de la moyenne générale de C+ ou son équivalent, le candidat doit également avoir obtenu au moins la moyenne de C ou son équivalent en français (matière).

### **Finalité du programmeme**

Ce programmeme a été conçu de manière à permettre aux étudiants qui le suivront d’avoir une bonne maîtrise de la langue française. Il leur permettra de perfectionner leurs connaissances de cette langue et devenir des professeurs compétents.

### **Objectifs du programmeme**

Ce programmeme vise à produire des enseignants qui pourront:

- 1) bien communiquer en français, oralement et par écrit ;
- 2) faire preuve de connaissance et de compréhension de la structure et le fonctionnement de la langue française en les comparant à ceux de l’anglais et d’autres langues;
- 3) enseigner efficacement le français oral et écrit;
- 4) expliquer et montrer en quoi la culture française pourrait-elle avoir un impact positif sur leur culture ;
- 5) traduire des textes et interpréter des discours du français en anglais et inversement;

### **Répartition des cours**

#### **Cours du niveau 100 (cours de première année)**

#### **Premier semestre**

<b>Cours</b>	<b>Crédits</b>
Structure de la Langue française I	3
Expression et Compréhension orales	3

## Second semestre

Cours	Crédits
Structure de la Langue française II	3
Expression écrite I	3

## Cours du niveau 200 (cours de deuxième année)

### Premier semestre

Cours	Crédits
Introduction à la Traduction	3
Culture et civilisation de la France	3

### Second semestre

Cours	Crédits
Introduction à la Linguistique générale	3
Introduction à la Phonétique et à la Phonologie	3

## Cours du niveau 300 (cours de troisième année)

### Premier semestre

<b>Cours</b>	<b>Crédits</b>
Expression écrite II	3
Introduction à la Littérature française	3

### **Second semestre**

<b>Cours</b>	<b>Crédits</b>
Linguistique appliquée	3
Introduction à la Littérature francophone africaine	3

### **Cours du niveau 400 (cours de quatrième année)**

#### **Premier semestre**

<b>Cours</b>	<b>Crédits</b>
Morphologie et Syntaxe	3
Traduction et Interprétation	3

#### **Second semestre**

<b>Cours</b>	<b>Crédits</b>
Sémantique et Lexicologie	3
Notions élémentaires de la recherche	3

- N'est présenté que le nombre minimum de cours obligatoires ; les cours à choix ne sont pas inclus. À chaque institution de prévoir ses cours facultatifs/cours à choix.
- Le nombre minimum de crédits pour le programme est de 48 crédits (16 cours x 3 crédits)
- Un crédit équivaut à une heure de cours par semaine.

**4.0**

## **Cours du niveau 100 (cours de première année)**

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### **Premier semestre**

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#### **Intitulé du cours**

**STRUCTURE DE LA LANGUE FRANÇAISE I**

**3 CREDIT HOURS**

#### **Pré-requis**

Notions élémentaires du français écrit; de la grammaire.

#### **Finalité du cours**

Renforcer les compétences de l'écrit chez les étudiants et les familiariser avec différents aspects de la grammaire française.

#### **Objectifs du cours**

À la fin de ce cours, l'étudiant qui l'aura suivi avec succès pourra:

- 1) écrire des phrases complexes grammaticales en français;
- 2) expliquer et illustrer différentes règles grammaticales du français.

## **Contenu du cours**

Structure de la phrase: phrases simple et complexe. Adjectifs, groupe adjectival et accord. Voix active, passive et pronominale. Nombre et genre. Emploi des pronoms. Temps: futur; passé composé; imparfait. Concordance de temps.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, simulations et jeux de rôle, exercices écrits en classe, exercices sur Internet.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, supports audiovisuels, grammaires.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

## **Ouvrages/références recommandés**

- 1) Abry, D., Chalaron, M.-L. (1997). *La grammaire des premiers temps*, Vol.1. Grenoble : Presses Universitaires de Grenoble. ISBN : 2-7061-0742-5.
- 2) Berlion, D. (Éd.) (2005). *Les 50 règles d'or de l'orthographe*. Paris : Hachette Livre. ISBN : 2-01-16-0146-X.
- 3) Charaudeau, P. (1992). *Grammaire du sens et de l'expression*. Paris : Hachette Éducation. ISBN: 2-01-016172-5.

**Pré-requis**

Compétences de base permettant aux étudiants d'écouter des discours en français et de s'exprimer en cette langue.

**Finalité du cours**

Développer chez les étudiants des compétences orales.

**Objectifs du cours**

À la fin de ce cours, les étudiants seront capables de (d'):

- 1) répondre oralement aux questions de compréhension sur différents sujets;
- 2) s'exprimer sur des sujets relatifs à leur environnement dans différentes situations de communication, en français;
- 3) exprimer leurs sentiments et souhaits en français.

**Contenu du cours**

Compétences orales requises dans la communication en français au quotidien. Prononciation de sons et groupes de sons français. Écoute de dialogues enregistrés. Lire et comprendre des récits et textes descriptifs en français facile. Exprimer des sentiments et souhaits en français.

**Modes d'enseignement**

Cours magistraux, écoute des dialogues et conversations enregistrés, travaux dirigés, jeux de rôles et simulations, exercices sur Internet.

## Supports didactiques

Tableau noir, tableau blanc, TBI, lecteur cassette/CD, CDs/Cassettes.

## Évaluation du cours

Modalité	%
Contrôle continu	
- Épreuve écrite	15%
- Épreuve orale	15%
Examen	70%
Total	100%

## Ouvrages/références recommandés

- 1) Boursin, J.-L. (Éd.) (2008). *Test de connaissance du français*. Paris : Éditions Belin. ISBN: 978-2-7011-4449-8.
- 2) Cornaire, C., Germain, C. (1998). *La compréhension orale*. Paris : CLE International, Didactique des Langues étrangères.

## STRUCTURE DE LA LANGUE FRANÇAISE II

3 CREDITS

### Pré-requis

Structure de la langue française I

### Finalité du cours

Ce cours fait suite au cours de « Structure de la langue française I ». Il vise à aider les étudiants à avoir des connaissances approfondies de la grammaire et la structure de la langue française.

## **Objectifs du cours**

Au terme de ce cours, l'étudiant qui l'aura suivi attentivement pourra:

- 1) employer différentes catégories de mots dans des phrases complexes, en français;
- 2) s'exprimer correctement en français dans des situations assez complexes;
- 3) exprimer la quantité, la cause et la conséquence en français.

## **Contenu du cours**

Différentes parties du discours, leurs emplois et fonctions dans la phrase; structure de la phrase française. Expression de l'hypothèse, de la supposition, du conditionnel, de l'imparfait. Le subjonctif. La concordance de temps dans des phrases complexes. Expression de la quantité, de la cause et la conséquence. Discours direct et indirect.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, simulations et jeux de rôles, exercices écrits, analyses de textes.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, PowerPoint et autres supports audiovisuels.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

## **Ouvrages/références recommandés**

- 1) Baylon, C., Fabre, P. (1995). *Grammaire systématique de la langue française*. Paris : Éditions Nathan. ISBN: 2-09-191229-8.
- 2) Charaudeau, P. (1992). *Grammaire du sens et de l'expression*. Paris : Hachette Éducation. ISBN : 2-01-016172-6.
- 3) Leeman-Bouix, D. (1994). *Grammaire du verbe français : des formes au sens*. Tours : Éditions Nathan. ISBN: 2-09-190-699-1.

## **EXPRESSION ECRITE I**

**3 CREDITS**

### **Pré-requis**

Structure de la langue française I et II

### **Finalité du cours**

Renforcer chez les étudiants les compétences de l'écrit en français.

### **Objectifs du cours**

À la fin de ce cours, les étudiants pourront:

- 1) écrire la lettre amicale ainsi que la lettre officielle en bon français;
- 2) exprimer leurs arguments et idées par écrit;
- 3) expliquer la logique à la base de l'orthographe de différents mots français suivant leur étymologie ;
- 4) bien épeler les mots français ainsi qu'effectuer une bonne ponctuation des phrases.

### **Contenu du cours**

Rédiger les lettres amicale et officielle. Rédaction à partir de textes argumentatifs. Dissertations. Écrire des textes narratifs et descriptifs simples. Rédiger des annonces. L'orthographe et la ponctuation.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices écrits.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, documents authentiques (lettres, annonces...en français)

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

## **Ouvrages/références recommandés**

- 1) Arénilla-Béros, A. (1978). *Améliorez votre style : Tome I*. Paris : Hatier. ISBN : 2-218-71423-x
- 2) Bultez, C., Bultez, D. (1993). *Démarches quotidiennes*. Paris : Éditions Nathan. ISBN: 2-09-177122-8.
- 3) Désalmand, P., Tort, P. (1998). *Du plan à la dissertation*. Paris : Hatier. ISBN: 2-218-72563-0.

## **INTRODUCTION A LA TRADUCTION**

**3 CREDITS**

### **Pré-requis**

Connaissances et compréhension du français et de l'anglais.

### **Finalité du cours**

Initier les étudiants à la traduction comme art et les familiariser avec les problèmes et défis rencontrés en traduction.

### **Objectifs du cours**

Au terme de ce cours, les étudiants pourront:

- 1) discuter différents problèmes rencontrés en traduction (de l'anglais au français et vice versa);
- 2) traduire de courtes phrase et de courts textes, de l'anglais au français et inversement.

### **Contenu du cours**

Principes de base de la traduction. Problèmes grammaticaux et lexicaux fondamentaux rencontrés dans la traduction des phrases et textes, de l'anglais au français et vice versa.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, exercices de traduction en classe.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, dictionnaires (français-anglais), ordinateurs, logiciels de traduction.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	
- Travaux pratiques	15%
- Traduction des textes	15%
Examen	70%
Total	100%

## **Ouvrages/références recommandés**

- 1) Ballard, M. (1987). *La traduction : de l'anglais au français*. Paris : Nathan.
- 2) Vinay, J.-P., Darbelnet, J. (1958). *Stylistique comparée du français et de l'anglais*. Paris, Éditions Didier. ISBN: 2-278-00894-3

## **CULTURE ET CIVILISATION DE LA FRANCE**

**3 CREDITS**

### **Pré-requis**

Connaissances de la France et des Français.

### **Finalité du cours**

Donner un bref aperçu de la culture et la civilisation françaises aux étudiants, leur permettant ainsi de comprendre les aspects sociolinguistiques de la langue française.

### **Objectifs du cours**

À la fin de ce cours, les étudiants seront en mesure de (d'):

- 1) décrire le mode de vie des Français;
- 2) comparer le mode de vie des Français avec celui de ses compatriotes et même différencier les deux;
- 3) discuter de l'influence et l'effet de la culture française dans le monde.

### **Contenu du cours**

Aspects culturel, social, politique et économique de la société française. Pertinence de ces différents aspects à l'étude de la langue et la littérature françaises.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, exposés en classe, lectures, recours aux supports audiovisuels.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, films et autres supports audiovisuels.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	: 100%

## **Ouvrages/références recommandés**

- 1) Bataille, D. (Éd) (2008). *France*. Paris : Ministère des Affaires étrangères et européennes/La Documentation française. ISBN : 978-2-11-006941-2.
- 2) Kimmel, A. (1987). *Vous avez dit France ? Éléments pour comprendre la société française actuelle*. Paris : Hachette/CIEP. ISBN : 2-01-012548-7.
- 3) Mermet, G. (1986). *Les Français : Qui sont-ils ? Où vont-ils ?* Paris : Larousse. ISBN : 2-03-503085-4.
- 4) St. Onge, R. et al (1996). *La civilisation française en évolution II. Institutions et culture depuis la Ve République*. Boston : Heinle. ISBN : 978-08384600 92.

**INTRODUCTION A LA LINGUISTIQUE GENERALE**

**3 CREDITS**

## **Pré-requis**

Structure de la langue française I et II, Introduction à la Traduction.

## **Finalité du cours**

Initier les étudiants aux aspects principaux de la linguistique générale pour leur permettre de comprendre la pertinence de cette discipline à leurs études.

## **Objectifs du cours**

À la fin de ce cours, les étudiants pourront:

- 1) définir la linguistique générale et ses principaux composants ;
- 2) retracer l'origine et l'évolution de la linguistique comme discipline;
- 3) citer et expliquer différentes écoles en linguistique;
- 4) faire connaître les différents niveaux d'analyses linguistiques.

## **Contenu du cours**

Définition de la linguistique. Introduction à la linguistique descriptive. Description des structures syntaxiques particulières ; grammaire structurale, générative et transformationnelle. Niveaux d'analyses linguistiques. Subdivisions/branches principales de la linguistique : la sémantique, la phonétique, la phonologie. Langue et société. Bilinguisme et multilinguisme.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices en classe, lecture guidée.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, PowerPoint.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Baylon, C., Fabre, P. (1990). *Initiation à la linguistique*. Paris : Édition Fernand Nathan. ISBN : 2-09-190765-9
- 2) Martinet, A. (1967). *Éléments de linguistique générale*. Paris : Armand Colin.
- 3) Moeschler, J., Auchlin, A. (2009). *Introduction à la linguistique contemporaine*, 3<sup>e</sup> édition. Paris : Armand Colin.
- 4) Schott-Bourget, V. (1994). *Approches de la linguistique*. Paris : Nathan.

## **INTRODUCTION A LA PHONETIQUE ET A LA PHONOLOGIE 3 CREDITS**

### **Pré-requis**

Introduction à la Linguistique générale

### **Finalité du cours**

Familiariser les étudiants avec les principes, règles et concepts de base utilisés en Phonétique et Phonologie, en français.

### **Objectifs du cours**

À la fin de ce cours, les étudiants pourront:

- 1) définir la Phonétique et la Phonologie tout en différenciant les deux disciplines;
- 2) opérer une classification des consonnes et voyelles du français;
- 3) distinguer les différentes branches de la phonétique;

- 4) transcrire différents sons du français;
- 5) décrire l'objet d'étude et méthodes de la phonologie.

### **Contenu du cours**

Alphabet Phonétique International (API) : voyelles et consonnes du français, classification des voyelles, consonnes et semi-voyelles. Système articulatoire. Production des voyelles et consonnes. Exercices de prononciation. Phonétique et phonologie. Phone, phonème, allophone. Apports de Jakobson et Troubetskoï. Paires minimales. Phonologie suprasegmentale : prosodie, accent, intonation. Nasalisation. E caduc.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques en classe et au laboratoire des langues.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, cassettes/CDs, magnétophones, lecteurs CDs, miroirs, laboratoire des langues.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	
- Épreuve écrite	15%
- Épreuve orale	15%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

1) Champagne-Muzar, C., Bourdages, J.S. (1998). *Le point sur la phonétique*. Paris : CLE International. ISBN : 209-033-325-1.

2) Duchet, J.-L. (1994). *La phonologie*. Paris : PUF, coll. « Que sais-je ? ». ISBN : 2-13-044448-2.

3) Léon, M., Léon, P. (1997). *La prononciation du français*. Paris : Éditions Nathan. ISBN : 2-09-190493-7.

4) Wioland, F. (1991). *Prononcer les mots du français*. Paris : Hachette. ISBN: 2-01-017482-8.

## **EXPRESSION ECRITE II**

**3 CREDITS**

### **Pré-requis**

Expression écrite I

### **Finalité du cours**

Permettre aux étudiants non seulement d'écrire des textes complexes mais aussi de développer leur capacité de comprendre et d'écrire l'essentiel, les points importants exprimés dans un texte qui leur est présenté.

### **Objectifs du cours**

À la fin de ce cours, les étudiants qui l'auront suivi avec succès pourront:

- 1) recourir à différentes techniques de prise de notes et de rédaction de rapports en français;
- 2) écrire des dissertations et résumer des textes en français;
- 3) écrire leur curriculum vitae en français;
- 4) produire des récits, qu'ils soient fictifs ou non, en français ;
- 5) expliquer et illustrer les techniques utilisées dans l'organisation et la restructuration de différents types de textes écrits.

### **Contenu du cours**

Prise de notes, rédiger des rapports. Dissertations, résumé, curriculum vitae. Organisation et restructuration de textes écrits. Rédaction de textes complexes: fictifs et non fictifs.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, simulations et jeux de rôles, exercices écrits, analyses des textes.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, PowerPoint et autres supports audiovisuels.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Désalmand, P., Tort, P. (1998). *Du plan à la dissertation*. Paris : Hatier. ISBN : 2-218-72563-0.
- 2) Grabner, C., Hague, M. (1981). *écrire pour quoi faire?* Paris : Didier. ISBN : 2-278-03463-4.
- 3) Laborde-Milaa, I. (Éd) (2000). *Français : Textes, langue, écriture*. Paris : Éditions Belin. ISBN: 2-7011-2665-01.

**INTRODUCTION A LA LITTERATURE FRANÇAISE**

**3 CREDITS**

### **Pré-requis**

Culture et Civilisation de la France

## **Finalité du cours**

Initier les étudiants à la littérature française tout en mettant l'accent sur l'importance de la culture et la littérature françaises dans leur étude du français.

## **Objectifs du cours**

Au terme de ce cours, les étudiants l'ayant suivi pourront:

- 1) lire et analyser des textes tirés des œuvres littéraires françaises;
- 2) effectuer une étude comparative des œuvres de différents écrivains français du Moyen-âge à nos jours.

## **Contenu du cours**

Un aperçu historique de la littérature française à travers l'examen des mouvements littéraires en France, du Moyen-âge à nos jours. Étude de quelques auteurs représentant les différents mouvements littéraires : Ronsard, Montaigne, Rabelais, Corneille, Molière, Racine, La Fontaine, Madame de La Fayette, Montesquieu, Diderot, Rousseau, Hugo, Balzac, Stendhal, Prosper Mérimée, Camus, André Breton, Sartre et Simone de Beauvoir entre autres.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, exposés en classe, films.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, supports audiovisuels, romans.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%

Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Berton, J.-C. (1983). *50 romans clés de la littérature française*. Paris : Hatier. ISBN : 2-218-05544-9.
- 2) Boursin, J.-L. (2007). *Anthologie de la littérature française: Textes choisis du XIe au XXIe siècles*. Paris : Éditions Belin. ISBN: 978-2-7011-4637-9.

## **INTRODUCTION A LA LITTERATURE FRANCOPHONE AFRICAINE**

**3 CREDITS**

### **Pré-requis**

Introduction à la littérature française

### **Finalité du cours**

Familiariser les enseignants en devenir avec les oeuvres littéraires des écrivains francophones africains.

### **Objectifs du cours**

À la fin de ce cours, les étudiants qui l'auront suivi pourront:

- 1) effectuer une analyse critique des oeuvres littéraires de différents écrivains francophones africains;
- 2) expliquer l'importance du rôle joué par les nouvelles et romans dans la littérature africaine ;
- 3) discuter les thèmes abordés pendant les périodes pré-coloniales et post-coloniales par différents écrivains francophones africains tout en appréciant leur pertinence aujourd'hui.

## **Contenu du cours**

Nouvelles et romans écrits par des écrivains francophones africains représentant les périodes pré-coloniale et post-coloniale, tels que: Mongo Beti, Cheikh Hamidou Kané, Sembene Ousmane, Ferdinand Oyono, Henri Lopès, Mariama Bâ, Yambo Ouloguem, Menga Guy.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques (analyse des oeuvres littéraires), discussions, exposés en classe, faire regarder des films.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, romans, nouvelles, films et autres supports audio et audiovisuels.

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	
- Épreuve écrite	15%
- Exposés en classe	15%
Examen	70%
Total	100%

## **Ouvrages/références recommandés**

1) Chevrier, J. (1981). *Anthologie africaine*, Vol.I. Paris : Hatier. ISBN: 2-218-0 5648-8.

- Other literary works by African French-speaking writers

**Pré-requis**

Introduction à la Linguistique générale

**Finalité du cours**

Permettre aux futurs professeurs de français d'appliquer des concepts propres à la linguistique, de façon appropriée, dans leur enseignement.

**Objectifs du cours**

Au terme de ce cours, les étudiants devront être capables de (d'):

- 1) définir la linguistique appliquée tout en la distinguant de la linguistique générale;
- 2) expliquer comment l'on peut appliquer ses connaissances de la linguistique aux analyses grammaticales;
- 3) discuter et illustrer l'application de l'analyse contrastive à l'enseignement du français;

**Contenu du cours**

Linguistique française et analyses grammaticales. Application de l'analyse contrastive à l'enseignement du français, aux niveaux phonologique, morphosyntaxique et lexicosémantique.

**Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques, discussions, lecture guide, présentation PowerPoint.

**Supports didactiques**

Tableau noir, tableau blanc, TBI, PowerPoint et autres supports audiovisuels.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Baylon, C., Fabre, P. (1990). *Initiation à la linguistique*. Paris : Édition Fernand Nathan. ISBN : 2-09-190765-9.
- 2) Schott-Bourget, V. (1994). *Approches de la linguistique*. Paris : Nathan. ISBN:

## **MORPHOLOGIE ET SYNTAXE**

**3 CREDITS**

### **Pré-requis**

- Introduction à la Linguistique générale
- Linguistique appliquée

### **Purpose of the course**

Amener les étudiants à découvrir et à comprendre le fonctionnement de la langue française.

### **Objectifs du cours**

À la fin de ce cours, les étudiants pourront:

- 1) définir la morphologie et la syntaxe du français;

- 2) distinguer la morphologie et la syntaxe à l'aide d'exemples concrets;
- 3) expliquer les fonctions de différentes catégories des mots français;
- 4) décrire et expliquer les règles syntaxiques du français.

### **Contenu du cours**

Rapport entre la morphologie et la syntaxe. Types de morphèmes : préfixe, infixé, suffixe. Distribution des morphèmes. Syntaxe et l'étude de l'ordre des mots ; inversion dans les phrases interrogatives, simples et complexes. Temps, accord des verbes et participes. Catégories des mots français et leurs différentes fonctions.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques en classe, discussions.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, PowerPoint, Internet et autres supports audiovisuels.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Baylon, C., Fabre, P. (1990). *Initiation à la linguistique*. Paris : Nathan. ISBN : 2-09-190765-9.
- 2) Catach, N. (1995). *L'orthographe française*. Paris : Nathan – Université. ISBN : 2-09-190510-0.
- 3) Corbin, D. (1991). *Morphologie dérivationnelle et structuration du lexique*. Lille : Presses Universitaires. ISBN :

4) Pinchon, J. (1986). *Morphosyntaxe du français: étude de cas*. Paris : Hachette.

## **TRADUCTION ET INTERPRETATION**

**3 CREDITS**

### **Pré-requis**

Introduction à la Traduction

### **Finalité du cours**

- Transmettre des connaissances aux étudiants et développer des compétences leur permettant de traduire des textes de l'anglais au français et vice versa.
- Familiariser les étudiants avec différentes stratégies utilisées en interprétation.

### **Objectifs du cours**

Au terme de ce cours, les étudiants pourront:

- 1) traduire des expressions idiomatiques françaises en proposant leurs équivalents anglais;
- 2) rendre de textes courts d'expression française en anglais et vice versa;
- 3) définir différents types d'interprétation et les distinguer;
- 4) discuter les différentes stratégies utilisées en interprétation;
- 5) traduire des textes et interpréter des discours de l'anglais au français et inversement.

### **Contenu du cours**

Traduction des expressions idiomatiques simples du français en anglais et vice versa. Aspects de la traduction français-anglais. Impact de mots d'emprunts sur la langue française. Traduction des textes courts portant sur la vie quotidienne et des problèmes figurant dans des journaux, des magazines, des romans...Stratégies utilisées en interprétation. Prise de notes. Interprétation consécutive au laboratoire des langues.

## **Modes d'enseignement**

Cours magistraux, travaux dirigés, discussions, traductions en classe, interprétation au laboratoire des langues.

## **Supports didactiques**

Tableau noir, tableau blanc, TBI, microphones, laboratoire des langues, dictionnaires bilingues, Internet...

## **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

## **Ouvrages/matériels recommandés**

- 1) Ballard, M. (1987). *La traduction : de l'anglais au français*. Paris : Nathan.
- 2) Eco, U. (1990). *Les limites de l'interprétation*. Translated into French by Bouzaher, M. (1992). Paris : Grasset.
- 3) Lederer, M.-A. (1981). *La traduction simultanée, expérience et théorie*. Paris : Minard Lettres Modernes.
- 4) Lederer, M.-A. (1994). *La traduction aujourd'hui: le modèle interprétatif*. Paris : Hachette-Livre. ISBN: 2-01-155000-9.
- 5) Seleskovitch, D., Lederer, M. (1984). *Interpréter pour traduire*. Paris : Didier Érudition.

## **SEMANTIQUE ET LEXICOLOGIE**

**3 CREDITS**

## **Pré-requis**

- Introduction à la Linguistique générale
- Linguistique appliquée

### **Finalité du cours**

Donner aux futurs professeurs de français un aperçu des aspects sémantiques et lexicologiques du français, leur permettant ainsi de comprendre l'usage de la langue française dans différents textes et contextes.

### **Objectifs du cours**

Au terme de ce cours, les étudiants devront être en mesure de (d'):

- 1) définir la sémantique et la lexicologie;
- 2) expliquer clairement le rapport entre la sémantique et la lexicologie;
- 3) discuter de différents concepts utilisés en sémantique et en lexicologie tout en donnant des exemples concrets;
- 4) évaluer et critiquer des dictionnaires.

### **Contenu du cours**

À base de textes, analyser, étudier les relations des sens, telles que : la synonymie, l'antonymie, l'homonymie, la paronymie, la polysémie. Champ sémantique, champ lexical. Lexicologie descriptive et lexicologie appliquée. Analyse lexicale vs analyses sociologique ou stylistique. Usage de dictionnaires.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques en classe (analyses), discussions.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, dictionnaires, Internet, PowerPoint.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	30%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

1) Baylon, C., Mignot, X. (2000). *Initiation à la sémantique du langage*. Paris : Nathan. ISBN : 2-09-191103-8.

2) Picoche, J. (1992). *Précis de lexicologie française: l'étude et l'enseignement du vocabulaire*. Paris : Éditions Nathan. ISBN: 209-190-547x.

## **NOTIONS ELEMENTAIRES EN RECHERCHE**

**3 CREDITS**

### **Pré-requis**

### **Finalité du cours**

Initier les futurs professeurs aux concepts et méthodes de base de la recherche, en français.

### **Objectifs du cours**

À la fin de ce cours, les étudiants pourront:

1) expliquer les justifications de la recherche universitaire;

- 2) faire connaître les différentes rubriques d'un projet de recherche;
- 3) justifier le choix d'une théorie ou d'une méthodologie;
- 4) discuter d'avantages et inconvénients de différentes techniques de recherche;
- 5) appliquer différentes techniques de rédaction et présentation d'un mémoire.

### **Contenu du cours**

Justification de la recherche. Choix d'un sujet, des objectifs, des hypothèses, de la problématique. Les variables. Bibliographie. Choix d'une théorie et une méthodologie pertinentes. Techniques d'enquête : enquête par questionnaire, entretien, documentation. Rédaction et présentation d'un mémoire.

### **Modes d'enseignement**

Cours magistraux, travaux dirigés, exercices pratiques, discussions, exposés.

### **Supports didactiques**

Tableau noir, tableau blanc, TBI, extraits ou exemplaires des mémoires, ouvrages sur la recherche.

### **Évaluation du cours**

<b>Modalité</b>	<b>%</b>
Contrôle continu	
- Épreuve écrite	15%
- Projet de recherche	15%
Examen	70%
Total	100%

### **Ouvrages/références recommandés**

- 1) Guidère, M. (2004). *Méthodologie de la recherche*. Paris : Ellipses. ISBN : 2-7298-2176-7.

2) Mialaret, G. (2004). *Les méthodes de recherches en sciences de l'Education*. Paris : PUF, coll. « Que sais-je ? ». ISBN: 2-13-054007-4.