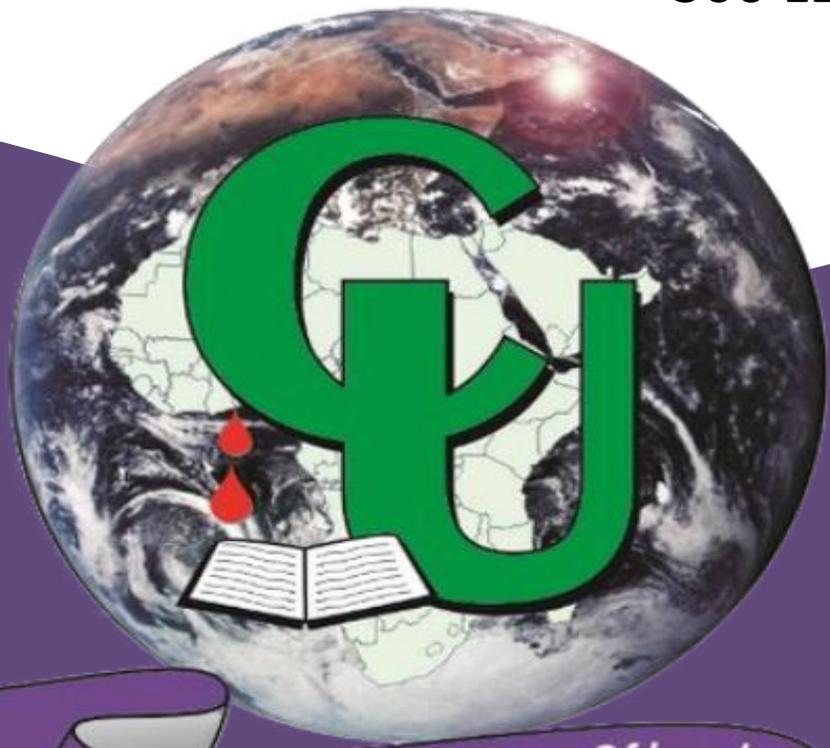


COVENANT UNIVERSITY

OMEGA SEMESTER TUTORIAL KIT
(VOL. 2)

PROGRAMME: ENGLISH
300 LEVEL



Raising A New Generation Of Leaders

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LIST OF COURSES

TMC321:	PERSONAL VALUE SYSTEM DEVELOPMENT
ENG320:	RESEARCH METHODS
ENG321:	APPLIED LINGUISTICS
ENG322:	ENGLISH LANGUAGE IN NIGERIA
ENG323:	INTRODUCTION TO DISCOURSE ANALYSIS
ENG324:	SOCIOLINGUISTICS
ENG325:	INTRODUCTION TO AMERICAN LITERATURE
ENG326:	STUDIES IN POETRY
ENG327:	NIGERIAN LITERATURE

***Not included**



COVENANT UNIVERSITY
CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA

TITLE OF EXAMINATION: (B)Sc/(B)A/ (B)Eng. EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: TMC321

CREDIT UNIT: 1

COURSE TITLE: Personal Value System Development

INSTRUCTION: ANSWER ALL QUESTIONS

TIME: 45 MINUTES

-
- _____ is an act whereby someone gives up something of estimable value for something of estimable value for something more valuable and precious. (A) Service (B) Love (C) Sacrifice (D) Interest
 - In June 2011 _____ was selected into the NBA draft as a result of obeying the law of sacrifice. (A) James Fredette (B) Lebron James (C) Kobe Bryant (D) Stephen Curry
 - The seventh stanza in the national anthem states _____. (A) To serve Nigeria with all my strength (B) Nigeria's call obey (C) To serve with heart and might (D) To serve our father land
 - _____ sacrificed his life in service to the Nigerian air force while fighting insurgency in the North east. (A) Yusuf Ali (B) Chimda Hedima (C) Nosa Igebor (D) Musa Ibrahim
 - One can never claim to serve without making _____. (A) Positive impact (B) Sacrifices (C) Wealth (D) Enemies
 - _____ is one's commitment towards meeting the needs of others and building a stronger community without ulterior motive. (A) Sacrifice (B) Service (C) Dedication (D) Love
 - The following statement, "... whoever wants to be a leader among you must be your servant ...", can be found in: (A) Mk10:40 (B) Mk10:45 (C) Mk10:43 (D) Mk10:43-45
 - TEAM = Together Everyone More. (A) Assist (B) Achieves (C) Advances (D) Accomplish
 - Learning is valuable because new ideas are needed to solve new problems. (A) True (B) False
 - Do not let kindness and truth leave you; Bind them around your neck, Write them on the tablet of your hear.* This passage is found in (A) Proverbs 2:2 (B) Proverbs 3:3 (C) Proverbs 4:4 (D) Proverbs 5:5
 - Great things in business are never done by one person, They are done by a team of people. This is according to (A) Bill Gates (B) Warren Buffet (C) Steve Jobs (D) Aliko Dangote
 - Constant relevance is a function of ,, ,, ,, ,, ,, ,, knowledge and skills. (A) new (B) acquired (C) desired (D) feasible
 - According to Mother Teresa, a life not lived for others is (A) useless (B) dangerous (C) selfish (D) not a life
 - is the act of using or combining the skills and talents of all the individuals in a group. (A) Responsibility (B) Accountability (C) Teamwork (D) Service
 - Learning platforms include all but one of these options. (A) Mentorship (B) Studies (C) Recreation (D) Workshops
 - You will get all you want in life if you help enough other people get what they want. This statement is credited to (A) Zig Ziglar (B) Brian Tracy (C) David Oyedepo (D) Mother Teresa

17. is about leveraging on the abilities of group members to achieve a goal. (A) Assistance (B) Sacrifice (C) Diligence (D) Teamwork
18. The greatest thing in life is to keep your mind young. This statement by Henry Ford teaches (A) Teamwork (B) Diligence (C) Learning (D) Responsibility
19. According to Henry Ford, anyone who stops learning is old, whether at twenty or at seventy. (A) True (B) False
20. Kindness is the fruit of the Holy Spirit as recorded in Galatians 5. (A) 3rd (B) 4th (C) 5th (D) 6th
21. is about aggregating the contributions of others. (A) Teamwork (B) Discipline (C) Diligence (D) Service
22. According to _____, “you cannot escape the responsibility of tomorrow by evading it today” (A). Adamson Caplow (B). Abraham Lincoln (C). Abdulman Masow (D). Abraham Maslow.
23. The characteristics of a responsible person include which of the following(s) (A). Being creative (B). Being organized (C). Being Reliable and dependable (D). Options A, B, & C.
24. Biblical character of responsibility in the Old Testament include the following(s) except (A). David (B). Deborah (C). Hannah (D). Paul.
25. _____ said “the price of greatness is responsibility” (A). Winston Churchill (B). Winston Lincoln (C). Masow Winston (D). Abraham Winston.
26. ____ is not the benefit of responsibility (A). Beautiful future (B). Disappointments (C). Fast achiever (D). Peace of mind
27. Two are better than one. This is found in Ecclesiastes 4: ? (A) 8 (B) 9 (C)10 (D) 11
28. Teamwork: (A) Join the bus (A) Join the car (C) Join the bike (D) Join the bicycle
29. Complete this passage as contained in Proverbs 12:1. Whoever loves discipline loves knowledge, but he who hates reproof is (A) a bastard (B) stupid (C) an illiterate (D) dangerous
30. Complete this statement as made by Anthonio Machido. Travellers, there are no paths, paths are made by (A) running (C) engaging (C) working (D) walking
31. Which of these options is odd to kindness? (A) Empathy (B) Kind (C) Charity (D) Perseverance
32. Which of these options is odd to honesty? (A) Uprightness (B) Diligence (C) Truthfulness (D) Candor
33. Honesty builds (A) wisdom (B)knowledge (C) trust (D) honesty
34. David Oyedepo said, “shame upon him who will not stretch out the helping hand to his brother.” (A) True (B) False
35. Praying for avenues to show kindness is a way of developing the value of kindness. (A) True (B) False
36. propounded the looking glass self theory. (A) Erik Erikson (B) Julian Rotter (C) Charles Cooley (D) James Hardy
37. Firmness of purpose will, or intention defines (A) honesty (B) responsibility (C) determination (D) perseverance
38. Determined continuation with something defines ... (A) honesty (B) responsibility (C) determination (D) perseverance
39. To be Is to be genuine, real, authentic and bona-fide. (A) responsible (B) diligent (C) honest (D) discipline
- Complete this statement as made by Mahatma Gandhi. The simplest acts of (40) are by far more powerful than a thousand heads bowing in (41) (A) love (B) worship (C) prayer (D) kindness**
42. Abraham Lincoln said, No man has enough memory to be a successful ... (A) thief (B) liar (C) enemy (D) cheat
43. The story of Mr Puneet Bhandari explicate the cost of (A) indiscipline (B) hatred (C) dishonesty (D) selfishness
44. David Oyedepo wrote the book *God is all you meet to have all your meat met.* (A) True (B) False

45. *Discipline is the soul of an army* ,, This statement is credited to Winston Churchill. (A) True (B) False
46. According o Jim Rohn, while the pain of discipline weighs in ounces, the pain of regret weighs in tons. (A) True (B) False
47. According to Bill Newman, the positive mind has extra problem solving ... (A) power (B) strategy (C) capacity (D) ability
48. Honesty and are two sides of a coin. (A) discipline (B) responsibility (C) integrity (D) diligence
49. One of the pathways to building discipline is to always keep entrenched behaviours. (A) True (B) False
50. *The Just man walketh in his integrity: His children are blessed after him.* This is found in ... (A) Psalm 7:21 (B) Psalm 21:7 (C) Proverbs 7:20 (D) Proverbs 20:7
51. Biblical models of integrity: which is odd? (A) Samuel (B) Job (C) Joseph (D) Haman
Martin Luther King Jnr. wrote, ‘hatred paralyzes life; love (52) it. Hatred confuses life; love (53) it. Hatred darkens life; love (54) it.’ (A) harmonizes (B) releases (C) illuminates (D) celebrates
55. Joseph Joubert said, kindness is loving people (A) as yourself (B) more than they deserve (C) more than yourself
56. Doing away with excuses best helps build (A) kindness (B) responsibility (C) spirituality (D) teamwork
57. The Bible says in James 1:, ‘...be swift to hear, slow to speak, slow to wrath.’ (A) 16 (B) 17 (C) 18 (D) 19
58. According to Proverbs 23:, ‘for as he thinketh in his heart so is he;...’ (A) 7 (B) 8 (C) 9 (D) 10
59.is defined as persevering determination to perform a task. (A) Discipline (B) Diligence (C) Responsibility (D) Faith
60. According to Thomas Jefferson, ‘everything yields to (A) discipline (B) responsibility (C) diligence (D) Faith
61. Oprah Winfrey said, ‘..... is the best deterrent to racism or sexism. (A) faith (B) excellence (C) kindness (D) teamwork
62. Diligence and are two sides of a coin. (A) discipline (B) excellence (C) kindness (D) teamwork
63. The word ‘grit’ is synonymous with (A) responsibility (B) kindness (C) teamwork (D) perseverance
64. Striving to perform averagely helps to build the value of excellence. (A) True (B) False
65. The marshmallow test teaches ... (A) integrity (B) delayed gratification (C) inward gravitation (D) outward gravitation
66. Self-discipline: which is odd to it? (A) restraint (B) willpower (C) goodwill (D) strength of mind

Reflect on the four lines of Henry Wadsworth Longfellow poem to answer questions 67 - 70

- | | |
|--|--------------------------------------|
| <i>The (67) by great men reached and kept,</i> | (A) success (B) summit (C) heights |
| (D) glory | |
| <i>were not obtained by sudden (68).....</i> | (B) wealth (B) work (C) chance (D) |
| flight | |
| <i>But they while their companions (69).....,</i> | (A) slept (B) played (C) enjoyed (D) |
| sat | |
| <i>were toiling upward through the (70)</i> | (A) day (B) night (C) years (D) |
| daytime | |



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TITLE OF EXAMINATION: B,Sc EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: TMC321

CREDIT UNIT: 1

COURSE TITLE: PERSONAL VALUE SYSTEM DEVELOPMENT

INSTRUCTION: ANSWER ALL QUESTIONS

TIME: 45 MINUTES

MARKING GUIDE

1. B
2. D
3. A
4. D
5. B
6. D
7. A
8. B
9. C
10. A
11. C
12. B
13. B
14. A
15. B
16. A
17. B
18. B
19. D
20. B
21. A
22. C
23. D
24. B
25. B
26. D
27. B
28. C
29. A
30. D
31. B
32. A
33. B
34. C
35. A
36. C
37. D
38. B
39. A
40. D
41. C
42. C

- 43. C
- 44. A
- 45. A
- 46. A
- 47. B
- 48. C
- 49. A
- 50. B
- 51. A
- 52. A
- 53. C
- 54. B
- 55. C
- 56. C
- 57. B
- 58. A
- 59. A
- 60. A
- 61. C
- 62. B
- 63. A
- 64. C
- 65. B
- 66. A
- 67. B
- 68. A
- 69. D
- 70. D



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TITLE OF EXAMINATION: B.A. (English) EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: ENG320

CREDIT UNIT: 2

COURSE TITLE: RESEARCH METHODS

TIME: 2 HOURS

INSTRUCTION: ANSWER QUESTION ONE AND ANY TWO OTHERS

1. List and explain the essential components of research. (30 marks)
- 2 a. What is **statement of problem**? (5 marks)
b. Briefly explain the **sources** of research problem. (15 marks)
- 3 To what extent do you agree that a research with a **clearly defined objective** is a research that is half carried out? (20 marks)
- 4 With appropriate illustrations, differentiate between **population** and **sample** in relation to research. (20 marks)
- 5 Why is **abstract** very important in research? (20 marks)

Marking Guide

1. Students are expected to:
 - a. List the components of the preliminary section/pages and main section of a project (5 marks)
 - b. Explain briefly each component listed (15 marks)
 - c. Provide illustrations/examples (5 marks)
 - d. Use language appropriately (5 marks)

2. (a) This question expects students to provide definition of statement of problem as it relates to research (any definition will suffice) 5 marks
(b) The second expects students to:
 - i. list the sources of research problem (3 marks)
 - ii. explain each source of research problem (10 marks)
 - iii. use language appropriately (2 marks)

3. This question is argumentative. Students are expected to decide whether objective statement is important or not in research. Thus:
 - a. Good/rich definition of research objective (5 marks)
 - b. Contents of argument (10 marks)
 - c. Language use (3 marks)
 - d. Illustration/examples (2 marks)

4. Students are expected to:
 - a. Provide rich introduction (2 marks)
 - b. Define population in research (4 marks)
 - c. Define sample in research (4 marks)
 - d. Attempt at differentiating population and sample (6 marks)
 - e. Rich/robust example(s) (3 marks)
 - f. Language (1 mark)

5. This question expects the following:
 - a. Rich introduction (2 marks)
 - b. Definition(s) of abstract (5 marks)
 - c. Explaining the various importance of abstract (10 marks)
 - d. Language (3 marks)

SESSION: 2015/2016
SEMESTER: Omega
COURSE TITLE: Applied Linguistics
COURSE CODE: ENG 321

Marking Scheme

1. Applied linguistics is interrelated, integrative and interactive, defining and redefining concepts. Discuss.

Using Verman and Nagarajan 's (2007) diagram or similar ones, the candidates are to explain the relationship and the link which exist between Applied Linguistics and other disciplines such as discourse analysis, stylistics, educational linguistics, theoretical linguistics etc with the former drawing insights from rhetoric, literature, pedagogy, philosophy of language etc. Applied Linguistics is said to be interactive because it involves two or more notions which influence one another such that there is a two-way circulation of information between them. Similarly, Applied Linguistics is interrelated with other concepts because they are so fastened together that a real link is established between them. Applied linguistics defines and redefines because it modifies and improves on its findings as society progresses.

<i>Points</i>	-	<i>12</i>
<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20

2. With ample examples, discuss the contribution of applied linguistics to first language acquisition.

To answer the question, candidates are simply to highlight and discuss how disciplines such as science, philosophy, sociology, technology, psychology etc have contributed to how a normal child acquires his/her first language. Candidates could support their view by elaborating on the claims and strengths of Behaviourism and Mentalism. Generally, candidates should accentuate the link between the different concepts that contribute to the acquisition of language in the normal child.

<i>Points</i>	-	<i>12</i>
<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20

3. Applied linguistics has influenced second language teaching in a number of ways. Discuss. Certain factors account for the ease and progress recorded in the second language learning situation. These factors include among others, learner’s aptitude and attitude; motivation; environment of learning; language policy; teaching materials; approach(es)/method(s) of teaching etc. Following this, candidates are to highlight and discuss how Applied Linguistics could help in ensuring that all factors highlighted are maximized to ensure effective language learning.

<i>Points</i>	-	<i>12</i>
<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20

4. With ample examples, discuss the contributions of Applied Linguistics to Computer-Assisted Language Learning.

Computer-Assisted Language Learning (CALL) may be used to refer to “any process in which a learner uses a computer and, as a result, improves his or her language” or learning conditions (Beatty, 2003: 7; Hubbard (2009: 2). Though a somewhat representative definition, Hubbard (2009) posits this definition as overly broad, and seemingly generic, for instance, he asks: “What do we mean by ‘computer’? And what do we mean by ‘improve’?”(p.1). By computer, Levy and Hubbard (2009) explain that what is meant is not just the canonical desktop and laptop devices generally referred to as computers. The definition of computers may be expanded to include the networks connecting them, peripheral devices associated with them and a host of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards and even DVD players, which have a computer of sorts embedded in them. Hubbard (2009) explains that improvements in language could include any of these:

- *learning efficiency*: learners are able to pick up language knowledge or skills faster or with less effort;
- *learning effectiveness*: learners retain language knowledge or skills longer, make deeper associations and/or learn more of what they need;
- *access*: learners can get materials or experience interactions that would otherwise be difficult or impossible to get or do;
- *convenience*: learners can study and practise with equal effectiveness across a wider range of times and places;
- *motivation*: learners enjoy the language learning process more and thus engage more fully;
- *institutional efficiency*: learners require less teacher time or fewer or less expensive resources.

<i>Points</i>	-	<i>12</i>
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<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20

5. Using the family as a case study, discuss the relevance of applied linguistics to politics. Candidates are to expound the roles psychology, philosophy, rhetoric not excluding stylistics play when a member of a family intends to convince other members to doing their biddings. It is required of candidates to give ample examples to illustrate their points.

<i>Points</i>	-	<i>12</i>
<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20



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TITLE OF EXAMINATION: B.A EXAMINATION
COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA
COURSE CODE: ENG 322 CREDIT UNIT: 2
COURSE TITLE: ENGLISH LANGUAGE IN NIGERIA
INSTRUCTION: Answer Question 1 and ANY OTHER TWO QUESTIONS

1. i. Describe five (5) characteristics of Nigerian English (NE) at the morpho-syntactic level.
 - ii. Explore three major factors that are responsible for the development of English in Nigeria.
 - iii. Distinguish between social and stylistic variation. (30 marks)
2. Attempt to provide justification for the global status of English language.
3. With ample examples, discuss four (4) lexico-Semantic innovations in NE as identified by Igboanusi (2001).
4. Explore four (4) roles that Nigerian Pidgin successfully plays in the development of Nigeria.
5. Identify and describe four (4) linguistic implication of English language in Nigeria.



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TITLE OF EXAMINATION: B.A EXAMINATION
COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA
COURSE CODE: ENG 322 CREDIT UNIT: 2
COURSE TITLE: ENGLISH LANGUAGE IN NIGERIA
INSTRUCTION: Answer Question 1 and ANY OTHER TWO QUESTIONS.

MARKING GUIDE

1. i. Describe five (5) characteristics of Nigerian English (NE) at the morpho-syntactic level.

The students are expected to illustrate their answers under sub-themes such as:

- i. no class differentiation: 'please horn before over-taking', 'on the light'
 - ii. omission of articles: 'deliver lecture', 'have class'
 - iii. misuse of preposition: 'discuss about'
 - iv. peculiar agreement pattern: 'bread and tea are delicious'
 - v. peculiar conjugation of the progressive form: 'I am hearing you', 'I am seeing you'
- (10 marks)

- ii. Explore three major factors that are responsible for the development of English in Nigeria.

The students are expected to discuss the three factors under any of the following:

- i. Historical factor
 - ii. Political factor
 - iii. Educational factor
 - iv. Cultural factor
 - v. Sociolinguistic factor
 - vi. Linguistic factor
- (10 marks)

- iii. Distinguish between social and stylistic variation.

The students are expected to generally describe social variation and stylistic variation, and the highlight the differences between them. (10 marks)

For question 1, extra marks will be allotted for language and organisation.

2. Attempt to provide justification for the global status of English language.

The students are expected to raise justification for the global status of English language based on the effects of the British and American Empires, contributions of other languages and, the roles and status of English in other countries. (20 marks)

3. With ample examples, discuss four (4) lexico-Semantic innovations in NE as identified by Igboanusì (2001).

The students are expected to identify and describe any of the following:

- i. Semantic extension
- ii. Intra-lingual compounding
- iii. Borrowing
- iv. Coinages
- v. Neologism (20 marks)

4. Explore four (4) roles that Nigerian Pidgin successfully plays in the development of Nigeria.

The students are expected to base their discussions on the any of the following roles of Nigerian Pidgin:

- i. It serves as a bridge between the mother tongue and Standard Nigerian English
- ii. It is geographically spread all over Nigeria and spoken by Nigerians of different ethnic origins.
- iii. It is easy to acquire or learn.
- iv. It is a unifying language. (20 marks)
- v.

5. Identify and describe four (4) linguistic implication of English language in Nigeria.

The students are expected to describe four linguistic implications such as:

- i. Bilingualism
- ii. Code switching
- iii. Mother tongue interference

- iv. Language change
- v. Language death

(20 marks)

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P.M.B 1023, OTA, OGUN STATE NIGERIA

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: LEADERSHIP DEVELOPMENT STUDIES

SCHOOL: LEADERSHIP DEVELOPMENT

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: ENG323

CREDIT UNIT: 2

COURSE TITLE: INTRODUCTION TO DISCOURSE ANALYSIS

INSTRUCTION: Answer Question 1 and any two (2) other questions. **TIME:** 2 hours

1. What does Discourse Analysis involve? (10 marks) Generate any text of your choice to illustrate a step by step approach to any form of discourse analysis (20 marks).
2. Describe five (5) features of spoken discourse (20 marks).
3. Discuss the importance of some types of Contexts to discourse analysis (20 marks).

4. Describe the principles of Critical Discourse Analysis (CDA) (20 marks).

5. Write short notes on any two (2) of the following concepts:

(i) Discourse (10 marks)

(ii) Text (10 marks)

(iii) Conversation (10 marks)

(iv) Reference (10 marks)

ENG323: INTRODUCTION TO DISCOURSE ANALYSIS

OMEGA SEMESTER (2015/2016)

Marking Guide

1. (a) A Discourse Analysis of any written/spoken text will involve (i) identification of discourse type (ii) subject matter of text/talk (iii) the audience (participants/addressee and their relationships) (iv) relationship between text and context (v) reference to things/objects/people/events in the context (vi) overall function of discourse in relation to context (Full explanation with examples = **15 marks**)

(b) Analysis of any generated text by the student using the above criteria (**10 marks**).
Language/presentation = **5 marks. Total 30 marks**

2. Features of spoken discourse include:

- (i) Speech event
- (ii) Discourse opening and closing
- (iii) Topic negotiations
- (iv) Turn + turn-taking
- (v) Discourse interruptions
- (vi) Speech errors
- (vii) Repair mechanisms
- (viii) Role sharing

Full discussion of any **5** with examples (**20 marks, i.e. 4 marks for each point**)

3. Types of contexts include (i) linguistic (ii) physical/environmental (iii) institutional (iv) social/cultural (v) cognitive. Full discussion any **4** with example, and their importance to discourse analysis (**4x5 = 20 marks**).

4. Principles of Critical Discourse Analysis are:

- (i) CDA addresses social problems
- (ii) Power relations are discursive
- (iii) Discourse constitutes society and culture
- (iv) Discourse does ideological work
- (v) Discourse is historical
- (vi) The link between text and society is mediated
- (vii) Discourse analysis is interpretative and explanatory
- (viii) Discourse is a form of social action (Fairclough & Wodak, 1997)

A description of **any 5 = 20 marks**); each point = **4 marks**.

5. Short notes on any TWO (2) of the following with examples:

- (i) Discourse (**10 marks**)
- (ii) Text (**10 marks**)
- (iii) Conversation (**10 marks**)
- (iv) Reference (**10 marks**)

SESSION: 2015/2016
SEMESTER: Omega
COURSE TITLE: Sociolinguistics
COURSE CODE: ENG 324

Marking Scheme

1. With ample examples, discuss the preoccupations of sociolinguistics.
 - To answer the question, candidates are simply to expound the concern of sociolinguistics, giving various examples as they do this. The concentrations of sociolinguistics include the following:
 - It is the descriptive study of the causal effect of language and society.
 - It explores how the cultural norms of a group are reflected in members' use of language.
 - It explores how language varieties differ between groups separated by certain social variables.
 - It expounds and describes the concept, speech community.
 - It examines social attitudes of speakers to language.
 - It is the study of social network in which language is embedded.

<i>Points</i>	-	20
<i>Language</i>	-	07
<i>Organization</i>	-	03
TOTAL	-	30

2. Using Hymes' Ethnography of communication, examine the factors that determine the choice of a variety or language in a communication discourse.

Candidates, in answering the question, are to hammer on the fact that communication does not take place in a vacuum. Consequently, they will need to tie how communication goes to Hymes' acronym SPEAKING where 'S' stands for setting (physical and psychological); 'P' represents participants (as guided by certain sociolinguistic variables such as age, sex, religion, profession etc); 'E' stands for the end/goal of discourse; 'A' represents the act sequence; 'K' stands for the key (the mood in which communication goes); 'N' stands for the norms which guide communication at large; 'G' stands for genre.

<i>Points</i>	-	12
<i>Language</i>	-	05

Organization - 03
TOTAL - 20

3. Social class and communication functions are the basis for language structure and features. It is required of the candidates to highlight and discuss how society influences language thus bringing about certain changes in its linguistic forms. For instance, as members of a group interact with other groups and their environment, new meanings are given to existing words. Similarly, as humankind undergoes new experiences, so do we have new words in form of coinage, lexicalization, semantic extension etc. Thus, language keeps changing from time to time to reflect such innovations.

Points - 12
Language - 05
Organization - 03
TOTAL - 20

4. The changes that languages and societies experience and go through from time to time may not be unconnected with a people's linguistic ideology. Discuss.

Linguistic ideology is the belief we have of a language or about the speakers of a language. Ideology is fluid with the changes being determined by our experiences or by other people's beliefs. Language goes through a number of linguistic transformations from time to time. A language develops its lexicon over time through various ideologies of its speakers. Similarly, an item of a language may accrue a new or additional meaning as its members modify their belief of a concept or practice.

Points - 12
Language - 05
Organization - 03
TOTAL - 20

5. The goals of a nation/state determine the type of language policy and planning that is adopted by the nation or state in question. Discuss.

Nations/states have various reasons they may plan their languages (this concerns bilingual/multilingual societies) Following Nair's (2003) submission, the goals of language planning include:

- ❖ Language purification
- ❖ Language revival
- ❖ Language reform
- ❖ Language standardization
- ❖ Language spread
- ❖ Lexical modernization
- ❖ Terminology unification

- ❖ Stylistic simplification
- ❖ Interlingual communication
- ❖ Language maintenance
- ❖ Auxiliary code

Using these goals as a guideline, candidates are to discuss how the language planning of a nation goes following the three stages: status planning, corpus planning and acquisition planning.

<i>Points</i>	-	<i>12</i>
<i>Language</i>	-	<i>05</i>
<i>Organization</i>	-	<i>03</i>
TOTAL	-	20



COVENANT UNIVERSITY

CANAANLAND, KM 10, IDIROKO ROAD
P.M.B 1023, OTA, OGUN STATE, NIGERIA

TITLE OF EXAMINATION: B.A EXAMINATION

COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: OMEGA

COURSE CODE: ENG325

CREDIT UNIT: 3

COURSE TITLE: INTRODUCTION TO AMERICAN LITERATURE Time: 2.30mins

INSTRUCTION: Answer TWO questions in section A and TWO in section B

Section A

1. Discuss the role of fear in the downfall of Willy Loman in Arthur Miller's *Death of a Salesman*. (20marks)
2. Critically examine the various dreams of the major characters in Scott Fitzgerald's *The Great Gatsby* and their tragic consequences. (20 marks)

Section B

3. With close reference to "Harlem," "Negro" and "I, Too", justify that Langston Hughes is a visionary poet. (15 marks)
4. Explore the view that man is inherently evil in Edgar Allan Poe's 'The Cask of Amontillado' and Flannery O'Connor's 'A Good Man is Hard to Find.' (15 marks)
5. Analyze the theme of violence in Alice Walker's *The Color Purple* and Toni Morrison's *The Bluest Eye* (15 marks)
6. Critically discuss language and style in Amiri Baraka's "Poem for Half-White College Students" and Claude McKay's "If We Must Die." (15 marks)

MARKING GUIDE FOR ENG 325 2015/2016 SESSION

INSTRUCTION: the students are to answer four questions: Two from section A and Two from section B.

QUESTION 1

Discuss the role of fear in the downfall of Willy Loman in Arthur Miller's *Death of a Salesman* (15 marks)

- i. Synopsis of play = 4mks
- ii. Logical explication of role of fear in Loman's downfall = 10mks
- iii. Language/expression = 6mks

Total **20mks**

QUESTION 2

Critically examine the various dreams of the major characters in Scott Fitzgerald's *The Great Gatsby*.

- i. Synopsis of novel = 4mks
- ii. Analysis of dreams of major characters in novel = 10mks
- iii. Language/expression = 6mks

Total: **20mks**

QUESTION 3

With close reference to "Harlem," "Negro" and "I, Too" justify that Langston Hughes is a visionary poet.

- i. Synopsis of each poem 1x 3 = 3mks
- ii. Clear analysis of Langston Hughes as a visionary poet = 7mks
- iii. Language/expression = 5mks

Total: **15mks**

QUESTION 4

Explore the view that man is inherently evil in Edgar Allan Poe's 'The Cask of Amontillado' and Flannery O'Connor's 'A Good Man is Hard to Find.'

- i. Synopsis of each story 2mk x 2 = 4mks
- ii. Analysis of man's inherent evil nature 3mks x 2 = 8mks
- iii. Language/expression = 3mks

Total: **15mks**

QUESTION 5

Analyze the theme of violence in Alice Walker's *The Color Purple* and Toni Morrison's *The Blues Eye*.

- | | | |
|------|-------------------------------------|---------------------|
| i. | Synopsis of each novel | 2mks x 2 = 4mks |
| ii. | Close analysis of theme of violence | 3mks x 2 = 6mks |
| iii. | Language/expression | 5 mks |
| | | Total: 20mks |

QUESTION 6

Critically discuss language and style in Amiri Baraka's "A Poem for Half-White College Students" and Claude McKay's "If We Must Die"

- | | | |
|------|--------------------------------|---------------------|
| i. | Synopsis of each poem | 2mks x 2 = 4mks |
| ii. | Analysis of language and style | = 7mks |
| iii. | Language/expression | = 4mks |
| | | Total: 20mks |



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COLLEGE: LEADERSHIP DEVELOPMENT STUDIES
SCHOOL: SCHOOL OF LEADERSHIP DEVELOPMENT
DEPARTMENT: LANGUAGES AND GENERAL STUDIES
SESSION: 2015/2016 SEMESTER: OMEGA EXAMS
COURSE CODE: ENG326 CREDIT UNIT: 2
COURSE TITLE: STUDIES IN POETRY
INSTRUCTION: ANSWER QUESTIONS ONE AND ANY OTHER TWO TIME: 2 HOURS

1. Keats and Osundare are referred to as ‘Simple’ and ‘Sentimental’ poets, respectively. Discuss this in relation to their poems: “Bright Star” and “Human in Every Sense”.

(30 marks)

2. Explore the use of symbols and imagery of the ‘past’, ‘present’ and ‘future’ in Osundare’s Preface to *The Eye of the Earth*. (20 marks).
3. “Philosophy will clip an Angel’s wings,/ Conquer all mysteries by rule and line, empty the haunted air”. Briefly discuss conflict between **reality** and **passion** in the main characters/personae in “Lamia” as a mythic narrative poem. (20 marks).
4. Explore John Keats’ and Niyi Osundare’s sources of poetic inspiration with examples from their poems. (20 marks).

OR

Make a comparative analysis of any two of the following poems: “The Grasshopper and the Cricket”, “They too are the Earth”, “On First Looking into Chapman’s Homer”, “The Rocks Rose to Meet Me”. (20 marks).

5. Discuss “The Road Crosses the River” as a conflict management dramatic poem. (20 marks).



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COURSE TITLE: STUDIES IN POETRY

MARKING GUIDE

1. Mensah (2003) referred to Keats as ‘simple poet’ because his period is relatively untouched by industrialization and thus took the natural environment for granted. In contrast, he qualifies Osundare as ‘sentimental poet’ and his poems minatory, because he lives to witness the impact of exploitation and its destructive impact on the natural environment.
2. These literary devices can be subdivided into three: primal images symbolized by the rural environment “when they eat what they sow and sow what they eat”, the ‘present’ symbolized by the coming of foreign customs and education and commercial exploitation which improvised the people. They are made to plant to feed the European stomach instead of their own, thus cash crops took over from food crops and the god called money came with exploitation of the land and the people. The third phase is a type aligning the past with the future by the artist being not only a reminder but a rememberer”
3. The conflict between reality and passion is represented by philosopher Apollonius on one hand and passion represented by Lamia and Lycius on the other hand. While Lamia and Lycious symbolize youth, love, passion, Apollonius a symbol of legality, decorum and morality. Thus philosophy will attempt to destroy any form of passion, mysteries, myth which cannot be explained by rules and lines.
4. Art: (Oral literature(Weaving)/Written literature, Praise and performance poetry, Total drama); Poetic forms: Praise poetry, performance poetry, proverbs. Natural environment:

‘Sentimental’, Landscape Seasons, flora and Fauna. Writers/poets: Parents(oral poetry & weaving), Coleridge(fancy/imagination, Journalistic writing, Political philosophy) and Okigbo (musicality & ‘return’), Longinus.

Self-Inspired: response to issues of communal life in the context of situation that is work seeks to address; the obligation to give aesthetic form to his mode of response.(Na’Allah,2000:p.xvii)

Osundare’s numerous travels have influenced him, but it is Nigeria, with its linguistic and cultural diversity, that has most shaped his writing. In his poetry, Osundare draws from the oral tradition of Yoruba, one of the three largest ethnic groups of Nigeria. Because the Yoruba oral tradition is a shared community experience, Osundare emphasizes drama and performance in his own poetry, often reading aloud with audience participation. Though Yoruba is not endangered, the bulk of its literature, like most endangered languages in Africa and elsewhere is oral. Osundare’s eloquent discussion of how that oral tradition has affected his written poetry provides an insightful first-person account of the power of oral literature. We hope it will serve as a glimpse of what speakers and listeners of endangered stories from around the world might also experience.

Keats’: Sources of poetic inspiration are early writers and poets: classical; neo-classical; contemporary (Romantics). Arts: paintings, sculptures (Grecian), **mythology**. Contemporary writers/poets. Self (imagination); experience from nature watch. Keats’: Sources of poetic inspiration

5. “The Road Crosses the River” is a conflict management dramatic poem. It involves a dramatic representation of how conflict arises and is resolved by inviting mediation in order to resolve the disagreement between the River and the Road. The mediators in this poem are personified by the Earth, the Sky, Eagle and the Vulture.



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COLLEGE: COLLEGE OF LEADERSHIP DEVELOPMENT STUDIES

DEPARTMENT: LANGUAGES AND GENERAL STUDIES

SESSION: 2015/2016

SEMESTER: Omega

COURSE CODE: ENG 327

CREDIT UNIT: 2

COURSE TITLE: NIGERIAN LITERATURE

TIME ALLOWED: 2 hours only

INSTRUCTION: Answer question 1 plus two other questions of your choice. Do not repeat the use of same texts/materials.

1. Discuss three important cultural factors that are influential in the development of Nigerian literature (30marks).
2. From your study of Adimora-Ezeigbo's *The Last of the Strong Ones*, discuss any three important themes specifically relating to women in that novel (20 marks)
3.
 - a. From your study of Gabriel Okara's 'Piano and Drums', discuss three significant poetic devices in that poem.
 - b. How the poet uses these devices to achieve meaning in that poem (20marks).
4. Why should Nigerian writers be encouraged to write in their indigenous languages? (20marks).
5. Why should we continue to study Nigerian literature in Nigerian universities? (20marks).

OMEGA SEMESTER MARKING GUIDE

TITLE: NIGERIAN LITERATURE COURSE CODE: ENG 327

Preamble: The questions are designed to test the students' skills in analytical reasoning. For instance in the course of the study of Nigerian literature, we provided several insights into some of the historical, social, cultural, political, and economic factors that variously influenced the diverse, multi-directional developments in Nigerian literature. Q1 requires the student to sift through that material and categorize the factors accordingly. Also, our expectation in Q4 and Q5 is that students should imaginatively address issues in their attempts to proffer solutions. Q2 and Q3 refer to specific texts. Students are expected to demonstrate a familiarity with a wide range of texts.

Q1. An introductory to show that other factors beyond mere cultural factors are also relevant is useful (5marks). Examples of cultural factors are: the cultural renaissance of the early 19th century around the Lagos/ Abeokuta/Ibadan axis, the attempts of writers like D. O Fagunwa, Akinwunmi Ishola and others writing in indigenous languages, the creation of socio-cultural clubs e.g the Mbari cultural movement spearheaded by Soyinka, Duro Ladipo etc (15). Attention to details is important. Use of language is allotted (10) items such as grammar, tense, concord, and diction are graded. Finally, the overall structure of the essay is allotted (5)

Q2 Introduction (4): this should be an attempt of describe the place of the writer in the Nigerian literary scene and/or an intro. to the novel. Points such as the centrality of women, the important roles they play in their community are all relevant (10). Items of language are also graded (6)

Q3 This allows the student to imaginatively discuss points such as metaphor/symbols, poetic diction, tone, and several other devices and how these accumulate meaning in the poem. Close refs. to the poem is important. Intro. (4), content (10) lang. (6).

Q4. Individual thoughts on the issues are required. Ability to express different perspectives is also important. Intro. (4), content (10) lang. (6).

Q5. Individual thoughts on the issues are required. Ability to express different perspectives is also important. Intro. (4), content (10) lang. (6).

