

YEAR 2

SEMESTER 2

Four-Year B.Ed. Course Manual

Introduction to English Literature





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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 1. What is to be taught and why.
 2. how it can be taught.
 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

Course Manual Writing Guide

Resources for Course Manual Writing

- Soft copies of the CWG, New Four-Year B.Ed. Curriculum introduction
- Soft and hard copies of the course specifications for the subject for year one and two
- Soft and hard Course Manual Writing Guide (CMWG)
- Relevant subject texts

Target Audience

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors

The purpose of course manuals

- To provide a lesson by lesson overview of the course, building on, adapting and developing the material in the course specifications
- To provide a resource to support professional development sessions for tutors/lecturers on how to plan for and teach courses from the New Four-Year B.Ed. Curriculum
- To inform tutors /lecturers, student teachers and others working with student teachers about:
 - what is to be taught and why
 - how it can be taught
 - how it should be assessed
- To support consistency in the implementation of the New Four-Year B.Ed. across institutions who train teachers
- To ensure that all **training** information on skills, processes, and other information necessary to perform the teaching task are together in one place.
- To operationalize the Teacher Education Reform Policy; the requirements of the NTS & NTECF and the Four-Year B.Ed.

Guiding principles of course manual writing

1. They are written with the learner, the student teacher, in mind: what they will *be able* to cope with and only include what student teachers need to know, understand, be able to do and be as a basic school teacher
2. They take in to consideration the learner's, the student teacher's, context and possible barriers to, and enablers for, learning
3. They are written with the tutors /lecturers who are going to teach the course in mind. Tutors must be able to adapt and develop the plans in course manuals to fit the context they are teaching in and to support their teaching
4. They are aligned to the key principles and practices of the Teacher Education Reform Policy: the NTS, the NTECF and the New Four-Year B.Ed.
5. They are written to provide opportunities for student teachers to develop and apply knowledge during supported teaching in school
6. They are written to reflect the stage of student teacher development, set out in the model for progress in the New Four-Year B.Ed.
7. They are written to support progress in student teacher learning, including building on prior learning from the previous programme or course/s and supporting progress to the next course.
8. They are to be used as self-study tools.
9. They are written to have the following characteristics: easy to read; uses active voice and avoids jargon; uses bullet points to offset text; uses images

What a teacher educator needs to know, understand and use to inform what they do

- The aims and structure of the education system and Education strategic Plan
- The Basic School Curriculum
- The Inclusion Policy
- The teacher education system: The National Teacher's Standards, the vision for teacher education and the core principles of the New Four-Year B.Ed.
- Andragogy, effective methods and practices for teaching adult learners
- Assessment Literacy. Assessment for, of and as learning -Educative Assessment

Guidance for completing the course manual writing proforma: two sections

A. Course Information

Title Page

- i. Course name: as in course specification unless important reason why not
- ii. The vision for the New Four-Year B.Ed. Curriculum

"To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners

they teach as set out in the National Teachers’ Standards. In doing this to instil in new teachers the Nation’s core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners. ”				
iii. Course Details: as in course specification unless important reason why not				
Pre-requisite/s	The programme / previous semester courses studied.			
Co-Requisites	Links to other courses being taught, support coherence in student experience and avoid duplication			
Course Level	Course Code	Credit Value		
Table of contents				
Each manual will include:				
<ol style="list-style-type: none"> 1. The goal for the subject or learning area 2. Course description 3. Key contextual factors 4. Core and cross cutting issues, including equity and inclusion 5. Course Learning outcomes 6. Course content 7. Teaching and learning strategies 8. CourseAssessment components 9. Reading and reference list 10. Handouts, power points and other resources for lessons 11. Plans for each lesson in the semester 				
A. Course information				
1. Goal for the Subject or Learning Area				
This can be found in subject goal document. It should be a short statement which captures what new teachers will know, understand and be able to do in this subject at the end of their training. This statement should be linked to achieving the vision for the curriculum.				
2. Key contextual factors				
This can be found in the coursespecification. It should address what needs are to be considered to reflect the Ghanaian context at local and national levels.it includes potential knowledge and skills gaps and any specific: gender, cultural, linguistic, conceptual, infrastructural issues, for example, that might be barriers to learning forstudent teachersand eventually basic school children? E.g. issues of subject related bias that need addressing. Potential barriers to learning must be explicitly addressed to enable student teachers to achieve the learning outcomes.				
3. Course Description				
This can be found in the course specification. This brief statement should provide a clear understanding of what studying this course involves, what student teachers will get out of studying this course.				
4. Core and transferable skills and cross cutting issues, including equity and inclusion				
This can be found in the course specification. Which core and transferable skills or cross cutting issues will be applied or developed through this course? This needs to be made explicit to student teachers. Are there specific issues to do with equity and inclusion which must be addressed so that all student teachers can fully take part? For example, issues related to gender and mathematics or science.				
5. Course Learning Outcomes			6. Learning indicators	
These are in the course specification. The course learning outcomes should specify the expectations of what the student teachers will know, understand and be able to do at the end of the course not what student teachers will do on the course. They must be appropriate and realistic to the learner’s abilities, experience, the identified level of the course and <i>content</i> . They must be measurable – allowing assessment of student teacher achievement			<ul style="list-style-type: none"> • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers’ behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher’s individual characteristic) 	
7. Course content				
In the course specification. This should provide an outline of the academic and / or practical content of the course. It should be clear how this content relates to the achievement of the intended learning outcomes. The name of each unit in the courseshould be <i>briefly</i> set out – the name should make it clear what the unit is about.				

Unit	Topic	Sub-topic (If any)	Teaching and learning activities to achieve the learning outcome
8. Course Assessment Components			
<p>In the course specification. The NTS and the NTECF require a move away from largely examination-based assessment to strategies to enable assessment of student teachers' skills, knowledge and understanding against the learning outcomes and through these the against the NTS</p> <ul style="list-style-type: none"> • There should be a maximum of 3 assessment components per 3 credit-course; to avoid over loading student and tutors/ lecturers • The learning outcomes to be assessed by each assessment component should be identified. • Each assessment component should explicitly reference the NTS or aspects of the NTS it will assess. • Each assessment component should include: <ul style="list-style-type: none"> ○ The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM ○ The type of assessment: of, for and /or as. ○ An indication of the size of each assessment component (e.g. duration of exams, word limit of written submissions, length of presentations; whether presentations have an individual or group etc.). ○ The weighting of each assessment component should be expressed as a % of total course mark (overall in each course: 60% continuous assessment of course work, 40% examination of course work). • Each assessment should be manageable and relevant to supporting the student teachers' development. <p>The guidance on assessing student teachers from the NTS, the NTECF the CWG and the New Four Year B.Ed. should be used.</p>			
9. Teaching and learning strategies			
<p>Detail in this section should show how the total learning hours will be used to achieve the intended learning outcomes, to provide a guide to the teaching and learning strategies to be used. Each teaching strategy should be selected as most appropriate to achieving the learning outcomes. This may include team teaching or additional tutors. As stated in the B.Ed. experiential learning and interactive teaching approaches are encouraged</p>			
10. Required Reading and reference list			
<p>one or two compulsory texts which must be made available to the student teachers and a SHORT list of 5 relevant references. These lists should be annotated with the key value of each text. Use APA style of writing.</p>			
11. Teaching and Learning Resources			
<p>Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors</p>			
Course related professional development for tutors/ lecturers			
<p>This is not included the course manual but professional development needs must be identified to ensure all tutors / lecturers are prepared to teach the course identify any specific topics or issues which may be challenging for tutors / lecturers.</p>			

B. Semester lesson plans							
Guidance for Lesson planning							
<p>The expanded planning proforma was</p> <ul style="list-style-type: none"> Created using the course specification proforma CWG(p32/33) Designed to support writing lessons which address the key features of the New Four-Year B.Ed. curriculum The completed proformas will be an important piece of evidence for CoE in being awarded Transitional Support Funding (TSF) <p>Things to consider as you write and then review lessons:</p> <ul style="list-style-type: none"> Will all student teachers be able to achieve the learning outcomes and demonstrate the indicators by undertaking the activities set out in the lesson? What might be barriers to learning? How can you address these? How does the lesson support progress in and or consolidate student teacher learning; including building on prior learning and supporting progress to next lessons? How you can address transition from school to CoE in the first semester? Are there explicit links between learning outcomes, learning indicators and assessments? Do all activities support student teachers in achieving the learning outcomes? Is there an emphasis on interactive, learner focused approaches to training new teachers? Does it explicitly address cross cutting -issues: equity and inclusion, gender, SEND,ICT? Does it explicitly develop core skills, including: professional values and attitudes, classroom enquiry and reflection? Overall the lesson must be 'do-able' for the student teacher <ul style="list-style-type: none"> in the time available with the skills, knowledge and understanding they have 							
Title of Lesson							
Lesson Duration							
Lesson description	It is essential that student teachers know what this lesson is about. The lesson description should be short, clear, and accessible to all students.						
Previous student teacher knowledge, prior learning (assumed)	<ul style="list-style-type: none"> What links to previous knowledge / prior learning need to be built in to the lesson? Prior learning could be from: this course and previous lessons; from senior high school; from supported teaching in school/practicum; from other courses. NB important to build on work from previous lessons If you are unsure about previous knowledge or prior learning how you need to check for this as part of the activity in the lesson/s. If the expected prior knowledge is not adequate you will need to modify the lesson. 						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> What specific conceptual, linguistic, social, cultural, conceptual, gender, or ability related issues might stop student teachers in achieving the learning outcomes; act as barriers to their learning? How will you address these? Does this lesson require that student teachers examine their own bias? If so, you will need to plan support this 						
Points on inclusivity, equity and addressing diversity	<ul style="list-style-type: none"> You need to represent and address diversity in your lesson-plan. Are the multiple diversity issues (see diversity wheel) ? How would these issues be addressed with student teachers during activities for both their own learning and the learning of the students they will teach? How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can see diversity modelled during this teaching and learning activity? How are issues of diversity (equity and inclusion) addressed in your lesson plan so that student teachers can learn how to address it with the students they will teach? For example: gender stereotype issues related to: PE, literacy and language, science and mathematics. 						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Practical Activity: enabling experimentation and the analysis and discussion of issues, documents and materials, as well as physical activities.</p>						

	<p>Work based learning: to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET)</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>E-learning opportunities – involving the use of interactive packages and virtual learning environments. This can be part of any of the above modes of delivery. It is unlikely to be a delivery mode in its own right.</p> <p>Practicum (supported teaching in school): support to enable student teachers to experience and learn from the basic school context by doing observations and child study in Y1 to full class teaching in and action research in Y4.</p>							
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<ul style="list-style-type: none"> • What is the main thing you want student teachers to know, understand and be able to do as a result of this lesson? • Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? Understanding how various concepts and skills come together to create a body of knowledge? Practicing the application of new knowledge? • This will relate back to the overall intention and learning outcomes for the course. 							
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> • The learning outcomes for the lesson will enable student teachers to achieve the purpose for the lesson. • For example, in mathematics: student teachers are prepared to teach a specific mathematics operation. In this instance, the learning outcomes would be the things the students would need to know and do in order to be able to teach the operation. • What the student teacher will know and be able to do as a result of this lesson. 'By the end of the lesson the student will....' • Learning outcomes may be developed and re-visited over a number of lessons • Be realistic in terms of what can be achieved in any one lesson • Some learning outcomes may address specific student teacher needs 	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Measurable/assessable/observable performances that provide evidence of learning or other changes taking place in student teachers' behaviour which demonstrate that they have met the learning outcome/s. • What the student teacher will need to do to show they have achieved the learning outcome. (in an inclusive lesson, this should vary and be responsive to student teacher's individual characteristic) 						
<p>Content of lesson picked and developed from the course specification</p> <p>Unit/s covered from the course specification:</p>	<p>Time or stage Identify how much time will be required for each part of the lesson</p>	<p>Topics and sub-topics (if any):</p>	<p>Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study</p> <table border="1" data-bbox="868 1778 1445 2011"> <thead> <tr> <th data-bbox="868 1778 1161 1839">Teacher Activity</th> <th data-bbox="1161 1778 1445 1839">Student Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="868 1839 1161 2011"> <ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working </td> <td data-bbox="1161 1839 1445 2011"> <p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying, </td> </tr> </tbody> </table>		Teacher Activity	Student Activity	<ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working 	<p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying,
Teacher Activity	Student Activity							
<ul style="list-style-type: none"> • Plan to model what is expected of student teachers • Plan for activities to support student teachers in working 	<p>For example: Interactive and collaborative group and pair work, e.g.,</p> <ul style="list-style-type: none"> • identifying, 							

			<p>towards and / or demonstrating achieving the learning outcomes.</p> <ul style="list-style-type: none"> • Where possible set up activities with students as active participants • Make links to other aspects of the New Four-Year B.Ed.programme or between subject and pedagogic knowledge • State if team teaching involved or additional tutors contributing 	<p>developing, presenting and evaluating suitable resources and materials</p> <ul style="list-style-type: none"> • picking out key points from education texts, raising questions and issues • sharing practice and experience • preparing for school visits • self and peer assessment <p>Other examples</p> <ul style="list-style-type: none"> • Student teacher led seminars • ICT e.g. discussion using VLE • Video observation of and analysis of teaching • Role-play
Which core or transferable skills will be used or developed and how	e and transferable skills include: critical thinking, problem solving, social skills, creative thinking and communication skills, use of ICT			
Which cross cutting issues will be addressed or developed and how	ss cutting issues include: assessment literacy and assessing students' progress and professional values and attitudes, reflection and classroom enquiry			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul style="list-style-type: none"> • Assessment as learning: ongoing self-<i>assessment</i> by student teachers reflecting on their own <i>learning</i> and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. <i>This needs to be planned for in the lesson.</i> • Assessment of learning: is usually summative and is mostly done at the end of a task, unit of work, placement etc. Weighted Assessment Components in course outlines. <i>This needs to be planned for in the lesson.</i> • Assessment for learning: is using assessment as a means of finding out what students know, understand and are able to do and using that information to adapt teaching approaches and to differentiate according to different student needs, it occurs through the learning process, may be part of the Assessment components, and it occurs when assessing prior learning • Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment strategies to motivate and reach all learners • The approach to assessment in lessons must be appropriate to the teaching and learning strategies 			
Instructional Resources	This may include: handouts, power points, examples of children's work, video, ICT activities, examples of previous student teachers' work			
Required Text (core)				
Additional Reading List				
CPD Needs				

Course Manual Writing Proforma
A. Course Information
<i>Title Page</i>
i. The vision for the New Four-Year B.Ed. Curriculum
To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

CONTEXT

Literature plays a key role in language learning but it is de-emphasised in the educational system. Most language teachers think literature is for the higher levels. There is the misconception that literature is difficult and belongs to learners at the advanced level in education (JHS and SHS). Literature develops in learners in the Upper Primary's love and passion for life-long reading, develop cognitive skills and nurtures growth and development of learners' personality and social skills but these values are lost because we do not teach our learners literature at Upper Primary level. This is so because teachers are not trained to teach literature at the Upper Primary level. In addition, there are not enough literature materials in schools. In a nutshell, literature is neglected in Upper Primary. There is therefore the need to train teachers who can teacher literature to make their learners appreciate it in their learning process.

Course Title	Introduction to English Literature						
Course Code		Course Level: 200	Credit value: 3				Semester 2
Pre-requisite	Introduction to English Language						
Course Delivery Modes	✓ Face-to-face	✓ Practical activity	✓ Independent Study	✓ Work-based learning	✓ Seminar	✓ E-learning Opportunities	Practicum
Course Description	This course introduces all student teachers to English literature. The course covers the three main genres of literature - prose, poetry and drama. The purpose of the course is to equip student teachers with the tools and skills that are needed to interpret and analyse different literary texts. The course will examine language as an artistic medium with aesthetic principles that shape not only literary works, but also embody core values and principles such as honesty, truthfulness and respect. The structures, types and forms of the different genres of literature will also be highlighted. The introduction to each genre will be followed by a practical analytical and interpretation component using different texts. The course is designed to equip student teachers with literary skills to enable them to teach literature knowledge to their pupils, and to teach them how to apply this knowledge in their reading, interpretation and analysis of literary texts. Teaching strategies such as discussion, brainstorming, group work will be used to deliver the course. Modes of assessment of learning, as learning and for learning will include: presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, group-based projects and text reviews (NTECF p.16, 24, 25, 26; NTS3k: 14).						

Course Learning Outcomes	Learning Outcomes: On successful completion of the course, student will be able to			Indicators
	1. Demonstrate basic knowledge and understanding of English Literature			<ul style="list-style-type: none"> • Define Literature • Identify and differentiate between the various forms/genres of literature • Explain the characteristics of the different forms/genres of English literature
	2. Demonstrate knowledge and understanding of the elements of the major genres of English literature			<ul style="list-style-type: none"> • Identify and explain the elements of poetry • Identify and explain the elements of prose • Identify and explain the elements of drama
	3. Apply the knowledge and understanding acquired in literature to analyse given literary texts			<ul style="list-style-type: none"> • Interpret and analyse a poem with respect to the use of imagery, rhyme, rhythm, sound devices and figurative language • Interpret and analyse prose texts with respect to plot, point of view, theme, and character (-isation) • 3.3 Explain and analyse a dramatext with respect to plot, action, character (-isation) and dramatic techniques.
	4: Use appreciation of literature as a lens through which to connect values to human nature and human situation.			<ul style="list-style-type: none"> • Connect literary works and real life experiences • Exhibit values such as honesty, truthfulness and respect in their dealings with colleague student teachers and others, and in their presentations of assignments and projects.
Course Content	Units	Topics:	SSS):	Teaching and learning activities to achieve learning outcomes
	1	Introduction to literature	Introduction to literature 1. Definitions and forms ✓ Genres of literature - Oral Literature ✓ Characteristics of prose/poetry/drama	<ul style="list-style-type: none"> • Discussion of the definitions and forms of literature • Identification of different forms of literary works (poem, prose, drama) • Illustration of oral literature from student teachers' own socio-cultural contexts. • Use of technology to exemplify different genres of literature as they occur in real life.

	2	Introduction to Poetry	<p>What is poetry? Form and Structure of Poetry Types of poetry Narrative Poems Lyrical Poems Didactic Poems Descriptive Poems Elements of Poetry Imagery Rhyme Rhythm Stanza Tone Figurative language Sound Devices</p>	<ul style="list-style-type: none"> • Discussion of the definitions, forms and types of poetry • Identification of elements of poetry in sample poems • Use of ICT tools, where necessary, to find examples of different forms and types of poetry. • Performance of different poems in class. • Conducting internet-based research for sample poems
	3	Interpretation and analysis of poetry	recommended texts	Povision of sample texts of poetry Interpretation and analysis sample poems (with respect to the use of imagery, rhyme, rhythm, sound devices and figurative language)
	4	Drama	<p>What is Drama? Nature of Drama Types of Drama</p> <ul style="list-style-type: none"> • Comedy • Tragedy • Tragi-comedy <p>Elements of Drama</p> <ul style="list-style-type: none"> • Character • Plot • Action • Setting • Theme • Dialogue <p>Dramatic Techniques</p> <ul style="list-style-type: none"> • Suspense/for eshadowing • Comic Relief/Flash back/Dramati c Irony 	<ul style="list-style-type: none"> • Description of the nature of drama • Illustration of different types of drama with short stories • Explanation of the elements of drama • Identification of elements of drama in the sample texts • Watching selected drama episode (s) on television and discussing observations and experience in class
	5	Interpretation and analysis of Drama	Recommended texts	Interpretation and analysis of sample drama texts (with respect to plot, action, character(ization) and dramatic techniques)
	6	Prose –Fiction	<p>What is Prose? What is Fiction? Types of Fiction</p> <ul style="list-style-type: none"> • Novels • Mystery 	<ul style="list-style-type: none"> • Explanation of the definitions and types as well as characteristics of prose-fiction • Explanation of the elements of prose-fiction and literary terminologies.

			<ul style="list-style-type: none"> • Detective Stories • Romance • Short Stories • Historical Fiction <p>Characteristics of Prose fiction</p> <p>Types of Prose fiction</p> <ul style="list-style-type: none"> • Fable/ Allegory/ Romance ✓ Short story/Novella / The Novel <p>Elements of Prose</p> <ul style="list-style-type: none"> • Plot • Theme/Subject Matter • Character and characterisation • Point of view • Mood • Setting <p>Literary terminology</p>	<ul style="list-style-type: none"> • Reading and identification of elements of prose-fiction in sample texts
	6	Prose: Non-Fiction	<p>Essays</p> <p>Autobiographies</p> <p>Biographies</p> <p>Travel and Adventure</p> <p>Criticisms</p> <p>Speeches</p> <p>Journal</p> <p>Articles</p>	<ul style="list-style-type: none"> • Discussion of the differences between fiction and non-fiction prose • Illustration of the types and characteristics of non-fiction prose • Reading of different non-fiction prose texts • Encouragement of student teachers to identification of the difference among them.
	7	Interpretation and analysis of Prose (fiction and Non-Fiction)		<p>Presentations (student teachers to give group presentations based on their interpretation and analysis of prose texts (with respect to plot, point of view, theme, character (-ization) etc.)</p>
Course Assessment	<p>Course Assessment Components</p> <p>Component 1: Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> • Selected Items of students work (3 of them – 10% each) – 30% • Midterm assessment, - 20% • Reflective Journal 40% • Organization of the subject portfolio – 10% (how it is presented/organised) <p>Students (in groups) to adapt a prose text into a drama text and perform it (CLOs 2, 3). Core Skills: Creativity, innovation, critical thinking, team work and collaboration</p> <p>Component 2: Subject Project (30% - overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project - 10% • Methodology: What the student teacher has done and the purpose of the project – 			

	<p>10%</p> <ul style="list-style-type: none"> • Substantive or main lesson section 40% <p>Student teachers to either perform selected poems in class or watch a drama production/performance and write a brief critique that analyses elements of drama (CLO 3). Core Skills: Creativity, analysis and evaluation, critical thinking</p> <p>Component 3: End of semester exams 40%</p> <p>A written examination that will test student teachers' knowledge and understanding in the types, forms/structure, characteristics, similarities and differences among poetry, drama and prose (CLOs 1, 2). Student teachers to be observed as they work in teams to ascertain whether or not they demonstrate values such as honesty, respect for one another, tolerance and truthfulness (CLO 4). (CoreSkills targeted: Knowledge, critical thinking)</p>
Instructional Materials	Books (poetry, drama, prose texts), television set, computer (YouTube videos/audios).
Required Text (Core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cengage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>Senanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>
Additional Reading List	<p>Cook, D. (1977). <i>African literature: A critical view</i>. London: Longman.</p> <p>Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i>. Lagos: Department of English, Lagos State University.</p> <p>Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i>. Bedford: St Martins.</p> <p>Moody, H. (1972). <i>The study of literature</i>. London: George Allen & Unwin.</p>

LESSON 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to Literature						Lesson Duration	3
Lesson description	<p>This lesson introduces student teachers to definition, forms, genres and characteristics of the genres in Literature in English literature.</p> <p>This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course</p>							
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to Language and Literacy in level 100 semester 1							
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between literal and literary meaning							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>							
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition, forms, genres and characteristics of the genres in Literature in English literature. This is to enable student teachers to understand basic terminologies in Literature in English and equip them with requisite knowledge to employ literariness in their teaching career. It is also to enable student teachers to help their pupils to identify different levels of meaning in texts as well as in real life situations.</p>							
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	<p>On successful completion, the student teacher will be able to:</p> <p>CLO 1: Demonstrate basic knowledge and understanding of Literature in English</p>		<ul style="list-style-type: none"> Define literature Identify and differentiate between the various forms and genres of literature. Explain the characteristics of the different forms and genres of literature. 		<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.</p>			

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction to Literature	Introduction	10 mins	Asks student teachers to mention their hobbies. Narrows down on reading and watching films as hobbies and asks them to explain why they like reading and watching films.
	Definition of Literature Forms of Literature	45 mins Stage 1	<ol style="list-style-type: none"> Asks student teachers to brainstorm on the different terms they will use to define. Guides student teachers to put the terms together to form a good definition of literature. Demonstrates with a story book and storytelling to introduce the 2 forms of Literature to student. Asks students to differentiate between the 2 forms (Oral and Written literature). Discusses the characteristics of Oral and Written Literature with student teachers. 	<ul style="list-style-type: none"> Student teachers are guided to brainstorm on different terms they will use to define literature. <ul style="list-style-type: none"> Student teachers attempt a good definition of Literature. Student teachers observe the demonstration and identify the two forms of literature. Student teachers contribute to the discussion of the characteristics of Oral and Written Literature.
	Genres of Literature	60min Stage 2	<ol style="list-style-type: none"> Puts students into mixed ability groups and tasks them to go online to search for information on the genres of Literature (Prose, Drama and Poetry). Asks student teachers to discuss in their groups what the genres of Literature are. Ask the groups to discuss the characteristics of the genres of Literature. 	<ul style="list-style-type: none"> In groups student teachers go online to search for information on the genres of Literature. Student teachers participate in the discussion of the genres of Literature. The groups discuss the characteristics of the genres of Literature.
		50mins Stage 3	<ol style="list-style-type: none"> Distribute the genres among the groups and tasks each group to select a group leader who will present their findings to the class. Distribute the genres among the groups and each group discusses their findings on their selected genre with the class. 	<ul style="list-style-type: none"> Student teachers collaborate with their group members to select group member. Student teachers cooperate with each leading group to discuss their finding. Student teachers ask for clarifications where

			3. Moderates the discussions and make inputs where necessary.	necessary and make contributions to the group presentations
	Closure/Conclusion	mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and evaluate the lesson. They also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Component 1: subject portofolio assessment: (30% overall)</p> <ul style="list-style-type: none"> Selected items of students work (3 of them – 10% each) -30% Midterm assessment, - 20% Reflective journal 40% <p>Organization of the subject portofolio – 10% (how it is presenred or organized) Summary of Assessment Method: Assessment for and as learning (1 group presentations (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 30 % Assesses Learning Outcomes: Course learning outcomes 1</p> <p>Component2: subject project: (30% overall semester score)</p> <ul style="list-style-type: none"> Introduction, a clear statement of aim and purpose of the project – 10% Methodology: what the student teacher has done and the purpose of the project. 10% Substantive or main lesson section 40% Conclusion – 30% <p>Component 3: end of semester exams – 40%</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Computer Projector Smartphone Storybooks 			
Required Text (core)				
Additional Reading List				
CPD Needs				

Note:

(After the above lesson, the next lesson should have been elements of literature. This will treat the elements that are common to all the genres of Literature. The 3 stages of literary appreciation (experience, interpretation and evaluation stages) will follow before the individual genres will be treated). This way, students will be prepared for literary appreciation before moving on to the actual appreciation of the genres).

LESSON 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to Poetry				Lesson Duration	3
Lesson description	This lesson introduces student teachers to definition, form and structure and types.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to the forms and genres of Literature in the previous lesson.					
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between literal and literary meaning					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>					
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition, types and characteristics of Poetry in Literature in English literature. This is to enable student teachers to understand basic terminologies in Poetry and equip them with requisite knowledge to employ literariness in their teaching career.</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	On successful completion, the student teacher will be able to:					
	CLO 1: Demonstrate basic knowledge and understanding of Literature in English		<ul style="list-style-type: none"> Define literature Identify and differentiate between the various forms and genres of literature. Explain the characteristics of the different forms and genres of literature. 		<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.</p>	

Topic title: Introduction to Poetry			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction	10 mins	<ol style="list-style-type: none"> 1. Revises the definition of literature with student teachers and asks them to identify the forms and genres of literature. 2. Discusses the characteristics of the 3 genres with students. 	<ul style="list-style-type: none"> • Student teachers give their own definition of Literature and identify the forms and genres of Literature • Student teachers contribute the discussion on the genres of Literature.
	What is Poetry?	30 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to attempt a definition of poetry based on the characteristics of poetry given in the previous lesson. 2. Draws student teachers' attention to some technical words needed to give an appropriate definition of poetry and asks them to define poetry based on those terms. 3. Guides student teachers to identify the form and structure of poetry through the use of a selected text. 	<ul style="list-style-type: none"> • Student teachers give different definitions of poetry. terms they will use to define literature. <ul style="list-style-type: none"> • • Student teachers attempt an appropriate definition of poetry. • Student teachers observes the selected text and identify its form and structure.
	<ul style="list-style-type: none"> • Narrative Poems • Lyrical Poems • Didactic Poems • Descriptive Poems 	90min Stage 2	<ol style="list-style-type: none"> 1. Displays different types of poems to student teachers and tasks them to observe the differences among them. 2. Asks student teachers to go online to search for the types of poetry. 3. Discusses the difference among the types of poetry with student teachers 	<ul style="list-style-type: none"> • Student teachers read through the poems and based on the content, attempts to put them into different categories. • Student teachers go online to search for the types of poetry. • Student teachers contribute to the discussion on the differences among the types of poetry.
		50mins Stage 3	<ol style="list-style-type: none"> 1. Tasks student teachers to search for simple poems online using the type name, (simple lyrical poems). 2. Projects video performances of poems to student teachers and asks them to watch carefully how the poems are performed and asks them to pay attention to the performers' body language. 3. Asks student teachers to volunteer to perform the simple poems they searched for online. 	<ul style="list-style-type: none"> • Student teachers search for simple poems online. • Student teachers watch the performances of different poems. • Student teachers perform the simple poems they found online.

	Closure/Conclusion	15mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Component 1: COURSEWORK</p> <p>Summary of Assessment Method: Assessment for and as learning (individual performances of poetry recitals) (Core skills targeted are communication, creativity, observation, innovation, digital literacy)</p> <p>Weighting: 30 %</p> <p>Assesses Learning Outcomes: Course learning outcomes 2</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Storybooks 			
Required Text (core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cengage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>Senanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>			
Additional Reading List	<p>Cook, D. (1977). <i>African literature: A critical view</i>. London: Longman.</p> <p>Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i>. Lagos: Department of English, Lagos State University.</p> <p>Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i>. Bedford: St Martins.</p> <p>Moody, H. (1972). <i>The study of literature</i>. London: George Allen & Unwin.</p>			
CPD Needs	Seminar on Poetry performance by a resource person			

LESSON 3

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Elements of Poetry						Lesson Duration	3
Lesson description	This lesson introduces student teachers to the elements of Poetry.							
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to the form and types of Poetry in the previous lesson.							
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between literal and literary meaning							
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>							
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition and explanation of the elements of Poetry. This is to enable student teachers to understand the elements and how they affect meaning in poetry. This lesson will also help student teachers understand why and how they can use poetry to help their pupils to appreciate children’s poems and rhymes.</p>							
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>On successful completion, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>					
	<p>CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English</p>	<ul style="list-style-type: none"> • Identify and explain the elements of Poetry 	<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.</p> <p>Cultural diversity and inclusion should be taken into consideration.</p>					

Topic title: Elements of Poetry			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction	10 mins	1. Revises the forms and types of Poetry with student teachers through the question and answer technique.	<ul style="list-style-type: none"> • Student teachers give answers to questions asked on the previous lesson
Imagery	30 mins Stage 1	<ol style="list-style-type: none"> 1. Uses narrative to draw student teachers' attention to how they experience things that are not present in their particular environment. (eg. the aroma drew me to the kitchen) Asks individual students to identify what they smell. 2. Discuss imagery as an element of literature with student teachers. 3. Based on a selected text, discusses the use of imagery in poetry. 	<ul style="list-style-type: none"> • Student teachers listen to the narrative and each mention what the narrative makes them see, feel, hear, smell or taste in their mind. • Student teachers contribute to discussion on imagery. • Student teachers reads the selected text and contribute to the discussion on imagery. 	
Sound devices in Poetry	30min Stage 2	<ol style="list-style-type: none"> 1. Asks student teachers to go online and search for sound devices in Poetry 2. Uses selected texts to help student teachers identify and define rhythm, rhyme and other sound devices in Poetry. 3. Discusses with student teachers the effect of the sound devices on the meaning in the poem. 	<ul style="list-style-type: none"> • Student teachers go online to search for sound devices in Poetry. • Student teachers read through the selected poems and attempts to define them based on their use. • Student teachers contribute to the discussion by identifying the effects of the sound devices on meaning. 	
Figurative Language	90mins Stage 3	<ol style="list-style-type: none"> 1. Discusses with student teachers the differences between literal and figurative language. 2. Asks student teachers to identify some figurative use of language in the selected poems. 3. Tasks student teachers to go online and look for some figures of speech. 4. Discusses the figures of speech with student teachers. 5. Analyzes a selected text with student teachers. 	<ul style="list-style-type: none"> • Student teachers contribute to the discussion on the differences between literal and figurative language. • Student teachers identify some figurative use of language in the selected poems. • Student teachers look for figures of speech online. • Student teachers participate in the discussions. 	

				<ul style="list-style-type: none"> • Student teachers participate in the analysis of the selected text.
	Closure/Conclusion	mins	employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (individual performances of poetry recitals) (Core skills targeted are communication, creativity, observation, innovation, digital literacy) Assesses Learning Outcomes: Course learning outcomes 2			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Poems 			
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company. Senanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.			
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, Lagos State University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. Moody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.			
CPD Needs				

LESSON 4

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12						
Title of Lesson	Interpretation and analysis of Poetry				Lesson Duration	3					
Lesson description	This lesson introduces student teachers to analysis and appreciation of Poetry.										
Previous student teacher knowledge, prior learning (assumed)	Student teachers were introduced to the elements of Poetry in the previous lesson.										
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between literal and literary meaning										
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum				
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>										
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to literary appreciation, interpretation and analysis of poetry. This lesson is to enable student teachers apply their appreciation of the issues in poems to real life situations and also to help their pupils understand and interpret poetry and use their ability to appreciate poetry to theorize real life situations.</p>										
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators			Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?				
	On successful completion, the student teacher will be able to:										
CLO 1: Apply the knowledge and understanding acquired in literature to the analysis of a poem.			<ul style="list-style-type: none"> Interpret and analyse a poem with respect: Imagery Rhyme Rhythm and other sound devices Stanza Tone Figurative language 			<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.</p> <p>Cultural diversity and inclusion should be taken into consideration.</p>					

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Interpretation and analysis of Poetry	Introduction	10 mins	2. Revises the elements of Poetry with student teachers.
	Interpreting the selected text, (literal meaning)	40 mins Stage 1	<ol style="list-style-type: none"> 1. Displays the selected text or provides copies of the text to student teachers and asks them to read the poem quietly. 2. Discusses the literal meaning of the poem by asking student teachers to say what the poem is talking about. 3. Asks student teachers to identify things in the poem that made them arrive at that meaning. 	<ul style="list-style-type: none"> • Student teachers read the selected poem carefully. • Student teachers discuss the meaning of the poem. • Student teachers give answers to the questions asked.
	Sound devices in the poem	30min Stage 2	<ol style="list-style-type: none"> 1. Asks student teachers to identify sound devices in the selected poem. 2. Guides student teachers to identify rhythm, rhyme and other sound devices in the selected poem. 3. Discusses with student teachers the effect of the sound devices on the meaning in the poem. 	<ul style="list-style-type: none"> • Student teachers identify sound devices in the selected poem. • Student teachers identify the sound devices by name. • Student teachers explain how the sound devices influence the interpretation of the poem
	Figurative Language	40mins Stage 3	<ol style="list-style-type: none"> 1. Guides student teachers to identify figures of speech in the poem. 2. Discusses with student teachers how the figures of speech affect the meaning they give to the poem. 3. Asks student teachers to explain how they feel about the poem (personal response to evaluate the poem). 4. Discusses the need for personal response with student teachers. 	<ul style="list-style-type: none"> • Student teachers contribute to the discussion on the differences between literal and figurative language. • Student teachers identify some figurative use of language in the selected poems. • Student teachers explain how they feel about the poem. • Student teachers discuss the need for their personal response to the poem.
		Stage 4 50min	1. Put students in groups and tasks them to do a literary appreciation of the poem.	<ul style="list-style-type: none"> • In groups, student do a literary appreciation of the poem.

	Closure/Conclusion	mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy) Assesses Learning Outcomes: Course learning outcomes 3			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Poems 			
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company. nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.			
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, Lagos State University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. Moody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.			
CPD Needs	Student teachers to watch a life performance of poetry recital			

LESSON 5

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to Drama				Lesson Duration	3	
Lesson description	This lesson introduces student teachers to the nature and types of Drama.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been watching a lot of films.						
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between Drama and the storybooks they have been reading.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition and explanation of the elements of Drama. This is to enable student teachers to understand the elements and how they affect meaning in Drama. This lesson will also help student teachers understand why and how they can use the issues in Drama to help their pupils to appreciate stories in children’s books and apply lessons from such stories to real life situations.</p>						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>On successful completion, the student teacher will be able to:</p>		<p>Learning Indicators</p>		<p>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>		
	CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English		Identify and explain the elements of Drama		<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.</p> <p>Cultural diversity and inclusion should be taken into consideration.</p>		

Topic title:		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study			
Introduction to Drama		Subtopic	Time/stage	Teacher Activity	Student Activity
		Introduction	20 mins	<ol style="list-style-type: none"> 1. Asks student teachers to mention some films that they have watched. 2. Asks student teachers to explain what they dislike about some of the films they have watched and why they do not like them. 3. Asks student teachers to explain what they like about the films they have watched and what made them like it. 	<ul style="list-style-type: none"> • Student teachers mention some films that they have watched. • Student teachers explain what they dislike about some of the films they have watched and why they do not like them. • Student teachers explain what they like about the films they have watched and why they like them
		What is Drama?	40 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to differentiate between Poetry performance and the films they have watched 2. Based on the answers they give, draws their attention to what Drama is. 3. Guides student teachers to define and explain Drama. 	<ul style="list-style-type: none"> • Student teachers differentiate between Poetry performance and the films they watched. • Student teachers give their views on what Drama is. • Student teachers define and explain Drama.

	Nature of Drama	30min Stage 2	<ol style="list-style-type: none"> 1. Gives a selected text to student teachers and asks them to identify some of the things they see in the book. 2. Discusses what makes Drama different from the other genres with student teachers. 	<ul style="list-style-type: none"> • Student teachers identify somethings that form the nature of Drama. • Student teachers contribute to the discussion on what makes Drama different from the other genres.
	Types of Drama	40mins Stage 3	<ol style="list-style-type: none"> 1. Tasks student teachers to go online and search for information on the types of Drama. 2. Makes use of whole class discussion technique to discuss their findings with the class. 	<ul style="list-style-type: none"> • Student teachers search for information on Drama online. • Student teachers discuss their findings with the class.
		Stage 4 50min	<ol style="list-style-type: none"> 2. Put student teachers in groups and tasks them to discuss the types of Drama and write simple and short notes on them. 	<ul style="list-style-type: none"> • In groups, student teachers discuss the types of Drama and write short notes on them.
	Closure/Conclusion	mins	<ol style="list-style-type: none"> employs question and answer technique to recap and close the lesson 	<ul style="list-style-type: none"> Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 3</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 			
Required Text (core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cengage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>			
Additional Reading List	<p>Cook, D. (1977). <i>African literature: A critical view</i>. London: Longman.</p> <p>Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i>. Lagos: Department of English, Lagos State University.</p> <p>Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i>. Bedford: St Martins.</p> <p>Moody, H. (1972). <i>The study of literature</i>. London: George Allen & Unwin.</p>			
CPD Needs				

LESSON 1

CPD Needs	
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Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Elements of Drama				Lesson Duration	3
Lesson description	This lesson introduces student teachers to the elements of Drama.					
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been watching a lot of films.					
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between Drama and the storybooks they have been reading.					
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>					
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition and explanation of the elements of Drama. This is to enable student teachers to understand the elements and how they affect meaning in Drama. This lesson will also help student teachers understand why and how they can use the issues in Drama to help their pupils to appreciate stories in children's books and apply lessons from such stories to real life situations.</p>					
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	On successful completion, the student teacher will be able to:					
	CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English		Identify and explain the elements of Drama		<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered.</p> <p>Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy.</p> <p>Cultural diversity and inclusion should be taken into consideration.</p>	

Topic title Elements of Drama			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Elements of Drama (Setting and Plot)	60 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to explain where their favourite movies were acted. 2. Explain “setting” to the student teachers. 3. Discuss with student teachers the types of setting. 4. Asks student teachers mention some events in a selected text and explain to them what plot is. 5. Draws student teachers’ attention to the types of plot and discusses the difference between plot and action with them. 	<ul style="list-style-type: none"> • Student teachers explain where their favourite movies were acted • Student teachers listen attentively. • Student teachers contribute to the discussion • Student teachers mention some events in the story. • Student teachers give their views on plot and action in drama. • Student teachers differentiate between plot and action in drama.
	Elements of Drama (1. dialogue, aside, monologue and soliloquy 2. character and characterization)	40min Stage 2	<ol style="list-style-type: none"> 1. Asks student teachers to explain how the action in Drama takes place. 2. Discusses dialogue, aside, monologue and soliloquy in Drama with student teachers. 3. Discusses character and characterization with student teachers. 4. Guides student teachers to differentiate between character and characterization. 	<ul style="list-style-type: none"> • Student teachers explain how the action takes place. • student teachers participate in the discussion. • Student teachers give their views on what character and characterization are. • Student teachers differentiate between character and characterization.
	Elements of Drama (Subject matter, theme and other dramatic techniques)	40mins Stage 3	<ol style="list-style-type: none"> 1. Asks student teachers to give examples of general issues in life. Based on their answers, explain subject matter and theme to them. 2. Teacher guides student teachers to differentiate between subject matter and theme. 	<ul style="list-style-type: none"> • Student teachers give examples of general issue in life. Examples marriage, death, poverty, war, love, etc). • student teachers differentiate between subject matter and theme.

			3. Teacher discusses Comic relief, Flash back, Suspense Foreshadowing etc, with student teachers	<ul style="list-style-type: none"> • student teachers contribute to the discussion. • Student teachers define dramatic irony. • Student teachers share their views on Comic relief, Flash back, Suspense and Foreshadowing • Student teachers go online to find information on Comic relief, Flash back, Suspense and Foreshadowing.
		Stage 4 50min	<p>1. Put student teachers in groups and tasks them to go online and search for information on the elements of Drama.</p> <p>1. tasks them to discuss the Elements of drama and write simple and short notes on them.</p> <p>2. Assign different elements of Drama to individual groups to discuss their findings with the class.</p>	<ul style="list-style-type: none"> • In groups, student teachers discuss the Elements of drama and write short notes on them • Student teachers discuss the Elements of drama and write simple and short notes on them. • individual groups discuss their findings with the class.
	Closure/Conclusion	10mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (group presentation). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy) Assesses Learning Outcomes: Course learning outcomes 3			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 			
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company. nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.			
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, Lagos State University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. Moody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.			
CPD Needs				

LESSON 1

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Interpretation and Appreciation of Drama text.				Lesson Duration	3	
Lesson description	This lesson provides student teachers with practice with interpretation and appreciation of drama text.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already done interpretation and appreciation of a poem						
Possible barriers to learning in the lesson	Student teachers may be confused with literal and literally meaning of the text.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to literary appreciation, interpretation and analysis of Drama to student teachers. This lesson is to enable student teachers to apply the lessons in the story to real life situations and help their pupils understand and interpret poetry.</p>						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes		Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?		
	On successful completion, the student teacher will be able to:						
	CLO 1: Apply the knowledge and understanding acquired in literature to the analyze drama texts.		Interpret and analyze drama texts with respect to plot, action character, characterization and other dramatic techniques.		In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.		

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
Interpretation and Appreciation of Drama text.	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction	20 mins	1. Asks student teachers to explain how interpretation and appreciation of Poetry is done.	<ul style="list-style-type: none"> • Student teachers explain how interpretation and appreciation of Poetry is done.
	Literal meaning	40 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to summarize the selected text. 2. Discusses the meaning of the text with student teachers. 3. Asks student teachers to give their views about the action in the selected text. 	<ul style="list-style-type: none"> • student teachers summarise the selected text. • Student teachers contribute in the discussion. • Student teachers give their views about the action in the selected text..
	Elements of Drama and Meaning (Interpretation)	30min Stage 2	<ol style="list-style-type: none"> 1. Discusses the subject matter and theme in the selected text with student teachers. 2. Tasks student teachers to explain how they use dialogue to get the subject matter/ theme. 3. Discuss how the writer uses the characters to achieve his aim. 4. Discusses with student teachers how the writer's diction affects the different levels of meanings in the text. 	<ul style="list-style-type: none"> • Student teachers contribute in the discussion. • Student teachers explain how they use dialogue to get the subject matter/ theme. • Student teachers contribute to discussion on how the writer uses the characters to achieve his aim. • Student teachers participate in the discussion.

	Appreciation (personal response)	40mins Stage 3	<ol style="list-style-type: none"> 1. Asks student teachers to situate the story in real life situation. 2. Discusses with student teachers whether they like or dislike the story. 3. Discusses with student what values the story upholds or disapproves. 	<ul style="list-style-type: none"> • Student teachers situate the story to their real-life situation. • Student teachers participate in the discussion. • Student teachers contribute in the discussion.
	Closure/Conclusion	mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy)</p> <p>Assesses Learning Outcomes: Course learning outcomes 3</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 			
Required Text (core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cengage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>Senanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>			
Additional Reading List	<p>Cook, D. (1977). <i>African literature: A critical view</i>. London: Longman.</p> <p>Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i>. Lagos: Department of English, Lagos State University.</p> <p>Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i>. Bedford: St Martins.</p> <p>Moody, H. (1972). <i>The study of literature</i>. London: George Allen & Unwin.</p>			
CPD Needs				

LESSON 8

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12							
Title of Lesson	Introduction to Prose							Lesson Duration	3			
Lesson description	This lesson introduces student teachers to Prose and the two forms of Prose (Fiction and Non-Fiction).											
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been reading a lot of story books.											
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between Drama and the novels they have been reading.											
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum					
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>											
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition and explanation of the elements of Prose. This is to enable student teachers to understand the elements and how they affect meaning in Prose. This lesson is also to help student teachers understand why and how they can use the issues in Prose to help their pupils to appreciate stories in children’s books and apply lessons from such stories to real life situations.</p>											
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>On successful completion, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>									
	CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English	Identify and explain the elements of Prose.	<p>In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.</p>									

Topic title:		Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study		
Prose - Fiction	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction	20mins	<ol style="list-style-type: none"> 1. Asks student teachers to mention some books that they have read. 2. Asks student teachers to explain what they dislike about some of the books they have read and why they do not like them. 3. Asks student teachers to explain what they like about the books they have read and what made them like them. 	<ul style="list-style-type: none"> • Student teachers mention some books that they have read. • Student teachers explain what they dislike about some of the books they have read and why they do not like them. • Student teachers explain what they like about the books they have read and why they like them.
	What is Prose and Fiction?	40 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to differentiate between drama and the books they have read. 2. Based on the answers they give, draws their attention to what prose is. 3. Guides student teachers to define and explain Prose. 4. Asks student teachers to explain why certain movies are dubbed 'true stories' whilst others are not. 5. Guides student teachers to define fiction. 	<ul style="list-style-type: none"> • Student teachers differentiate between drama and the books they have read. • Student teachers give their views on what prose is. • Student teachers define and explain Prose. • Student teachers explain why certain movies are called 'true stories' whilst others are not. • Student teachers define fiction.
	Types of Fiction	60min Stage 2	<ol style="list-style-type: none"> 1. Tasks student teachers to go online and search for information on the types of Fiction. 2. Makes use of whole class discussion 	<ul style="list-style-type: none"> • Student teachers search for information on Types of Fiction online. • Student teachers discuss their findings with the class.

2. Plans for each lesson in the semester

			technique to discuss their findings with the class.	
		50mins Stage 3	<ol style="list-style-type: none"> Put student teachers in groups and tasks them to discuss the types of Fiction Asks student teachers to write short and simple notes on the types of fiction. Selects one group member to present the group's findings to the class. 	<ul style="list-style-type: none"> In groups, student teachers discuss the types of fiction Student teachers write short notes on them. The selected group member presents the group's findings to the class.
	Closure/Conclusion	mins	employs question and answer technique to recap and close the lesson	Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (group presentation). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy) Assesses Learning Outcomes: Course learning outcomes 3			
Teaching Learning Resources	<ul style="list-style-type: none"> Computer Projector Smartphone Children's story books 			
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company. Senanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.			
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, Lagos State University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. Moody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.			
CPD Needs				

Title of Lesson	Characteristics and Types of Prose (1)				Lesson Duration	3	
Lesson description	This lesson introduces student teachers to the characteristics and types of Prose.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been reading a lot of story books.						
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between Fiction and Non – Fiction.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the main mode.</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.</p>						
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition, characteristics and explanation of the elements of Prose. This is to enable student teachers to understand the elements and how they affect meaning in Prose. This lesson will also help student teachers understand why and how they can use the issues in Prose to help their pupils to appreciate stories in children’s books and apply lessons from such stories to real life situations.</p>						
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?	
	On successful completion, the student teacher will be able to: CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English			Identify and explain the characteristics and the elements of Prose.		In grouping the student teachers, gender, linguistic backgrounds and mixed abilities should be considered. Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.	

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study	
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Prose – Non-Fiction	Introduction	20mins	<ol style="list-style-type: none"> 1. Asks student teachers to mention some story books they have read before. 2. Asks student teachers to summarize some of the stories they have read.
	Characteristics of Prose Fiction.	40 mins Stage 1	<ol style="list-style-type: none"> 1. Discusses with student teachers the characteristics of prose fiction. 2. Puts student teachers into groups to write short and simple notes on the characteristics of prose fiction. 	<ul style="list-style-type: none"> • Student teachers participate in the discussion. • Student teachers differentiate between autobiography and biography.
	Types of Prose Fiction (allegory/fable)	30min Stage 2	<ol style="list-style-type: none"> 1. Asks student teachers to mention any book they have read in which the characters are animals or non-human. 2. Discusses with student teachers the nature fable, parable and allegory. 3. Guides student teachers to differentiate between fable, parable and allegory. 	<ul style="list-style-type: none"> • Student teachers mention book they have read in which the characters are animals or non-human. • Student teachers participate in the discussion. • Student teachers differentiate between fable, parable and allegory.
	Types of Prose Fiction (novella, short story etc)	40mins Stage 3	<ol style="list-style-type: none"> 1. Tasks student teachers to go online and search for information on novella, short story, The Novel etc. 2. Makes use of whole class discussion 	<ul style="list-style-type: none"> • Student teachers to go online and search for information on novella, short story, The Novel etc. • Student teachers discuss their findings with the

3. Plans for each lesson in the semester									
The following format should be completed for each lesson in the semester									
Year of B.Ed.	2	Semester	2	technique to discuss their findings with the class.	Place of lesson in semester	10			
Title of Lesson		Elements of Prose	Stage 4	1. Puts student teachers in	• In groups, student teachers	Lesson Duration			
Lesson description		This lesson introduces student teachers to the nature and types of Prose.			discuss Elements of Non-fiction and write simple and				
Previous student teacher knowledge, prior learning (assumed)		Student teachers have treated the elements of Drama.		the Elements of Non-fiction and	short notes on them.				
Possible barriers to learning in the lesson		Student teachers may find it difficult to write simple and short notes on		the difference between Drama and the Prose they have be					
Lesson Delivery – chosen to	Face-to-face	Practical	Work	Seminars	Independent	e-learning	Practi		
support students in achieving the outcomes	closure/Conclusion	mins	Activity	Based and answer technique recap and	Study	student teachers opportunities	opportunities	questions asked and they also ask	
Lesson Delivery – main mode	Face-to-face	opportunity for an extended and coherent line of argument. It includes discussion, bra			close the lesson	questions for clarification	discussion, bra		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text). (Core skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy) Assesses Learning Outcomes: Course learning outcomes 3								
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 								
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company. nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.								
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, Lagos State University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. oody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.								
CPD Needs									

<p>of delivery chosen to support student teachers in achieving the learning outcomes.</p>	<p>question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the Independent study: to enable students to engage with relevant and appropriate materials to promote and collaborative enquiry, more in-depth analysis and development. This can be part of any of the ab Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor</p>			
<ul style="list-style-type: none"> • Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition, types and characteristics explanation of the elements of Prose. This is to enable student teachers to understand the elements and how they affect meaning in Prose. This lesson will also help student teachers understand why and how they can use the issues in Prose to help their pupils to appreciate stories in children’s books and to move from such stories to real life situations.</p>			
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome 	<p>Learning Outcomes</p> <p>On successful completion, the student teacher will be able to:</p>	<p>Learning Indicators</p>	<p>Identify which cross cutting and transferable skills, equity and addressing diversity will these be addressed or</p>	
	<p>CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English</p>	<p>Identify and explain the elements of Prose</p>	<p>In grouping the student teachers, mixed abilities should be considered. Core skills targeted: communication, critical thinking, collaboration, observation skills, digital literacy. Cultural diversity and inclusion should be taken into consideration</p>	
<p>Topic title:</p> <p>Prose – Fiction</p>			<p>Teaching and learning to achieve learning outcome on delivery mode selected. Teacher led, collaborative or independent study</p>	
	<p>Subtopic</p>	<p>Time/stage</p>	<p>Teacher Activity</p>	<p>Student Activity</p>
	<p>Introduction</p>	<p>20 mins</p>	<p>Reviews the characteristics of Prose with student teachers.</p>	<ul style="list-style-type: none"> • Student teachers to explain the characteristics of Prose
	<p>Elements of Prose</p>	<p>40 mins Stage 1</p>	<ol style="list-style-type: none"> 1. Discusses with student teachers the difference between theme/subject matter and point of view. 2. Asks student teachers to differentiate between theme/subject matter and point of view. 	<ol style="list-style-type: none"> 4. Student teachers give views on the difference between theme/subject matter and point of view. 5. Student teachers compare between theme/subject matter and point of view.
	<p>Elements of Prose</p>	<p>30min Stage 2</p>	<ol style="list-style-type: none"> 5. Tasks student teachers to go online and search for information on mood, plot 	<ol style="list-style-type: none"> 7. Student teachers search information on mood, setting as Elements of

			and setting as Elements of Fiction. 6. Makes use of whole class discussion technique to discuss their findings with the class.	<ul style="list-style-type: none"> Student teachers c findings with the c
	Elements of Prose	40mins Stage 3	<ol style="list-style-type: none"> Asks student teachers to role play a drunkard or Napoleon of the novel, 'Animal Farm'. Discusses with student teachers the difference between character and characterization based on the role play. Guides student teachers to differentiate between character and characterization. 	<p>Student teachers role play : Napoleon of the novel, 'Ani</p> <ul style="list-style-type: none"> Student teachers give the on the role they observec Student teachers s difference betwee and characterisatic
		Stage 4 50min	<ol style="list-style-type: none"> Put student teachers in groups and tasks them to discuss the Elements of Prose and write simple and short notes on them. Task the group to present their write ups before the class. 	<ul style="list-style-type: none"> In groups, student teache Elements of Prose and wr and short notes on them. The groups presen ups before the cla:
	Closure/Conclusion	mins	employs question and answer technique to recap and close the lesson	Student teachers respond t questions asked and they a questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Component 1: COURSEWORK</p> <p>Summary of Assessment Method: Assessment for and as learning (group appreciation of selected te: skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literac</p> <p>Weighting: 30 %</p> <p>Assesses Learning Outcomes: Course learning outcomes 3</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> Computer Projector Smartphone Children's drama book 			
Required Text (core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cencage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>			

4. Plans for each lesson in the semester

The following format should be completed for each lesson in the semester

Additional Reading List	2	Cook, D. (1977). <i>African literature. A critical view</i> . London: Longman. Eghagha, H. (2001) Introduction to drama in <i>The English compendium</i> . Lagos: Department of English, University.	Place of lesson in semester	11
Year of B.Ed.		Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins.		
Title of Lesson		body, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.	Introduction to Prose	Lesson Durati
Lesson description		This lesson introduces student teachers to the nature and types of Prose.		
CPD Needs				

Previous student teacher knowledge, prior learning (assumed)	Student teachers have been reading a lot of books.						
Possible barriers to learning in the lesson	Student teachers may find it difficult to distinguish between Fiction and Non – Fiction.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Pr
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brains question and answer, etc. This can be tutor and / or student teacher led. It should not usually be the ma</p> <p>Independent study: to enable students to engage with relevant and appropriate materials to promote collaborative enquiry, more in-depth analysis and development. This can be part of any of the above m</p> <p>Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor</p>						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	<p>The purpose of this lesson is to introduce student teachers to definition, characteristics, types an the elements of Prose. This is to enable student teachers to understand the elements and meaning in Prose. This lesson will also help student teachers understand why and how they can Prose to help their pupils to appreciate stories in children’s books and apply lessons from such s situations.</p>						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes On successful completion, the student teacher will be able to:			Learning Indicators		Identify which cross cutting transferable skills, inclusivit addressing diversity. How addressed or developed?	
	CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English			Identify and explain the types of Nonfiction		In grouping the student te linguistic backgrounds and mixe be considered. Core skills targeted include critical thinking, collaboration, enquiry skills, digital literacy. Cultural diversity and inclusion into consideration.	
Topic title: Prose – Non-Fiction				Teaching and learning to achieve learning outcomes: depe mode selected. Teacher led, collaborative group work study			
	Subtopic	Time/stage		Teacher Activity		Student Activity	
	Introduction	15 mins		1. Asks student teachers to mention names of renowned persons they have read their life stories before and their respective authors.		<ul style="list-style-type: none"> Student teachers menti renowned persons they life stories before and t authors. 	
	Types of Nonfiction	20 mins ge 1		1. Discusses with student teachers the differences between autobiography and biography. 2.Asks student teachers to define autobiography and biography.		<ul style="list-style-type: none"> Student teachers differ autobiography and biog Student teachers define and biography. 	

		30min Stage 2	8. Asks student teachers to mention any issue they have read on before and mention the source: online or in the newspaper/magazine. 9. Asks student teachers to explain articles.	<ul style="list-style-type: none"> • Student teachers mention they have read on before the source: online or in newspaper/magazine.. • Student teachers explain
	Non – Fiction	40mins Stage 3	21 Tasks student teachers to go online and search for information on essays, travel and adventure, criticism, speeches and journals. 22 Makes use of whole class discussion technique to discuss their findings with the class.	<ul style="list-style-type: none"> • Student teachers search on essays, travel and criticism, speeches and • Student teachers discuss with the class. <p>23 Student teachers state between character and characterisation.</p>
		Stage 4 50min	4. Puts student teachers in groups and tasks them to discuss the types of Nonfiction and write simple and short notes on them.	<ul style="list-style-type: none"> • In groups, student teachers discuss Non - fiction and write simple on them.
	Closure/Conclusion	mins	Employs question and answer technique to recap and close the lesson	Student teachers respond to the and they also ask questions for c
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Component 1: COURSEWORK Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text) targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy) Weighting: 30 % Assesses Learning Outcomes: Course learning outcomes 3			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 			
Required Text (core)	Abram, M. A. (1999). <i>A glossary of literary terms</i> . Boston: Cengage Learning. Gyasi, I. K. (1988). <i>Ordinary level English literature</i> . Tema: Ghana Publishing Company.			

	nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i> . London: Longman.
Additional Reading List	Cook, D. (1977). <i>African literature: A critical view</i> . London: Longman. Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i> . Lagos: Department of English, La University. Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i> . Bedford: St Martins. oody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.
CPD Needs	

5. Plans for each lesson in the semester							
The following format should be completed for each lesson in the semester							
Year of B.Ed.	2	Semester	2	Place of lesson in semester	12		
Title of Lesson	Interpretation and Appreciation of Prose text.					Lesson Duration	
Lesson description	This lesson provides student teachers with practice with interpretation and appreciation of p text.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have already done interpretation and appreciation of a drama.						
Possible barriers to learning in the lesson	Student teachers may be confused with literal and literally meaning of the text.						
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work-Based Learning	Seminars	Independent Study	e-learning opportunities	Practicu
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, etc. This can be tutor and / or student teacher led. It should not us the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any c above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor						
<ul style="list-style-type: none"> Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	The purpose of this lesson is to introduce student teachers to literary appreciation, interpreta analysis of Prose. This lesson is to enable student teachers apply their appreciation of the issues to real life situations and also to help their pupils understand and interpret Prose and use their appreciate issues in stories to theorize real life situations.						
<ul style="list-style-type: none"> Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes			Learning Indicators		Identify which cross cutting issues-transferable skills, inclusivity, eq addressing diversity. How will t addressed or developed?	
	On successful completion, the student teacher will be able to:						
	CLO 1: Apply the knowledge and understanding acquired in literature to			Interpret and analyze prose texts with respect to		In grouping the student teachers, linguistic backgrounds and mixed should be considered.	

	the analyze Prose texts.	plot, action character, characterization and other elements of Prose.	Core skills targeted include communication, critical thinking, collaboration, observation and enquiry skills, digital literacy. Cultural diversity and inclusion should be taken into consideration.
Topic title: Interpretation and Appreciation of Prose text.		Teaching and learning to achieve learning outcomes: delivery mode selected. Teacher led, collaborative group independent study	
	Subtopic	Time/stage	Teacher Activity
	Introduction	10 mins	Asks student teachers to explain how interpretation and appreciation of Drama are done.
	Literal meaning	40 mins Stage 1	<ol style="list-style-type: none"> 1. Asks student teachers to summarize the selected text. 2. Discusses the meaning of the text with student teachers. 3. Asks student teachers to give their views about the action.
	Elements of Drama and Meaning (Interpretation)	80min Stage 2	<ol style="list-style-type: none"> 1. Discusses the subject matter/theme with student teachers. 2. Tasks student teachers to explain the writer's point of view 3. Discusses the subject matter and theme with student teachers. 4. Discusses with student teachers how the writer uses the characters to achieve his aim. 5. Discusses with student teachers how the writer's diction affects the different levels of meaning in the text.
	Appreciation (personal response)	60mins Stage 3	<ol style="list-style-type: none"> 1. Asks student teachers to situate
			<ul style="list-style-type: none"> • Student teachers summarize the text. • Student teacher contribute in the discussion. • Student teacher their views about action.
			<ul style="list-style-type: none"> • Student teacher contribute in the discussion. • Student teacher explain the writer's point of view. • Student teacher contribute to the discussion of the matter and their selected text. • Student teacher participate in the discussion.
			<ul style="list-style-type: none"> • Student teachers the story in real-li

			<p>the story in real life situation.</p> <p>2. Asks student teachers to explain why they like or dislike the story.</p> <p>3. Discusses with student teachers what values, morals and principles the story upholds or disapproves.</p>	<p>situation.</p> <ul style="list-style-type: none"> • Student teachers why they like or dislike the story. • Student teachers contribute in the discussion.
	Closure/Conclusion	mins	employs question and answer technique to recap and close the lesson	Student teachers respond to questions asked and they ask questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Component 1: COURSEWORK</p> <p>Summary of Assessment Method: Assessment for and as learning (group appreciation of selected text) skills targeted are collaboration, communication, creativity, critical thinking, innovation, digital literacy)</p> <p>Weighting: 30 %</p> <p>Assesses Learning Outcomes: Course learning outcomes 3</p>			
Teaching Learning Resources	<ul style="list-style-type: none"> • Computer • Projector • Smartphone • Children’s drama book 			
Required Text (core)	<p>Abram, M. A. (1999). <i>A glossary of literary terms</i>. Boston: Cengage Learning.</p> <p>Gyasi, I. K. (1988). <i>Ordinary level English literature</i>. Tema: Ghana Publishing Company.</p> <p>nanu, K. E. & Vincent, T. (1976). <i>A selection of African poetry</i>. London: Longman.</p>			
Additional Reading List	<p>Cook, D. (1977). <i>African literature: A critical view</i>. London: Longman.</p> <p>Eghagha, H. (2001). Introduction to drama In <i>The English compendium</i>. Lagos: Department of English, Lagos State University.</p> <p>Meyer, M. (2010). <i>Bedford introduction to literature: Reading, thinking, writing</i>. Bedford: St Martins.</p> <p>Woolody, H. (1972). <i>The study of literature</i>. London: George Allen & Unwin.</p>			
CPD Needs				
Course assessment	<p>¹Component 1 Course Assessment Components</p> <p>Component 1: Subject Portfolio Assessment: (30% overall score)</p> <ul style="list-style-type: none"> • Selected Items of students work (3 of them – 10% each) – 30% • Midterm assessment, - 20% • Reflective Journal 40% • Organization of the subject portfolio – 10% (how it is presented/organised) 			
	<p>²Component 2 Component 2: Subject Project (30% - overall semester score)</p> <ul style="list-style-type: none"> • Introduction, a clear statement of aim and purpose of the project - 10% • Methodology: What the student teacher has done and the purpose of the project – 10% • Substantive or main lesson section 40% 			
	Component 3: End of semester exams 40%			

¹See rubrics on subject portfolio assessment in Annex 6 of NTEAP

²See rubrics on subject project assessment in Annex 6 of NTEAP

