

# Four-Year B.Ed. Course Manual

# Introduction to English Literature









**GOVERNMENT OF GHANA** 









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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 taskare 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.
- 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 theNew Four-Year B.Ed. Curriculum

<sup>&</sup>quot;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	urse Details: as in course specification unless important reason why not									
Pre-	The program	The programme / previous semester courses studied.									
requisite/s											
Co-	Links to othe	Links to other courses being taught, support coherence in student experience and avoid duplication									
Requisites											
Course	Course	Credit									
Level	Code	Value									

### **Table of contents**

Each manual will include:

- 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

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 *content*. They must be measurable – allowing assessment of student teacher achievement

# 6. Learning indicators

- 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 *briefly* 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 th	e leari	ning outcor	ne	

#### 8. Course Assessment Components

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

- 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:
  - The category or type, for example: written, coursework or practical, teaching, examination, collaborative project or presentation, poster, TLM
  - o 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 beexpressed 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.

The guidance on assessing student teachers from the NTS, the NTECFthe CWG and the New Four Year B.Ed. should be used.

## 9. Teaching and learning strategies

Detail in this section should showhow 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

# 10. Required Reading and reference list

e 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.

#### 11. Teaching and Learning Resources

Instructional resources required to support learning during the course e.g.: TLMs, lab and workshop equipment, videos, projectors

## Course related professional development for tutors/lecturers

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.

## B. Semester lesson plans

## **Guidance for Lesson planning**

The expanded planning proforma was

- 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)

Things to consider as you write and then review lessons:

- 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
  - in the time available
  - with the skills, knowledge and understanding they have

with the skills	s, knowledge a	iliu ullueisi	tanding they n	ave				
Title of Lesson								
Lesson Duration								
Lesson description	lt	is essential	that student	teachers kno	w what this les	son is about. The	lesson	
	de	escription s	hould be shor	t, clear, and	accessible to al	l students.		
Previous student teacher	<ul> <li>What lir</li> </ul>	iks to previo	ous knowledge	e / prior lear	ning need to be	built in to the less	son?	
knowledge, prior learning	Prior lea	arning could	d be from: th	is course and	d previous lesso	ons; from senior	high school;	
(assumed)	from su	pported tea	aching in scho	ol/practicum	; from other co	ourses. NB import	ant to build	
	on work	from previ	ous lessons					
	• If you a	re unsure a	bout previous	knowledge	or prior learnin	g how you need	to check for	
	this as p	art of the a	activity in the	lesson/s. If th	ne expected prio	or knowledge is n	ot adequate	
	you will	need to mo	odify the lesso	n.				
Possible barriers to learning	What sp	ecific conc	eptual, linguis	tic, social, cu	ultural, concept	ual, gender, or ab	oility related	
in the lesson	issues n	night stop s	tudent teache	ers in achievi	ing the learning	outcomes; act as	s barriers to	
	their lea	rning?						
	<ul> <li>How will</li> </ul>	l you addre	ss these?					
	<ul> <li>Does th</li> </ul>	s lesson red	quire that stud	lent teachers	examine their	own bias? If so, y	ou will need	
		support this						
Points on inclusivity, equity	<ul> <li>You nee</li> </ul>	d to repres	ent and addre	ss diversity i	n your lesson-p	lan. Are the multi	ple diversity	
and addressing diversity	issues (s	ee <u>diversity</u>	<u>/ wheel</u> ) ?					
	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?						
		, , , , , , , , , , , , , , , ,						
		student teachers can see diversity modelled during this teaching and learning activity?						
						d in your lesson <sub>l</sub>		
						ts they will teach?		
			er stereotype	issues relate	ed to: PE, litera	cy and language,	science and	
	mathem						•	
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum	
support students in	face	Activity	Based		Study	opportunities		
achieving the outcomes			Leaning					
Lesson Delivery – main			•			rgument. It include		
mode of delivery chosen to					tc. This can be t	utor and / or stud	ent teacher	
support student teachers in			y be the main					
achieving the learning						discussion of issue	es,	
outcomes.	documents and materials, as well as physical activities.							

Work based learning: to allow students to undertake observation, enquiry and/or hands-on development work (mostly TVET) Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led 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 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. 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. Purpose for the lesson, What is the main thing you want student teachers to know, understand and be able to do what you want the as a result of this lesson? students to achieve, Is this lesson aimed at: Learning or embedding a new concept? Developing a skill? serves as basis for the Understanding how various concepts and skills come together to create a body of learning outcomes. An knowledge? Practicing the application of new knowledge? expanded version of the This will relate back to the overall intention and learning outcomes for the course. description. Write in full aspects of the NTS addressed **Learning Outcome for Learning Outcomes Learning Indicators** the lesson, picked and The learning outcomes for the Measurable/assessable/observable performances developed from the lesson will enable student that provide evidence of learning or other changes course specification teachers to achieve taking place in student teachers' behaviour which Learning indicators for purpose for the lesson. demonstrate that they have met the learning each learning outcome For example, in mathematics: outcome/s. student teachers are prepared What the student teacher will need to do to show to teach a specific mathematics they have achieved the learning outcome. (in an operation. In this instance, the inclusive lesson, this should vary and be responsive learning outcomes would be to student teacher's individual characteristic) 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 Teaching and learning to achieve learning outcomes: Content of lesson picked and Time or stage Topics and subdeveloped from the course Identify topics (if any): depending on delivery mode selected. Teacher led, how specification much time will collaborative group work or independent study be required for Student **Teacher Activity** Unit/s covered from the each part of the Activity course specification: lesson For example: Plan to model what is Interactive and expected of student teachers collaborative group and pair Plan for activities to support work, e.g., student identifying, teachers in working

Which core or transferable skills will be used or	towards and / or demonstrating achieving the learning outcomes.  • 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  • Student teacher led seminars • ICT e.g. discussion using VLE • Video observation of and analysis of teaching and communication skills, use of ICT
developed and how Which cross cutting issues	ss cutting issues include: assessment literacy and assessing students' progress and professional
will be addressed or developed and how	values and attitudes, reflection and classroom enquiry
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<ul> <li>Assessment as learning: ongoing self-assessment by student teachers reflecting on their own learning and making adjustments so that they achieve deeper understanding, occurs throughout the learning process. This needs to be planned for in the lesson.</li> <li>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. This needs to be planned for in the lesson.</li> <li>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</li> <li>Differentiation in lessons (UDL guidelines): the lesson needs to include a range of teaching and assessment strategies to motivate and reach all learners</li> <li>The approach to assessment in lessons must be appropriate to the teaching and learning strategies</li> </ul>
Instructional Resources	This may include: handouts, power points, examples of children's work, video, ICT activities,
Required Text (core)	examples of previous student teachers' work
Additional Reading List	
CPD Needs	
C. D Necus	

### **Course Manual Writing Proforma**

A. Course Information

Title Page

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 lifelong 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	Introducti	on to English L	.angı	ıage					
Course Delivery Modes	✓ Face -to- face	✓ Practica I activity	✓	Independen t Study	n		Practicum		
Course Description	of literatu tools and language embody forms of t followed designed their pupi literary te course. N performan	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 Ou On successfi be able to		the course, student will	Indicators
	1. Demonstr English Litera		ge and understanding of	<ul> <li>Define Literature</li> <li>Identify and differentiate</li> <li>between the various forms/genres of literature</li> <li>Explain the characteristics</li> <li>of the different forms/genres of English literature</li> </ul>
			nd understanding of the of English literature	<ul> <li>Identify and explain the elements of</li> <li>poetry</li> <li>Identify and explain the</li> <li>elements of prose</li> <li>Identify and explain the</li> <li>elements of drama</li> </ul>
		knowledge and u analyse given liter	nderstanding acquired in rary texts	<ul> <li>Interpret and analyse a poem with respect to the use of imagery, rhyme, rhythm, sound devices and figurative language</li> <li>Interpret and analyse prose</li> <li>texts with respect to plot, point of view, theme, and</li> <li>character (- isation)</li> <li>3.3 Explain and analyse a dramatext with respect to plot, action, character (-isation) anddramatic techniques.</li> </ul>
			ature as lense through uman nature and human	<ul> <li>Connect literary works and real life experiences</li> <li>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.</li> </ul>
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 ✓ Characteristic s of prose/poetry/ drama	<ul> <li>Discussion of the definitions and forms of literature</li> <li>Identification of different forms of literary works (poem, prose, drama)</li> <li>Illustration of oral literature from student teachers' own socio-cultural contexts.</li> <li>Use of technology to exemplify different genres of literature as they occur in real life.</li> </ul>

2	Introduction to Poetry	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	<ul> <li>Discussion of the definitions, forms and types of poetry</li> <li>Identification of elements of poetry in sample poems</li> <li>Use of ICT tools, where necessary, to find examples of different forms and types of poetry.</li> <li>Performance of different poems in class.</li> <li>Conducting internet-based research for sample poems</li> </ul>
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	What is Drama? Nature of Drama Types of Drama	<ul> <li>Description of the nature of drama</li> <li>Illustration of different types of drama with short stories</li> <li>Explanation of the elements of drama</li> <li>Identification of elements of drama in the sample texts</li> <li>Watching selected drama episode (s) on television and discussing observations and experience in class</li> </ul>
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	What is Prose? What is Fiction? Types of Fiction  Novels  Mystery	<ul> <li>Explanation of the definitions and types as well as characteristics of prose-fiction</li> <li>Explanation of the elements of prose-fiction and literary terminologies.</li> </ul>

			Detective Stories     Romance     Short Stories     Historical Fiction  Characteristics of Prose fiction  Types of Prose fiction     Fable/ Allegory/ Romance     ✓ Short story/Novella / The Novel  Elements of Prose     Plot     Theme/Subje ct Matter     Character and characterisati on     Point of view     Mood     Setting  Literary terminology	Reading and identification of elements of prose-fiction in sample texts			
	6	Prose: Non- Fiction	Essays Autobiographies Biographies Travel and Adventure Criticisms Speeches Journal Articles	<ul> <li>Discussion of the differences between fiction and non-fiction prose</li> <li>Illustration of the types and characteristics of non-fiction prose</li> <li>Reading of different non-fiction prose texts</li> <li>Encouragement of student teachers to identification of the difference among them.</li> </ul>			
	7	Interpretation and analysis of Prose (fiction and Non- Fiction)		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.)			
Course Assessment	Course Assessment Components Component 1: Subject Portfolio Assessment: (30% overall score)  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) 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  Component 2: Subject Project (30% - overall semester score)  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 –						

	<ul> <li>Substantive or main lesson section 40%</li> <li>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</li> <li>Component 3: End of semester exams 40%</li> <li>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).</li> <li>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)</li> </ul>
Instructional Materials	Books (poetry, drama, prose texts), television set, computer (YouTube videos/audios).
Required Text (Core)	Abram, M. A. (1999). A glossary of literary terms. Boston: Cencage Learning. Gyasi, I. K. (1988). Ordinary level English literature. Tema: Ghana Publishing Company. Senanu, K. E. & Vincent, T. (1976). A selection of African poetry. London: Longman.
Additional Reading List	Cook, D. (1977). African literature: A critical view. 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.

Year of B.Ed.	2	Semester	2	Place of lesson in semester	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	In	Introduction to Literature Lesson Duration							
Lesson description	genres in Lite This first less	This lesson introduces student teachers to definition, forms, genres and characteristics of the genres in Literature in English literature.  This first lesson introduces student teachers to the course learning outcomes and the 3							
Previous student teacher knowledge, prior learning (assumed)	assessment components of the course  Student teachers were introduced to Language and Literacy in level 100 semester 1								
Possible barriers to learning in the lesson	Student tead	chers may find i	t difficult to o	listinguish bet	ween literal	and literary mea	ning		
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to- face	Practical Activity	Work- Based Leaning	Seminars	Indepen dent Study	e-learning opportunities	Practicum		
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 usually be 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 of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.								
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	characteristi teachers to requisite kn	ics of the gen understand be lowledge to en thers to help the	res in Litera asic termino mploy litera	ture in Englis logies in Liter iness in thei	h literature rature in Ei r teaching	definition, forms, e. This is to ena nglish and equip career. It is also of meaning in tex	ble student them with to enable		
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome		tcomes Il completion, teacher will be	Learning	entify which cr ues-core and ills, inclusivity, dressing diversit ese be add veloped?	transferable equity and				
	knowledge a	onstrate basic Ind Ing of Literature	Ider diff the gen     Exp cha diff	ine literature ntify and erentiate betw various forms res of literatu lain the racteristics of erent forms ar res of literatu	ba ween shi and Co re. co thi the ob nd dig re. Cu shi	achers, gender ckgrounds and m buld be considere re skills target mmunication, nking, co servation and en gital literacy. Itural diversity a	, linguistic ixed abilities ed. ed include critical bllaboration, nquiry skills,		

Topic title:			Teaching and learning to addepending on delivery mod collaborative group work or inc	le selected. Teacher led,
Introduction to Literature	Subtopic	Time/stage	Teacher Activity	Student Activity
	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.	Student teachers mention their hobbies and those who like reading and watching films explain why they like those activities.
	Definition of Literature  Forms of Literature	45 mins ge 1	1. Asks student teachers to brainstorm on the different terms they will use to define. 2. Guides student teachers to put the terms together to form a good definition of literature. 3. 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). 4. Discusses the characteristics of Oral and Written Literature with student teachers.	Student teachers are guided to brainstorm on different terms they will use to define literature.  Student teachers attempt a good definition of Literature.  Student teachers observes the demonstration and identifies the two forms of literature.  Student teachers contribute to the discussion of the characteristics of Oral and Written Literature.
	Genres of Literature	60min	<ol> <li>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).</li> <li>Asks student teachers to discuss in their groups what the genres of Literature are.</li> <li>Ask the groups to discuss the characteristics of the genres of Literature.</li> </ol>	<ul> <li>In groups student teachers go online to search for information on the genres of Literature.</li> <li>Student teachers participate in the discussion of the genres of Literature.</li> <li>The groups discuss the characteristics of the genres of Literature.</li> </ul>
		50mins Stage 3	<ol> <li>Distribute the genres among the groups and tasks each group to select a group leader who will present their findings to the class.</li> <li>Distribute the genres among the groups and each group discusses their findings on their selected genre with the class.</li> </ol>	<ul> <li>Student teachers collaborate with their group members to select group member.</li> <li>Student teachers cooperate with each leading group to discuss their finding.</li> <li>Student teachers ask for clarifications where</li> </ul>

			Moderates the discussions and make inputs where necessary.	necessary and make contributions to the group presentations
	Closure/Conclusion	nins	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 –	Component 1: subject	ct portofolio a	ssessment: (30% overall)	
evaluation of learning: of,	Selected ite	ms of students	s work (3 of them – 10% each) -3	0%
for and as learning within	Midterm ass	sessment, - 20	%	
the lesson	Reflective jo			
			olio – 10% (how it is presenred o	_
	-		Assessment for and as learning (	
	-	are communica	ation, team work/collaboration, e	enquiry skills, digital
	literacy)			
	Weighting: 30 %			
			rse learning outcomes 1	
	-		overall semester score)	
			ment of aim and purpose of the p	-
	_	•	udent teacher has done and the p	ourpose of the project. 10%
		or main lesson	section 40%	
	Conclusion -		400/	
Teaching Learning	Component 3: end of	semester exa	1115 – 40%	
Resources	<ul><li>Computer</li><li>Projector</li></ul>			
Resources	1			
	<ul><li>Smartphone</li><li>Storybooks</li></ul>	!		
Required Text (core)	• Storybooks			
nequired 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).

Year of B.Ed.	2	Semester	2	Place of lesson in semester	<b>1</b>
					1 🚄 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Introduction to Poetry Lesson Duration 3								
Lesson description	This lesson introduc	This lesson introduces student teachers to definition, form and structure and types.							
Previous student teacher knowledge, prior learning (assumed)  Possible barriers to learning	Student teachers were introduced to the forms and genres of Literature in the previous lesson  Student teachers may find it difficult to distinguish between literal and literary meaning								
in the lesson  Lesson Delivery – chosen to support students in achieving the outcomes  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 usually be 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 of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.								
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 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.								
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 issues-core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?						
	CLO 1: Demonstrate basic knowledge and understanding Literature in English	Define literature     Identify and differentiate betwhen the various forms genres of literatur     Explain the characteristics of different forms and genres of literature.	and considered.  Core skills targeted include communication, critical thinking, collaboration, observation and enquiry						

Topic title: Introduction to Poetry			Teaching and learning to achieve learning outcom depending on delivery mode selected. Teacher learning collaborative group work or independent study					
,	Subtopic	Time/stage	Teacher Activity	Student Activity				
	Introduction	10 mins	<ol> <li>Revises the definition of literature with student teachers and asks them to identify the forms and genres of literature.</li> <li>Discusses the characteristics of the 3 genres with students.</li> </ol>	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> <li>Asks student teachers to attempt a definition of poetry based on the characteristics of poetry given in the previous lesson.</li> <li>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.</li> <li>Guides student teachers to identify the form and structure of poetry through the use of a selected text.</li> </ol>	Student teachers give different definitions of poetry. terms they will use to define literature.  Student teachers attempt an appropriate definition of poetry.  Student teachers observes the selected text and identify its form and structure.				
	<ul> <li>Narrative         Poems         Lyrical             Poems         </li> <li>Didactic         Poems     </li> <li>Descriptive         Poems     </li> </ul>	90min Stage 2	<ol> <li>Displays different types of poems to student teachers and tasks them to observe the differences among them.</li> <li>Asks student teachers to go online to search for the types of poetry.</li> <li>Discusses the difference among the types of poetry with student teachers</li> </ol>	<ul> <li>Student teachers read through the poems and based on the content, attempts to put them into different categories.</li> <li>Student teachers go online to search for the types of poetry.</li> <li>Student teachers contribute to the discussion on the differences among the types of poetry.</li> </ul>				
		50mins Stage 3	<ol> <li>Tasks student teachers to search for simple poems online using the type name, (simple lyrical poems).</li> <li>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.</li> <li>Asks student teachers to volunteer to perform the simple poems they searched for online.</li> </ol>	Student teachers search for simple poems online.  Student teachers watch the performances of different poems.  Student teachers perform the simple poems they found online.				

			T	T			
	Closure/Conclu	15mins	Employs question and answer	Student teachers respond			
	sion		technique to recap and close the	to the questions asked			
			lesson	and they also ask			
				questions for clarification			
Lesson assessments –	Component 1: CC	URSEWORK					
evaluation of learning: of,	Summary of Asse	ssment Method:	Assessment for and as learning (ind	ividual performances of			
for and as learning within	poetry recitals) (C	ore skills targete	d are communication, creativity, obs	ervation, innovation, digital			
the lesson	literacy)	_					
	Weighting: 30 %						
	0 0	Outcomes: Cou	irse learning outcomes 2				
Teaching Learning	Compute	er					
Resources	<ul> <li>Projecto</li> </ul>	r					
	<ul><li>Smartph</li></ul>	one					
	Storyboo						
Required Text (core)	•		literary terms. Boston: Cencage Lear	ning.			
			nglish literature. Tema: Ghana Publis	_			
			A selection of African poetry. London				
Additional Reading List			A critical view. London: Longman.				
7 144 115 114 115 115 115 115 115 115 115			drama In <i>The English compendium</i> .	Lagos: Department of			
	English, Lagos Sta	•	a a a a a a a a a a a a a a a a a a a	agest a spartment of			
	0 , 0	•	ction to literature: Reading, thinking,	writing Bedford: St			
	Martins.	. Deajora meroda	ction to interature. Redaing, triinking,	writing. Bearora. 3t			
	Moody, H. (1972). <i>The study of literature</i> . London: George Allen & Unwin.						
	14100uy, 11. (1972)	. The study of lite	rature. London. George Anen & Onw	111.			
CPD Needs	Seminar on Poetr	y performance by	a resource person				

Year of B.Ed.	2	Semester	2	Place of lesson in semester	
					1 2 <b>3</b> 4 5 6 7 8 9 10 11 12

Title of Lesson	Elements	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	Student teachers may find it difficult to distinguish between literal and literary meaning								
learning in the lesson									
Lesson Delivery – chosen	Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicum		
to support students in		Activity	Based		Study	opportunities			
achieving the outcomes			Leaning						
Lesson Delivery – main	Face-to-face: oppor				_				
mode of delivery chosen	brainstorming, quest		wer, etc. T	nis can be tu	tor and / or stu	dent teacher led.	It should		
to support student	not usually be the ma								
teachers in achieving the	Independent study:								
learning outcomes.	promote individual a part of any of the abo		itive eriqui	ry, more m-c	іерін апатуять а	na development.	This can be		
	Seminars: to genera		d individua	l creativity (	discussion and r	eflection: studen	t and / or		
	tutor led.	ce Broap and	a marvidud	. or cutivity, t	2.300331011 0110 1	chection, studen	cana / or		
	tuto. Icui								
Purpose for the	The purpose of this I	esson is to i	ntroduce s	tudent teac	hers to definition	on and explanati	on of the		
lesson, what you	elements of Poetry.					•			
want the students to	affect meaning in po	-		-			nd how		
achieve, serves as	they can use poetry	to help thei	pupils to	appreciate o	hildren's poem	s and rhymes.			
basis for the learning									
outcomes. An									
expanded version of									
the description.									
Write in full aspects									
of the NTS									
addressed	Language Contraction		1		1.1		Main an in ann an		
Learning Outcome  for the lesson	Learning Outcomes		Learnii	ng Indicators	_	which cross cur and transfera	_		
for the lesson, picked and	On successful comple	ation the			core	ity, equity and	•		
developed from the	student teacher will l					y. How will	_		
course specification	Student teacher will	oc abic to.				sed or developed			
Learning indicators						iping the stude			
for each learning	CLO 2: Demonstrate	knowledge	• Ide	entify and ex	_	linguistic backg			
outcome	and understanding o	_		e elements o	-		nould be		
	genres of Literature i	-		etry	conside	red.			
					Core	skills targete	d include		
					commu	nication, critica	l thinking,		
					collabo	•			
						skills, digital lite			
						l diversity and			
					should	be taken into cor	sideration.		

Topic title:			Teaching and learning to ac depending on delivery mode collaborative group work or indepe	selected. Teacher led,
Elements of	Subtopic	Time/stage	Teacher Activity	Student Activity
Poetry	Introduction	10 mins	Revises the forms and types     of Poetry with student     teachers through the     question and answer     technique.	Student teachers give answers to questions asked on the previous lesson
	Imagery	30 mins	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.	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> <li>Asks student teachers to go online and search for sound devices in Poetry</li> <li>Uses selected texts to help student teachers identify and define rhythm, rhyme and other sound devices in Poetry.</li> <li>Discusses with student teachers the effect of the sound devices on the meaning in the poem.</li> </ol>	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 devises on meaning.
	Figurative Language	90mins Stage 3	<ol> <li>Discusses with student teachers the differences between literal and figurative language.</li> <li>Asks student teachers to identify some figurative use of language in the selected poems.</li> <li>Tasks student teachers to go online and look for some figures of speech.</li> <li>Discusses the figures of speech with student teachers.</li> <li>Analyzes a selected text with student teachers.</li> </ol>	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.

	Closure/Conclusion	nins	ploys questior technique to re lesson		answer close the	Student teachers     participate in the     analysis of the selected     text.  Student teachers respond to the questions asked and they also ask questions for clarification
Lesson assessments –	Summary of Assessm	nent Method:	Assessment for a	nd as lea	arning (ind	ividual performances of
evaluation of learning: of,	poetry recitals) (Core	e skills targeted	d are communicat	ion, crea	ativity, obs	ervation, innovation, digital
for and as learning within	literacy)					
the lesson	Assesses Learning Ou	utcomes: Cou	rse learning outc	omes 2		
Teaching Learning	<ul> <li>Computer</li> </ul>					
Resources	<ul> <li>Projector</li> </ul>					
	<ul> <li>Smartphone</li> </ul>	9				
	<ul><li>Poems</li></ul>					
Required Text (core)	Abram, M. A. (1999).		•		-	_
	Gyasi, I. K. (1988). <i>Oi</i>		-			
	Senanu, K. E. & Vince				-	: Longman.
Additional Reading List	Cook, D. (1977). Afric				J	
	0 0 , , ,		drama In <i>The En</i>	glish con	npendium.	Lagos: Department of
	English, Lagos State Meyer, M. (2010). Be	,	rtion to literature	· Readina	a thinkina	writing Redford: St
	Martins.	Lajora minoda	o to interacture	. neaamg	, cillikily,	witting. Dealora. 3t
	Moody, H. (1972). <i>Th</i>	he study of lite	rature. London: G	eorge Al	len & Unw	in.
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CPD Needs						

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1 2 3 <b>4</b> 5 6 7 8 9 10 11 12
					123 130/09101112

Title of Lesson	Interpretation and	Lesson Duration		3						
Lesson description	This lesson introduc	ces student	teachers to	analysis and	appreciation of	Poetry.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers w	Student teachers were introduced to the elements of Poetry in the previous lesson.								
Possible barriers to learning in the lesson	Student teachers m	udent 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 Leaning	Seminars	Independent Study	e-learning opportunities	Prac	ticum		
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 usually be 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 of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.									
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	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.									
Learning Outcome     for the lesson, picked     and developed from     the course     specification     Learning indicators     for each learning	Learning Outcomes  On successful completion, the student teacher will be able to:  Learning Indicators  Identify which consuccessful completion, the skills, inclusivity, addressing diversity will these be addressed developed?							erable y and How ed or		
outcome	CLO 1: Apply the kn understanding acqu literature to the and poem.	uired in	po Im Ri Ri Ri St	terpret and a pem with resp nagery nyme nythm and ot evices anza one gurative lang	nalyse a tepect: b. all contents ound C. contents ound con	bilities shownsidered.  ore skills targe communication,	ted in collabor end collabor en	guistic mixed be nclude critical ration, nquiry and		

Topic title:			Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Interpretation	Subtopic	Time/stage	Teacher Activity	Student Activity			
and analysis of Poetry	Introduction	10 mins	Revises the elements of     Poetry with student     teachers.	Student teachers give answers to questions asked on the elements of Poetry.			
	Interpreting the selected text, (literal meaning)	40 mins Stage 1	<ol> <li>Displays the selected text or provides copies of the text to student teachers and asks them to read the poem quietly.</li> <li>Discusses the literal meaning of the poem by asking student teachers to say what the poem is talking about.</li> <li>Asks student teachers to</li> </ol>	Student teachers read the selected poem carefully.  Student teachers discuss the meaning of the poem.  Student teachers give			
			identify things in the poem that made them arrive at that meaning.	answers to the questions asked.			
	Sound devices in the poem	30min Stage 2	<ol> <li>Asks student teachers to identify sound devises in the selected poem.</li> <li>Guides student teachers to identify rhythm, rhyme and other sound devices in the selected poem.</li> <li>Discusses with student teachers the effect of the</li> </ol>	<ul> <li>Student teachers identify sound devices in the selected poem.</li> <li>Student teachers identify the sound devices by name.</li> <li>Student teachers explain</li> </ul>			
			sound devices on the meaning in the poem.	how the sound devices influence the interpretation of the poem			
	Figurative Language	40mins Stage 3	<ol> <li>Guides student teachers to identify figures of speech in the poem.</li> <li>Discusses with student teachers how the figures of speech affect the meaning they give to the poem.</li> <li>Asks student teachers to explain how they feel about the poem (personal response to evaluate the poem).</li> <li>Discusses the need for personal response with student teachers.</li> </ol>	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 discusses the need for their personal response to the poem.			
		Stage 4 50min	Put students in groups and tasks them to do a literary appreciation of the poem.	In groups, student do a literary appreciation of the poem.			

	Closure/Conc	nins	Employs question and answer	Student teachers respond
	lusion	111113		to the questions asked
	iusion		technique to recap and close	' ·
			the lesson	and they also ask
				questions for
				clarification
Lesson assessments –	Summary of As	sessment Method:	Assessment for and as learning (gr	oup appreciation of selected
evaluation of learning: of,	text). (Core skil	Is targeted are colla	aboration, communication, creativit	ry, critical thinking,
for and as learning within	innovation, dig	ital literacy)		
the lesson	Assesses Learni	ing Outcomes: Co	urse learning outcomes 3	
Teaching Learning	Compi	uter		
Resources	<ul> <li>Projec</li> </ul>	tor		
	• Smart	phone		
	• Poems			
Required Text (core)	Abram, M. A. (1	1999). A glossary of	fliterary terms. Boston: Cencage Lea	arning.
	Gyasi, I. K. (198	8). Ordinary level E	inglish literature. Tema: Ghana Publ	ishing Company.
	nanu, K. E. & Vin	icent, T. (1976). A s	election of African poetry. London: I	Longman.
Additional Reading List				
	Cook, D. (1977)	. African literature.	A critical view. London: Longman.	
	Eghagha, H. (20	001). Introduction t	o drama In The English compendiun	n. Lagos: Department of
	English, Lagos S	State University.	- ,	
	Meyer, M. (201	.0). Bedford introdເ	iction to literature: Reading, thinkin	<i>g, writing</i> . Bedford: St
	Martins.		-	
	Moody, H. (197	2). The study of lite	erature. London: George Allen & Un	win.
CPD Needs			erformance of poetry recital	
		-	•	

Year of B.Ed.	2	Semester	2	Place of lesson in semester	1234 <b>5</b> 6789101112
					1234 9 0703101112

Title of Lesson	Introduction	Lesson Duration		3										
Lesson description	This lessor	introduces	student te	eachers to th	e nature and ty	pes of Drama.								
Previous student teacher knowledge, prior learning (assumed)	Student teachers hav	e been wat	ching a lot	of films.										
Possible barriers to	Student teachers ma	y find it dif	ficult to dis	tinguish bet	ween Drama ar	nd the storybook	s they	have						
learning in the lesson Lesson Delivery – chosen	been reading.  Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practi	icum						
to support students in		Activity	Based		Study	opportunities								
achieving the outcomes			Leaning											
Lesson Delivery – main	Face-to-face: oppor				_									
mode of delivery chosen	brainstorming, quest		wer, etc. T	his can be tu	itor and / or stu	dent teacher led	It sho	uld						
to support student	not usually be the ma													
teachers in achieving the learning outcomes.	Independent study: promote individual a							20						
learning outcomes.	be part of any of the			iry, more m-	иерин анатуять а	ina development	. IIIIS C	dII						
	Seminars: to general			al creativity.	discussion and	reflection: studer	nt and /	or /						
	tutor led.	8		,			,							
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	they can use the iss	ues in Drai	ma to help	their pupil	s to appreciate		-	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.						
Learning Outcome	Learning Outcomes			Learning In	dicators	lentify which cr	000 011							
for the lesson, picked							uss cu	tting						
and developed from	On successful comple	sues-core and t	ransfer	able										
the course	teacher will be able t	0:				kills, inclusivity,	ransfer equity	able and						
<ul><li>specification</li><li>Learning indicators</li></ul>					a	kills, inclusivity, ddressing diver	ransfer equity sity.	able and How						
• Learning mulcators					a w	kills, inclusivity, ddressing diver vill these be ad	ransfer equity sity.	able and How						
for each learning					a w d	kills, inclusivity, ddressing diver	ransfer equity sity. dresse	able and How d or						

Topic title:		Teaching and learning to achieve learning depending on delivery mode selected.  collaborative group work or independent				
Introduction to	Subtopic	Time/stage	Teacher Activity	Student Activity		
Drama	Introduction	20 mins	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.	<ul> <li>Student teachers mention some films that they have watched.</li> <li>Student teachers explain what they dislike about some of the films they have watched and why they do not like them.</li> <li>Student teachers explain what they like about the films they have watched and why they like about the films they have watched and why they like them</li> </ul>		
			3. Asks student teachers to explain what they like about the films they have watched and what made them like it.			
	What is Drama?	40 mins Stage 1	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.	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.		

		1		T			
	Nature of Drama	30min Stage 2	<ol> <li>Gives a selected text to student teachers and asks them to identify some of the things they see in the book.</li> <li>Discusses what makes Drama different from the other genres with student teachers.</li> </ol>	<ul> <li>Student teachers identify somethings that form the nature of Drama.</li> <li>Student teachers contribute to the discussion on what makes Drama different from the other genres.</li> </ul>			
	Types of Drama	40mins Stage 3	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.	Student teachers search for information on Drama online.      Student teachers discuss their findings with the class.			
		Stage 4 50min	2. Put student teachers in groups and tasks them to discuss the types of Drama and write simple and short notes on them.	• In groups, student teachers discuss the types of Drama and write short notes on them.			
	Closure/Conclusion	nins	ploys 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	text). (Core skills target innovation, digital lit	geted are collaboratio	ment for and as learning (gro n, communication, creativity	oup appreciation of selected			
Teaching Learning Resources	<ul> <li>Computer</li> <li>Projector</li> <li>Smartphone</li> <li>Children's d</li> </ul>	e	<u> </u>				
	Gyasi, I. K. (1988). <i>Oi</i>	rdinary level English li	terms. Boston: Cencage Lea terature. Tema: Ghana Publis of African poetry. London: Lo	shing Company.			
Additional Reading List	Cook, D. (1977). African literature: A critical view. London: Longman.  Eghagha, H. (2001). Introduction to drama In The English compendium. Lagos: Department of English, Lagos State University.  Meyer, M. (2010). Bedford introduction to literature: Reading, thinking, writing. Bedford: St Martins.  Moody, H. (1972). The study of literature. London: George Allen & Unwin.						
CPD Needs							

1. Plans for each lesson in the semester		
LESSON 1		

CPD Needs	

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	Elemer	its of Dram	a		Lesson Dui	ration	3		
Lesson description	This lesson introd	uces studer	nt teachers	to the elem	ents of Drama.				
Previous student teacher knowledge, prior learning (assumed)	Student teachers	Student teachers have been watching a lot of films.							
Possible barriers to learning in	Student teachers	may find i	t difficult	to distinguis	h between Dra	ıma and the sto	rybooks they		
the lesson	have been reading	g.							
Lesson Delivery – chosen to	Face-to-face	Practical	Work-	Seminars	Independen	e-learning	Practicum		
support students in achieving		Activity	Based		t Study	opportunities			
the outcomes	_		Leaning						
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	discussion, brains led. It should not Independent stud promote individual be part of any of the	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.  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  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.							
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	elements of Drar they affect mean how they can us books and apply	ing in Drame the issue	a. This les s in Drama	son will also a to help the	help student teir pupils to ap	eachers unders	tand why and		
Learning Outcome for the lesson, picked and developed from the course specification     Learning indicators for each learning outcome	On successful con student teacher w	npletion, th		Learning In	dicators	addressing di will these be developed?	and skills, equity and iversity. How addressed or		
	CLO 2: Demonstra understanding of Literature in Engli	the major g	_		y and explain ements of	considered. Core skills tar communicatio thinking, observation skills, digital lif	der, linguistic and mixed hould be geted include n, critical collaboration, and enquiry ceracy. versity and uld be taken		

Topic title Elements of Drama			Teaching and learning to a depending on delivery mod collaborative group work or inde	de selected. Teacher led,
	Subtopic	Time/stage	Teacher Activity	Student Activity
	Elements of Drama (Setting and Plot	60 mins Stage 1	<ol> <li>Asks student teachers to explain where their favourite movies were acted.</li> <li>Explain "setting" to the student teachers.</li> <li>Discuss with student teachers the types of setting.</li> <li>Asks student teachers mention some events in a selected text and explain to them what plot is.</li> <li>Draws student teachers' attention to the types of plot and discusses the difference between plot and action with them.</li> </ol>	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 characterizatio n)	40min Stage 2	<ol> <li>Asks student teachers to explain how the action in Drama takes place.</li> <li>Discusses dialogue, aside, monologue and soliloquy in Drama with student teachers.</li> <li>Discusses character and characterization with student teachers.</li> <li>Guides student teachers to differentiate between character and characterization.</li> </ol>	<ul> <li>Student teachers         explain how the action         takes place.</li> <li>student teachers         participate in the         discussion.</li> <li>Student teachers give         their views on what         character and         characterization are.</li> <li>Student teachers         differentiate between         character and         character and         characterization.</li> </ul>
	Elements of Drama (Subject matter, theme and other dramatic techniques)	40mins Stage 3	<ol> <li>Asks student teachers to give examples of general issues in life. Based on their answers, explain subject matter and theme to them.</li> <li>Teacher guides student teachers to differentiate between subject matter and theme.</li> </ol>	<ul> <li>Student teachers give examples of general issue in life. Examples marriage, death, poverty, war, love, etc).</li> <li>student teachers differentiate between subject matter and theme.</li> </ul>

			Teacher discusses Comic relief, Flash back,     Suspense Foreshadowing etc, with student teachers	<ul> <li>student teachers contribute to the discussion.</li> <li>Student teachers define dramatic irony.</li> <li>Student teachers share their views on Comic relief, Flash back, Suspense and Foreshadowing</li> <li>Student teachers go online to find information on Comic relief, Flash back,</li> </ul>		
	Closure/Conclu sion	Stage 4 50min	1. Put student teachers in groups and tasks them to go online and search for information on the elements of Drama.  1. tasks them to discuss the Elements of drama and write simple and short notes on them.  2. Assign different elements of Drama to individual groups to discuss their findings with the class.  Employs question and answer technique to recap and close the lesson	Suspense and Foreshadowing.  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.  Student teachers respond to the questions asked and they also ask questions for		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	skills targeted are literacy)	e collaboration,	d: Assessment for and as learning communication, creativity, critical ourse learning outcomes 3			
Teaching Learning Resources  Required Text (core)	Assesses Learning Outcomes: Course learning outcomes 3  Computer Projector Smartphone Children's drama book  Abram, M. A. (1999). A glossary of literary terms. Boston: Cencage Learning. Gyasi, I. K. (1988). Ordinary level English literature. Tema: Ghana Publishing Company.					
Additional Reading List  CPD Needs	Cook, D. (1977). A Eghagha, H. (2002 English, Lagos Sta Meyer, M. (2010) Martins.	African literature  1). Introduction  ite University.  Bedford introc	selection of African poetry. London e: A critical view. London: Longmar to drama In The English compendiduction to literature: Reading, think terature. London: George Allen & L	n. um. Lagos: Department of king, writing. Bedford: St		

## **LESSON 1**

Y	ear of B.Ed.	2	Semester	2	Place of lesson in semester	7
						123456 / 89101112

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	Student	Student teachers have already done interpretation and appreciation of a poem							
knowledge, prior learning	Staucht	teachers in	ave an ead,	done interp	retation and ap	preciation of a poen	•		
(assumed)									
Possible barriers to learning	Student teachers may be confused with literal and literally meaning of the text.								
in the lesson	Student teathers may be comused with literal and literally meaning of the text.								
	Госо	Practical	Moule	Cominors	Independent	a learning	Practicum		
Lesson Delivery – chosen to	Face-		Work-	Seminars	•	_	Practicum		
support students in	to-	Activity	Based		Study	opportunities			
achieving the outcomes	face	•	Leaning			l. c			
Lesson Delivery – main			-			line of argument. It i			
mode of delivery chosen to						can be tutor and / or	r student teacher		
support student teachers in				e main mode					
achieving the learning	-	-				levant and appropria			
outcomes.					iry, more in-dep	oth analysis and deve	elopment. This		
		art of any							
		_	rate group	and individua	al creativity, dis	cussion and reflection	on: student and /		
	or tutor	led.							
<ul> <li>Purpose for the lesson, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</li> <li>Write in full aspects of the NTS addressed</li> </ul>	interpre teacher	tation and	analysis of the lesso	of Drama to ons in the s	student teach	teachers to litera ers. This lesson is t fe situations and	o enable student		
Learning Outcome for the lesson, picked and developed from the	On succ	essful complete the complete th	oletion,	Learning Ind	e	lentify which cross ore and transferable quity and addressir ill these be addresso	skills, inclusivity, ng diversity. How		
course specification	able to:	ient teatile	i wiii be		W	iii tilese ne autilessi	ed of developed?		
Learning indicators for     asch learning outcome	able to:								
each learning outcome				Internret a	nd analyze In	grouning the s	tudent teachers		
	CLO 1: Apply the knowledge and understanding acquired in literature to the analyze drama texts.  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	Subtopic	Time/stage	Teacher Activity	Student Activity				
Drama text.	Introduction	20 mins	Asks student     teachers to explain     how interpretation     and appreciation of     Poetry is done.	Student teachers explain how interpretation and appreciation of Poetry is done.				
	Literal meaning	40 mins Stage 1	<ol> <li>Asks student teachers to summarize the selected text.</li> <li>Discusses the meaning of the text with student teachers.</li> <li>Asks student teachers to give their views about the action in the selected text.</li> </ol>	<ul> <li>student teachers summarise the selected text.</li> <li>Student teachers contribute in the discussion.</li> <li>Student teachers give their views about the action in the selected text</li> </ul>				
	Elements of Drama and Meaning (Interpretatio n)	30min Stage 2	<ol> <li>Discusses the subject matter and theme in the selected text with student teachers.</li> <li>Tasks student teachers to explain how they use dialogue to get the subject matter/ theme.</li> <li>Discuss how the writer uses the characters to achieve his aim.</li> <li>Discusses with student teachers how the writer's diction affects the different levels of meanings in the text.</li> </ol>	<ul> <li>Student teachers contribute in the discussion.</li> <li>Student teachers explain how they use dialogue to get the subject matter/ theme.</li> <li>Student teachers contribute to discussion on how the writer uses the characters to achieve his aim.</li> <li>Student teachers participate in the discussion.</li> </ul>				

	Appreciation (personal response	40mins Stage 3	<ol> <li>Asks student teachers to situate the story in real life situation.</li> <li>Discusses with student teachers whether they like or dislike the story.</li> <li>Discusses with student what values the story upholds or disapproves.</li> </ol>	<ul> <li>Student teachers situate the story to their real-life situation.</li> <li>Student teachers participate in the discussion.</li> <li>Student teachers contribute in the discussion.</li> </ul>			
	Closure/Conc Iusion	nins	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	text). (Core skills digital literacy)		ration, communication, creat	(group appreciation of selected ivity, critical thinking, innovation,			
Teaching Learning Resources	<ul><li>Compu</li><li>Project</li><li>Smartp</li><li>Childre</li></ul>	or					
Required Text (core)	Gyasi, I. K. (1988	3). Ordinary level Engli	erary terms. Boston: Cencage ish literature. Tema: Ghana Pu election of African poetry. Lor	ublishing Company.			
Additional Reading List	Cook, D. (1977). Eghagha, H. (200 Lagos State Univ Meyer, M. (2010	Senanu, K. E. & Vincent, T. (1976). A selection of African poetry. London: Longman.  Cook, D. (1977). African literature: A critical view. London: Longman.  Eghagha, H. (2001). Introduction to drama In The English compendium. Lagos: Department of English, Lagos State University.  Meyer, M. (2010). Bedford introduction to literature: Reading, thinking, writing. Bedford: St Martins.  Moody, H. (1972). The study of literature. London: George Allen & Unwin.					
CPD Needs							

## **LESSON 8**

Year of B.Ed.	2	Semester	2	Place of lesson in semester	0
					1 2 3 4 5 6 7 Ŏ 9 10 11 12

Title of Lesson	Introduction to Prose Lesson 3									
						Duration				
Lesson description	This lesson introduces student teachers to Prose and the two forms of Prose (Fiction and Non-Fiction).									
Previous student teacher	Student teachers have been reading a lot of story books.									
knowledge, prior learning										
(assumed)										
Possible barriers to	Student teachers ma	Student teachers may find it difficult to distinguish between Drama and the novels they have been								
learning in the lesson	reading.									
Lesson Delivery – chosen	Face-to-face	Practical	Work-	Seminars	Independent	e-learning	Practicum			
to support students in		Activity	Based		Study	opportunities				
achieving the outcomes			Leaning							
Lesson Delivery - main	Face-to-face: oppor	tunity for a	n extende	d and cohere	ent line of argun	nent. It includes o	discussion,			
mode of delivery chosen	brainstorming, quest		wer, etc. T	his can be tu	utor and / or stu	udent teacher led	. It should			
to support student	not usually be the ma	ain mode.								
teachers in achieving the	Independent study:	to enable s	tudents to	engage with	relevant and a	ppropriate mater	rials to			
learning outcomes.	promote individual a			iry, more in-	depth analysis a	and development	. This can			
	be part of any of the									
	Seminars: to genera	te group an	id individu	al creativity,	discussion and	reflection: studer	nt and / or			
	tutor led.									
• Purpose for the	• •					efinition and exp				
lesson, what you						nderstand the ele				
want the students to		_			-	tudent teachers				
achieve, serves as		-				pils to appreciat	e stories in			
basis for the learning	children's books	and apply	children's books and apply lessons from such stories to real life situations.							
outcomes. An										
expanded version of				om such stor	ies to real life s	ituations.				
the description.				om such stor	ies to real life s	ituations.				
the description.  • Write in full aspects				om such stor	ies to real life s	ituations.				
the description.  • Write in full aspects of the NTS addressed										
the description.  Write in full aspects of the NTS addressed  Learning Outcome for	Learning Outcomes			Learning	lden	ntify which cro	_			
<ul> <li>the description.</li> <li>Write in full aspects of the NTS addressed</li> <li>Learning Outcome for the lesson, picked</li> </ul>					Iden issu	ntify which cro es-core and t	ransferable			
<ul> <li>the description.</li> <li>Write in full aspects of the NTS addressed</li> <li>Learning Outcome for the lesson, picked and developed from</li> </ul>	On successful comple			Learning	lden issu skill	ntify which cro es-core and t s, inclusivity, e	ransferable equity and			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course				Learning	lden issu skill addi	ntify which cro es-core and t s, inclusivity, e ressing diversity	ransferable equity and . How will			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification	On successful comple			Learning	lden issu skill addı thes	ntify which cro es-core and t s, inclusivity, e ressing diversity se be addro	ransferable equity and			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators	On successful comple			Learning Indicators	lden issu skill add thes deve	ntify which cro es-core and t s, inclusivity, e ressing diversity se be addro eloped?	ransferable equity and . How will essed or			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able t	0:	cudent	Learning Indicators	Iden issu skill: addi thes deve	ntify which cro es-core and t s, inclusivity, e ressing diversity se be addre eloped?	ransferable equity and . How will essed or			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators	On successful completeacher will be able t	o: knowledge	and	Learning Indicators	Iden issu skill: addi thes deve d In	ntify which cro es-core and t s, inclusivity, e ressing diversity se be addre eloped? grouping the thers, gender,	ransferable equity and . How will essed or estudent linguistic			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	lden issue skille adde thes deve d In teac of Prose. back	estify which cro es-core and t s, inclusivity, e ressing diversity se be addre eloped? grouping the chers, gender, egrounds and mix	ransferable equity and . How will essed or e student linguistic ked abilities			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able t	o: knowledge	and	Learning Indicators	lden issue skille adde thes deve d In teac of Prose. back	estify which cro es-core and t s, inclusivity, e ressing diversity se be addre eloped? grouping the thers, gender, egrounds and mix uld be considered	ransferable equity and . How will essed or e student linguistic ked abilities .			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	Iden issue skille adde thes deve d In teac of Prose. back shou	estify which crosses-core and to so, inclusivity, expressing diversity is to be addressed and mixed to the so, gender, agrounds and mixed be considered askills targeter.	ransferable equity and . How will essed or e student linguistic ked abilities . ed include			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	Iden issu skill: addi thes deve d In teac f Prose. back shou Core com	ntify which cro es-core and t s, inclusivity, e ressing diversity se be addre eloped? grouping the thers, gender, egrounds and mix uld be considered e skills targete munication, critic	ransferable equity and . How will essed or e student linguistic ked abilities . ed include cal thinking,			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	Iden issu skill: addr thes deve d In teac of Prose. back shou Core com colla	estify which crosses-core and to so, inclusivity, estimates be addressed grouping the chers, gender, agrounds and mixuld be considered estimation, critical boration, observed.	ransferable equity and . How will essed or e student linguistic ked abilities d include cal thinking, vation and			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	d In teach show come collar enquirements.	atify which croes-core and to so, inclusivity, expressing diversity are be addressed and mixed and mixed be considered as skills target arounication, critical aboration, obseruiry skills, digital lines.	ransferable equity and . How will essed or e student linguistic ked abilities d. ed include cal thinking, vation and literacy.			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	d In teach should be come collained.	atify which croes-core and to so, inclusivity, expressing diversity see be addressed and mixed be considered as skills targete amunication, critical boration, obseruiry skills, digital lural diversity and to see the skills and mixed boration, critical shoration, obseruiry skills, digital lural diversity and the second see the skills and skills and see the skills and s	ransferable equity and . How will essed or e student linguistic ded abilities . ed include cal thinking, vation and literacy. d inclusion			
the description.  Write in full aspects of the NTS addressed  Learning Outcome for the lesson, picked and developed from the course specification  Learning indicators for each learning	On successful completeacher will be able to CLO 2: Demonstrate understanding of the	o: knowledge	and	Learning Indicators	d In teach should be commodified and commodifi	atify which croes-core and to so, inclusivity, expressing diversity see be addressed and mixed be considered as skills targete amunication, critical boration, obseruiry skills, digital lural diversity and to see the skills and mixed boration, critical shoration, obseruiry skills, digital lural diversity and the second see the skills and skills and see the skills and s	ransferable equity and . How will essed or e student linguistic ked abilities ced include cal thinking, vation and literacy.			

Topic title:			_	achieve learning outcomes:
			collaborative group work or	ode selected. Teacher led, independent study
Prose - Fiction	Subtopic	Time/stage	Teacher Activity	Student Activity
	Introduction	20mins	<ol> <li>Asks student teachers to mention some books that they have read.</li> <li>Asks student teachers to explain what they dislike about some of the books they have read and why they do not like them.</li> <li>Asks student teachers to explain what they like about the books they have read and what made them like them.</li> </ol>	<ul> <li>Student teachers mention some books that they have read.</li> <li>Student teachers explain what they dislike about some of the books they have read and why they do not like them.</li> <li>Student teachers explain what they like about the books they have read and why they like them.</li> </ul>
	What is Prose and Fiction?	40 mins Stage 1	<ol> <li>Asks student teachers to differentiate between drama and the books they have read.</li> <li>Based on the answers they give, draws their attention to what prose is.</li> <li>Guides student teachers to define and explain Prose.</li> <li>Asks student teachers to explain why certain movies are dubbed 'true stories' whilst others are not.</li> </ol>	<ul> <li>Student teachers differentiate between drama and the books they have read.</li> <li>Student teachers give their views on what prose is.</li> <li>Student teachers define I and explain Prose.</li> <li>Student teachers explain why certain movies are called 'true stories' whilst others are not.</li> <li>Student teachers define I fiction.</li> </ul>
	Types of Fiction	60min	<ul> <li>5. Guides student teachers to define fiction.</li> <li>1. Tasks student teachers to go online and search for</li> </ul>	Student teachers search for information on Types
		Stage 2	information on the types of Fiction.  2. Makes use of whole class discussion	<ul> <li>of Fiction online.</li> <li>Student teachers         discuss their findings         with the class.</li> </ul>

## 2. Plans for each lesson in the semester

	Closure/Conclusion		technique to discuss their findings with the class.  1. Put student teachers in groups and tasks them to discuss the types of Fiction  2. Asks student teachers to write short and simple notes on the types of fiction.  3. Selects one group member to present the group's findings to the class.  ploys question and answer technique to recap and close the lesson	<ul> <li>In groups, student teachers discuss the types of fiction</li> <li>Student teachers write short notes on them.</li> <li>The selected group member presents the group's findings to the class.</li> <li>Student teachers respond to the questions asked and they also ask questions for clarification</li> </ul>		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	·	llaboration, commu	ssment for and as learning (gro			
Teaching Learning Resources  Required Text (core)	<ul> <li>Computer</li> <li>Projector</li> <li>Smartphone</li> <li>Children's s</li> </ul>	e tory books	ry terms. Boston: Cencage Lea	rning		
nequired rext (core)	Gyasi, I. K. (1988). <i>Oi</i>	rdinary level English	literature. Tema: Ghana Publis	shing Company.		
Additional Reading List	Senanu, K. E. & Vincent, T. (1976). A selection of African poetry. London: Longman.  Cook, D. (1977). African literature: A critical view. London: Longman.  Eghagha, H. (2001). Introduction to drama In The English compendium. Lagos: Department of English, Lagos State University.  Meyer, M. (2010). Bedford introduction to literature: Reading, thinking, writing. Bedford: St Martins.  Moody, H. (1972). The study of literature. London: George Allen & Unwin.					
CPD Needs						

Title of Lesson	Character	istics and T	Lesson Duration	]	3						
Lesson description	This lesso	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 ma	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	Practica I Activity	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities	Pract	icum			
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 usually be 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 of the above modes  Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led.										
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	explanation of t	the elemen offect mear an use the i	ts of Prose ling in Pros issues in Pr	. This is to e se. This less ose to help	nable student to on will also he their pupils to	s to definition, ch teachers to underst Ip student teachers appreciate stories ir	and the under	e elements stand why			
Learning     Outcome for     the lesson,     picked and     developed     from the     course     specification     Learning     indicators for     each learning     outcome	Learning Outcomes  On successful complete acher will be able to the complete complete acher will be able to the complete	to: knowledge	and	Identify an the charac and the ele Prose.	d explain teristics gements of	diversity, equity diversity. How addressed or develor grouping the segender, linguistic lamixed abilities should core skills take communication, controlled to the segment of the segment	sferable and will exped? tudent background be congeted writical baservation inclusion of the congeted aritical baservation	teachers, punds and onsidered. include thinking, ion and y. sion should			

Topic title:			Teaching and learning t depending on delivery collaborative group work or	
Prose –	Subtopic	Time/stage	Teacher Activity	Student Activity
Non- Fiction	Introduction 20r	20mins	<ol> <li>Asks student teachers to mention some story books they have read before.</li> <li>Asks student teachers to summarize some of the stories they have read.</li> </ol>	<ul> <li>Student teachers         mention some story         books they have read         before.</li> <li>Student teachers         summarize some of the         stories they have read.</li> </ul>
	Characteristics of Prose Fiction.	40 mins ge 1	Discusses with     student teachers     the     characteristics of     prose fiction.	<ul> <li>Student teachers participate in the discussion.</li> </ul>
			2. Puts student teachers into groups to write short and simple notes on the characteristics of prose fiction.	<ul> <li>Student teachers differentiate between autobiography and biography.</li> </ul>
	Types of Prose Fiction (allegory/fable)	30min Stage 2	Asks student     teachers to     mention any     book they have     read in which the     characters are     animals or non- human.      Discusses with	Student teachers mention book they have read in which the characters are animals or non-human.  Student teachers
			student teachers the nature fable, parable and allegory. 3. Guides student teachers to differentiate between fable, parable and allegory.	<ul> <li>participate in the discussion.</li> <li>Student teachers differentiate between fable, parable and allegory.</li> </ul>
	Types of Prose Fiction (novella, short story etc)	40mins Stage 3	1. Tasks student teachers to go online and search for information on novella, short story, The Novel etc.	<ul> <li>Student teachers to go online and search for information on novella, short story, The Novel etc.</li> </ul>
			Makes use of whole class discussion	<ul> <li>Student teachers discuss their findings with the</li> </ul>

## 3. Plans for each lesson in the semester

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

Year	2		Semester			<del>chnique to</del> neir findings		Place of	10	
of						neir iindings ne class.	WILL	lesson in		
B.Ed.					ι	ie ciass.		semester		
Title of Lesson			Elements of F	ros					Le	son
			Stage 4		1			• In groups, stud	ı Di	uratio
Lesson description	n		50min This lesson in	trod	uces stu	dent teachers groups a	ers to the n nd tasks	discuss Elemen ature and types of fiction and w	र्में of Non - If Prose. rite simple and	
Previous stude	nt teacher	Studer	it teachers have t	reat	ed the e	len <b>bleents to</b> f	Disacronsas.	short notes on	them.	
knowledge, pri	or learning					the Elem	ents of			
(assumed)						Non - fict	ion and			
Possible barriers	to learning	Studer	t teachers may	find	it diffic	ultwtrötelisim	ngleishnobet	ween Drama and	the Prose they	have
in the lesson		readin	g.			short not	es on			
Lesson Delivery -	chosen to	Face-to	o-face	Pra	ctical	włoeka.	Seminars	Independent	e-learning	Prac
support students		lusio	nins	Ac	<b>tjaliqy</b> s d	u <b>Batied</b> and	danswer	S <b>Stidey</b> t teacher	s <b>opppomed nititles</b> e	T .
achieving the out					techn	q <b>ueantin</b> g re	cap and	questions asked	and they also ask	
Lesson Delivery -		Face-to	o-face: opportur	nity 1	orchoses	henlessond	coherent	in the stippes of the rela	rtifications discuss	ion. b
Lesson	Summary of							p appreciation of		1
assessments –	(Core skills ta	rgeted	are collaboration,	con	nmunica	tion, creativ	ity, critica	l thinking, innovat	ion, digital	
evaluation of	literacy)	Ū	,			,	,,	G,	, 0	
learning: of, for	• • •	rning Ou	itcomes: Course	lear	ning ou	tcomes 3				
and as learning		Ü			Ü					
within the lesson										
Teaching Learning	• Con	puter								
Resources		ector								
	,	rtphone	<u>,</u>							
		•	rama book							
Required Text			. A glossary of lite	rar	, torms	Roston: Con	rage Learr	ning		+
(core)			. A giossary oj iite dinary level Engli.				-	-		
(COIE)			T. (1976). A selec							
Additional			can literature: A d					igiriuii.		-
Reading List							-	agos: Denartmen	t of English, Lagos	
ivearilig rist	State Univers		introduction to di	uiiia	111111111111111111111111111111111111111	ingnan comp	Jenululli. L	agos. Departmen	t of Eligibil, Lagos	
			edford introductio	n to	literatu	re: Readina	thinking v	writing. Bedford: S	St Martins.	
		-	tudy of literature.			-	-	g. Dearora.		
	,, ,	•				_				
CPD Needs										1

student tea	chosen to support achers in achieving g outcomes.	<b>Independent study:</b> to and collaborative enqu	enable students to er iry, more in-depth ana	ngage with relevant and appalysis and development. This	It should not usually be the incorpriate materials to promote can be part of any of the ab flection: student and / or tuto	
what student serves learnin expand descrip Write	se for the lesson, you want the less to achieve, as basis for the less outcomes. An ided version of the less of the less of S addressed	explanation of the how they affect m can use the issues	e elements of Prose. This	This is to enable student t lesson will also help studen	definition, types and characteristics to understand the contraction of	
the less develop course	ng Outcome for son, picked and ped from the specification	, picked and I from the Cification Indicators for  On successful completion, the student teacher will be able to:		Learning Indicators	Identify which cross cutting and transferable skills, equity and addressing discovered will these be addressed or a skills, equity and addressed or a skills targete communication, critical collaboration, observation skills, digital literacy. Cultural diversity and included the sken into consideration and transfer con	
	earning outcome			Identify and explain the elements of Prose		
Topic title:					to achieve learning outcome	
				on delivery mode select or independent study	ed. Teacher led, collaborativ	
Pro	ose – Fiction	Subtopic	Time/stage	Teacher Activity	Student Activity	
		Introduction	20 ins	eviews the characteristics of Prose with student teachers.	Student teachers r explain the charac Prose	
		Elements of Prose	40 mins ge 1	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.	4. Student teachers a views on the differ between theme/su and point of view.  5. Student teachers of between theme/su and point of view.  and point of view.	
		Elements of Prose	30min Stage 2	5. Tasks student teachers to go online and search for information on mood, plot	7. Student teachers search information on mood, setting as Elements of	

			and setting as Elements of Fiction.	Student teachers of findings with the continuous states.
			6. Makes use of whole class discussion technique to discuss their findings with the class.	
	Elements of Prose	40mins Stage 3	1. Asks student teachers to role play a drunkard or Napoleon of the novel, 'Animal Farm'.	Student teachers role play a Napoleon of the novel, 'Ani
			2. Discusses with student teachers the difference between character and characterization based on the role play.	Student teachers give the on the role they observed
			3. Guides student teachers to differentiate between character and characterization.	Student teachers s difference betwee and characterisation
		Stage 4 50min	Put student teachers in groups and tasks them to discuss the Elements of Prose and write	In groups, student teache Elements of Prose and wr and short notes on them.
			simple and short notes on them.  2. Task the group to present their write ups before the class.	The groups presen ups before the clas
	Closure/Conclusion	nins	ploys 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	skills targeted are colla Weighting: 30 %	ent Method: Assessr aboration, communic	ment for and as learning (grou cation, creativity, critical think	
Teaching Learning Resources	Computer     Projector     Smartphone     Children's dra		ning outcomes 3	
Required Text (core)	Abram, M. A. (1999). Gyasi, I. K. (1988). <i>Ord</i>	A glossary of literary linary level English lite	terms. Boston: Cencage Learr erature. Tema: Ghana Publish of African poetry. London: Lor	ing Company.

4. Plans for each lesson in The following format	should be completed for each lesson in the semester
Additional Reading List Year of B.Ed.	Cook, D. (1977). African literature: A critical view. London: Longman.  Eghagha, H. (2001) Introduction to drama in The English compendium. Lagos: Department of
esson description	This lesson introduces student teachers to the nature and types of Prose.

	dent teacher prior learning	Student teachers hav	e been reac	ling a lot o	f books.			
Possible barrie in the lesson	rs to learning	Student teachers ma	y find it diffi	cult to dist	inguish between Fiction	and Non – Fic	tion.	
Lesson Delivery support studer achieving the o	nts in	Face-to-face	Practical Activity	Work- Based Leaning		Independent Study	e-learning opportunities	Pr
Lesson Delivery of delivery cho student teache the learning ou	y – main mode sen to support rs in achieving	question and answer Independent study: collaborative enquiry	, etc. This ca to enable st , more in-de	n extended in be tutor udents to epth analys	and coherent line of arg and / or student teache engage with relevant an sis and development. Thi Il creativity, discussion an	r led. It should d appropriate is can be part o	not usually be the materials to prom of any of the abov	e ma note ve ma
what you students serves as learning of expanded description	basis for the outcomes. An version of the n. full aspects of	the elements of meaning in Pros Prose to help th situations.	f Prose. Th e. This lesso	is is to en on will also	uce student teachers to lable student teachers o help student teachers le stories in children's b	to understand understand w ooks and appl	d the elements a hy and how they y lessons from su	and can ich s
the lesson, developed course spe		On successful completeacher will be able to		udent	Learning Indicators	transferab addressing	which cross cuttible skills, incluged in the skills, incluged in the skills, included in the skills	sivit
_	ing outcome	CLO 2: Demonstrate knowledge and understanding of the major genres of Literature in English			Identify and explain the types of Nonfiction	linguistic be consider Core skill critical thing	s targeted inclunking, collaborati ills, digital literacy versity and inclus	mixe ude ion, /·
Topic title:					Teaching and learning to achieve learning outcomes: depe mode selected. Teacher led, collaborative group work study			
Prose ·	– Non-Fiction	Subtopic	Time/stag	ge	Teacher Activity		Student Activity	
	Introduction	15 n	nins	1. Asks student teachers to mention names of renowned persons they have reacher life stories before and their respective authors.	re lit	tudent teachers menowned persons fe stories before a uthors.	they	
		Types of Nonfiction	20 mins ge 1		Discusses with student teachers the differences between autobiography and biography.      Asks student teacher to define autobiography and	• Sr	tudent teachers di utobiography and tudent teachers d nd biography.	l biog

		Т		
		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/magaz ine.	<ul> <li>Student teachers ment they have read on befo the source: online or in newspaper/magazine</li> <li>Student teachers explai</li> </ul>
			9. Asks student teachers to explain articles.	
	Non – Fiction	40mins Stage 3	21 Tasks student teachers to go online and search for information on essays,	Student teachers search on essays, travel and ac criticism, speeches and
			travel and adventure, criticism, speeches and journals.	Student teachers discus with the class.
			22 Makes use of whole class discussion technique to discuss their findings with the class.	23 Student teachers state between character and characterisation.
		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.	In groups, student teachers dis Non - fiction and write simple on them.
	Closure/Conclusion	nins	ploys 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	· ·	ent Method: Assess ration, communication	on, creativity, critical thinking	roup appreciation of selected text)
Teaching Learning Resources	Computer     Projector     Smartphone     Children's d	e rama book		
Required Text (core)			y terms. Boston: Cencage Le iterature. Tema: Ghana Publ	

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

	Ŭ	t should be completed						
Year of	2	Semester		2		e of lesson in ester	n in 12	
B.Ed. Title of Lesson		Interpretation and A	 ppreciation	of Prose t	ose text.		Lesson Duration	
Lesson description	on	This lesson text.	provides st	udent tead	chers with practi	ce with interpre	tation and appreciation of p	
Previous stude knowledge, pri (assumed) Possible barriers	ior learning	Student teachers hav  Student teachers may	•					
in the lesson	to learning	Student teachers may	y be comuse	eu with lite	rai and interally	ineaning of the	iexi.	
Lesson Delivery - support students achieving the ou	s in	Face-to-face	Practical Activity	Work- Based Leaning	Seminars	Independent Study	e-learning opportunities	Practicu
the learning out	comes.	independent study: individual and collabo above modes Seminars: to generat	orative enqu	uiry, more	in-depth analysis	s and developm	ent. This can be pa	rt of any o
•	the lesson,	The purpose of analysis of Prose					ary appreciation,	
serves as be learning ou expanded von description.	to achieve, pasis for the atcomes. An ersion of the II aspects of	-		so to help	their pupils und	derstand and in	ir appreciation of terpret Prose and	the issues
students to serves as be learning ou expanded vodescription.	to achieve, pasis for the atcomes. An ersion of the  Il aspects of ressed tcome for bicked and rom the effication	to real life situat	etion, the st	so to help to theorize	their pupils und	ators Identify transfer address	• •	the issues use their ng issues- sivity, eq

	the analyze Prose texts.		character, characterization and other	Core skills targeted include commu critical thinking, collaboration, obsand enquiry skills, digital literacy. Cultural diversity and inclusion shaken into consideration.		
Topic title:			Teaching and learning to achieve learning outcomes: depe delivery mode selected. Teacher led, collaborative group independent study			
Interpretation and Appreciation of Prose text.	Subtopic	Time/stage	Teacher Activity	Student Activit		
	Introduction 10 mins		Asks s teacher explain interpre and appreci of Drai done.	how appreciation is do ation		
	Literal meaning	40 mins ge 1	1. Asks student teachers to summarize th selected text. 2. Discusses the meaning of th with student teachers. 3. Asks student teachers to gi their views at the action.	Student teacher contribute in th discussion.     Student teacher their views aboraction.		
	Elements of Drama and Meaning (Interpretation)	80min Stage 2	1. Discusses the sub matter/theme wirestudent teachers. 2. Tasks student teato explain the wripoint of view 3. Discusses the sub matter and themestudent teachers. 4. Discusses with stuteachers how the uses the characte achieve his aim. 5. Discusses with stuteachers how the writer's diction af the different lever meaning in the teachers.	chers ter's  Student teacher explain the writ point of view.  Student teacher contribute to th discussion of the matter and ther selected text.		
	Appreciation (personal response	60mins Stage 3	Asks student teachers to si	Student teachers tuate the story in real-li		

			the story in real life situation.	situation.
			Asks student     teachers to explain     why they like or     dislike the story.	Student teachers     why they like or d     the story.
			3. Discusses with student teachers what values, morals and principles the story upholds or disapproves.	Student teachers contribute in the discussion.
	Closure/Conclusion	nins	ploys question and answer technique to recap and close the lesson	Student teachers respond questions asked and they a questions for clarification
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	· ·	ent Method: Assess llaboration, commun	sment for and as learning (group a ication, creativity, critical thinking	
Teaching Learning Resources	Computer     Projector     Smartphone     Children's di	:	Timing outcomes 3	
Required Text (core)	Gyasi, I. K. (1988). <i>Or</i>	dinary level English l	v terms. Boston: Cencage Learning iterature. Tema: Ghana Publishing of African poetry. London: Longn	Company.
Additional Reading List	Eghagha, H. (2001). In State University. Meyer, M. (2010). <i>Be</i>	ntroduction to drama	al view. London: Longman. a In <i>The English compendium</i> . Lag o literature: Reading, thinking, wri ndon: George Allen & Unwin.	
CPD Needs				
Course assessment	<ul><li>Selected Ite</li><li>Midterm as:</li><li>Reflective Jo</li></ul>	ct Portfolio Assessm ms of students work sessment, - 20% ournal 40%	onents ent: (30% overall score) ( (3 of them – 10% each) – 30% folio – 10% (how it is presented/	organised)
	Introduction     Methodolog	n, a clear statement	pject (30% - overall semester score of aim and purpose of the project t teacher has done and the purpo ion 40%	t - <b>10</b> %

 $<sup>^1\</sup>mathrm{See}$  rubrics on subject portfolio assessment in Annex 6 of NTEAP  $^2\mathrm{See}$  rubrics on subject project assessment in Annex 6 of NTEAP

