

**UNIVERSITY OF CAPE COAST**  
**COLLEGE OF EDUCATION STUDIES**

**SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH**  
**INSTITUTE OF EDUCATION**

**COURSE OUTLINE**

**YEAR THREE, SEMESTER TWO**

**BACHELOR OF EDUCATION (JUNIOR HIGH SCHOOL EDUCATION)**

## **STUDIES IN LITERATURE-GENDER AND WRITING**

### **CONTEXT**

The goal of the course is to sustain an unwavering focus on developing knowledge, skills, pedagogy and essential understanding required of a good English teacher to teach English Language and Literature in English from Early Childhood through to the Junior High School in Ghana. The course is to equip the student-teacher with an understanding of contemporary theories, concepts and practices in English Studies and teaching in enhancing literacy. The English courses introduce the student-teacher to the basics of language acquisition skills as well development strategies. The skills: listening, speaking, reading and writing, are given premium throughout the student-teacher's training. These skills are crucial for their academic endeavours, which they will further impart to the Ghanaian child. Though the current teacher training curriculum addresses it, intensifying it comes with numerous advantages to all stakeholders of Ghanaian education. The courses are designed in a manner that the sub-disciplines complement one another. There are ICT components imbedded in the teaching-learning activities to facilitate interactive and learner-focused approach. There is a symbiotic approach in the training of the teachers; as the trainees acquire these skills for personal use and also impart to the students.

The detailed course descriptions and objectives pay attention to the individual courses and attempt to draw synergy from “The National Teacher Education Curriculum Framework” and “National Teachers’ Standards for Ghana Guidelines”. The assessment portfolios would pay heed to Bloom’s Taxonomy of higher level questioning.

Course Title	<b>STUDIES IN LITERATURE - GENDER AND WRITING</b>						
Course Code	<b>EBS 363</b>	Course Level:	300	Credit Value:	<b>3</b>	semester	2
Pre-requisite	Students have been introduced to issues of gender in literary texts read						
Course Delivery Modes	Face - to -face <b>X</b>	Practical Activity <sup>2</sup>	Work-Based Learning <sup>3</sup>	Seminars <b>X</b>	Independent Study <b>X</b>	e-learning opportunities <b>X</b>	Practicum <sup>7</sup>
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	This course focuses on the main treatment of gender issues in some selected literary text by male and female authors from several continents. The course addresses the various changes that gender issues have undergone overtime with underlying forces e.g. social, political, economic, religious, etc. themes bordering on power, marriage, conflicts, financial responsibilities, identity sexual, racial, ethnic, etc and several others are examined. Focus is also drawn on the emerging trends and materials. This course will once more equip the student-teacher to gain the needed professional knowledge that will be used to engage the pupil in relevant discourse. The course will be delivered through whole group discussions, small group discussions, assignments, presentations. Assessment will be done through quizzes, projects, group presentations and examination. The course fulfils the following NTS and NTECF requirements. NTS 1a, e, 2 c,f 3 e,f,g,i, l,o, NTECF bullets 3,4 and 8; p. 25.						
Course Learning Outcomes <sup>8</sup> : including INDICATORS for each learning outcome	<p>Outcomes</p> <p>By the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. discuss the factors that influence the writing of literary texts. (NTS2c, 3a, f, i l, NTECF bullets 4, p. 25)</li> <li>2. examine the thematic concerns of male and female writers (NTS 2c, NTECF bullet 3 and 8 p.25)</li> <li>3. identify and appreciate the variety of diction used by men and women in their writings; this will improve their use of English language. (NTS 2c, NTECF bullet 3 and 8 p.25)</li> </ol>			<p>Indicators</p> <ol style="list-style-type: none"> <li>1.1. discuss the socio-cultural factors that inform writings</li> <li>2.1 read given texts and identify the thematic concerns of both writers</li> <li>2.2 identify and discuss the similarities and difference in the themes of men and women. <ol style="list-style-type: none"> <li>a. identify specific linguistic items/structures used by each of them</li> <li>b. examine the choice of language and its effect on gender.</li> <li>c. identify similarities in the social context</li> </ol> </li> </ol>			

		<p>4. appreciate the cultural values of other people, societies and representation of gender in the texts. (NTS 3l, o, NTECF bullets 4, 8, p.25)</p> <p>5. recognise and appreciate the growing trends of issues concerning gender. (NTS 3l, o, NTECF bullets 4, 8, p.25)</p>		<p>4.1 discuss the texts in the light of different cultural values and draw the similarities that they have with other cultures.</p> <p>4.2 discuss the text and the message it presents from the point of view of gender related issues.</p> <p>5. discuss the new focus of discussion on gender.</p> <p>5.2. work in groups to present written responses using the structures learned in the various language courses.</p>
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	<b>Background</b> to men's and women's creativity in the West and in Africa.	<p>1. <b>Background</b> to men's and women's creativity in the West and in Africa.</p> <ol style="list-style-type: none"> <li>a. Socio-cultural background</li> <li>b. Religious background</li> <li>c. Literary background</li> <li>d. Gender consciousness and the role of feminism.</li> </ol> <p>2. <b>Themes</b> in men's and women's writing For the women</p> <ol style="list-style-type: none"> <li>a. Marriage as a site of struggle</li> </ol>	<p>Discuss the socio-cultural factors that inform writings</p> <p>Guide students to cite concrete examples from their societies</p> <p>Discuss gender theories that influence writings</p> <p>Guide students to read the given texts and identify the thematic concerns of both writers</p>

	2.	<b>Themes in men's and women's writing</b>	<ul style="list-style-type: none"> <li>b. Challenges and benefits of motherhood</li> <li>c. Education as an instrument of consciousness raising and quest for autonomy by the women</li> <li>d. Economic empowerment as a weapon of female liberation</li> <li>e. Female bonding/ friendship</li> <li>f. Female mobility and growth in consciousness</li> </ul>	<p>Identify and discuss the similarities and difference in the themes of men and women.</p> <p>Guide students to identify specific linguistic items/structures used by each of them</p> <p>Examine the choice of language and its effect on gender.</p> <p>Identify similarities and differences in the social context</p> <p>Discuss the texts in the light of different cultural values and draw the similarities that they have with other cultures.</p> <p>Discuss the text and the message it presents from the point of view of gender related issues.</p> <p>Guide students to identify unique style of writing by both genders.</p> <p>Discuss the effects of the style on the text and content</p>
	3.			
	4.	Language in relation to men and women	3. Language in relation to men and women	<p>Discuss the new focus of discussion on gender.</p> <p>Work in groups to present written responses on the selected texts; paying attention to the issues discussed.</p>
	5.	Style of each gender	4. Style of each gender	

		Emerging trends in both genders	5. Emerging trends in both genders.	
Course Assessment Components <sup>9</sup> : (Educative assessment of, for and as learning)	<p>Component 1: Formative assessment (40%)  Summary of assessment methods: Individual assignments- response to issues identified in the texts (10%); class participation (10%); group presentation- text 3 (10%) and a quiz – short answer questions on the texts (10%)  Assessing Learning Outcomes: 1, 2, 3 and 4.</p> <p>Component 2: Summative assessment: (60%)  End of semester examination on units 1 – 4 to develop core skills such as knowledge application and personal development. The examination will adopt varied approaches; from short answer questions to essay questions.  Assessing Learning Outcomes: 1, 2, 3 and 4.</p>			
Instructional Resources	Audio-Visuals, Projector and computer, Literary texts			
Required Text (core)	Bronte, Charlotte, <i>Jane Eyre</i> by Aidoo, Ama Ata, <i>Our Sister Killjoy</i> Mariama Ba, <i>So Long a Letter</i> , Achebe, Chinua, <i>Things Fall Apart</i> , by Wa Thiong’O, Ngugi, <i>Devil on the Cross</i> by			
Additional Reading List <sup>10</sup>	Mayhead, R. (1981). <i>Understanding literature</i> . Cambridge: C.U.P. Tyson, L. (1999). <i>Critical theory today: A user-friendly guide</i> . New York & London: Garland Publishing, Inc.			

## EDUCATIONAL STATISTICS

### CONTEXT

This course presents the breadth and diversity of empirical and practical work done on statistics education around the world. A wide range of methods is used to respond to the research questions that form its base. Case studies of single students or teachers aimed at understanding reasoning processes, medium-scale experimental studies attempting to generalise trends in the teaching and learning of statistics are both employed. Various epistemological stances are described and utilized. This course further addresses the professional development of teachers of statistics and highlights differences between statistics and mathematics that have important implications for teaching and learning. It illustrates the statistical problem-solving, process across levels of development, make pedagogical recommendations of particular relevance to statistics, including the use of technology and the role of assessment.

<b>Course Title</b>	<b>Educational Statistics</b>						
<b>Course Code</b>	<b>EBS 348</b>	<b>Course level: 300</b>			<b>Credit value: 3</b>		<b>Semester: 2</b>
<b>Pre-requisite</b>							
<b>Course Delivery Modes</b>	<b>Face-to-face</b> <input checked="" type="checkbox"/>	<b>Practical Activity</b> <input checked="" type="checkbox"/>	<b>Work-Based Learning</b> <input type="checkbox"/>	<b>Seminars</b> <input checked="" type="checkbox"/>	<b>Independent Study</b> <input checked="" type="checkbox"/>	<b>E-learning Opportunities</b> <input checked="" type="checkbox"/>	<b>Practicum</b> <input type="checkbox"/>
<b>Course Description</b>	The focus of this course is the application of basic statistical concepts to enhance teaching and learning in the classroom. This course is a general introduction to descriptive and inferential statistics. Emphasis is on representation of data, measures of location, variability and relative position. Correlation and simple linear regression will be treated in addition to the normal distribution and basic hypothesis testing (NTECF, NTS 3m, 3n, 3p).						
<b>Course Learning Outcomes</b>	<b>By the end of the course:</b>			<b>Indicators</b>			
	CLO 1. students will be able to acquire the basic statistical skills and tools needed to interpret test scores meaningfully (NTS 3b, 3g, 3m)			1.1 Explain the differences between descriptive and inferential statistics 1.2 Explain how to generate, edit and manage data effectively 1.3 (Re)consider arguments and conclusions in the light of methodological a statistical aspect of empirical results or valid counter-argumentation			
	CLO 2. prepare data files for statistical analysis (data cleaning, transforming variables) (NTS 3, 3c, 3j)			2.1 Perform data cleaning using Winsorizing, bootstrapping and trimming. 2.2 Describe the process of changing data from one measurement level to another. 2.3 Use appropriate data transformational tools such as <i>computing variables</i> , <i>recoding into same or different variables</i> .			

	CLO 3. students will acquire basic knowledge for further statistical work in research in education (NTECF, NTS 3b, 3c, 3m)		3.1 Apply the idea of the centre of a distribution in interpretation students' scores and other assessment results for improved learning. 3.2 Examine the various uses of mean, median and mode.	
	CLO 4. analyse empirical data from correlational and descriptive designs (NTS 3i, 3n)		4.1 Use measures of position and relationships to data collected 4.2 Use Excel and SPSS to perform basic statistical analyses of data.	
Course Content	Unit	Topics	Sub-topic(s)	Teaching and learning activities to achieve learning outcomes
	1	Nature of Statistics	<ul style="list-style-type: none"> <li>Understanding statistics</li> <li>Why study statistics in education</li> <li>Types of statistics (Inferential/Descriptive)</li> <li>Variables in education</li> <li>Types of variables</li> <li>Levels of Measurement</li> <li>Measurement error, Reliability and Validity</li> </ul>	<p>PowerPoint presentations and the use of the Delphi technique to understanding statistics, variables and levels of measurement.</p> <p>Using brainstorming and concept mapping to understanding Reliability and validity of scores</p>
	2	Data management and representation and Application of the Centre of a Distribution	<ul style="list-style-type: none"> <li>Sources and collection of data</li> <li>Data Management Techniques (Trimming, Winsorizing-<i>data transformation</i>, Bootstrapping)</li> <li>Frequency representation</li> <li>Graphs (Bar chart, pie chart and Line graphs)</li> <li>Box and whisker plot</li> <li>Histogram, frequency polygon and ogive.</li> <li>Measures of central tendency (Mode, Median, Arithmetic mean)</li> </ul>	<p>Practical sessions on data entry and management and computation of mean, mode and median using a software.</p> <p>Hands-on activities to data representation and computation of arithmetic mean.</p>
	3	Measures of scatter (Dispersion/variability/variation) and Measures of Position	<ul style="list-style-type: none"> <li>Range</li> <li>Standard deviation/variance</li> <li>Semi inter- quartile range (Quartile Deviation)</li> <li>Quartiles</li> <li>Percentiles/percentile ranks</li> </ul>	<p>Practical sessions (using Excel spreadsheet and spss data files) and Hands-on activities to understanding the processes involved in estimating measures of scatter and position</p>

			<ul style="list-style-type: none"> <li>• Standard scores</li> </ul>	
	4	<b>Measures of Relationships</b>	<ul style="list-style-type: none"> <li>• Concepts</li> <li>• Scatter plots</li> <li>• Correlation coefficient (Pearson, rank, phi, point biserial &amp; biserial)</li> <li>• Causation/correlation</li> <li>• Uses of correlations in education</li> </ul>	Practical sessions (using Excel spreadsheet and spss data files) and Hands-on activities to understanding the processes involved in estimating measures of association. Brainstorm the uses of correlation in education.
	5	<b>Normal Distribution</b>	<ul style="list-style-type: none"> <li>• Nature</li> <li>• Properties</li> <li>• Basic applications in Education</li> </ul>	Hands-on activities in groups to discussing the nature and properties and basic application of a normal distribution in education.
	6	<b>Introduction to Hypothesis Testing</b>	<ul style="list-style-type: none"> <li>• Types I and II errors - definitions</li> <li>• Power–definition</li> <li>• Student’s t-test (using SPSS and Excel outputs)</li> </ul>	PowerPoint presentations and the use of the Delphi technique to understanding types I and II errors. Use Excel and SPSS outs on t-tests (independent samples and dependent samples) to explaining the concepts
	7	<b>Simple Regression</b>	<ul style="list-style-type: none"> <li>• Purpose of regression</li> <li>• Assumptions</li> <li>• Estimating the parameter, <i>a</i> and <i>b</i></li> <li>• Use of simple regression</li> </ul>	Analyses of data using SPSS; discussions (in groups) of outputs from regression analyses
<b>Course Assessment</b>	<b>Component 1 (Formative assessment):</b> Class exercises to be taken individually and in groups; Weekly Practical Assignments, Projects and Portfolios. Weighting: 20% Assesses Learning Outcomes: CLO 1, 2 & 3			
	<b>Component 2 (Formative assessment):</b> Quizzes. Weighting: 20% Assesses Learning Outcomes: CLO 1, 2 & 3			

	<p><b>Component 3 (Summative assessment):</b> Writing assignments, Project Realizations and End-of-Semester Examination</p> <p>Weighting: 60%</p> <p>The final grade will be based on the separate grades for these writing assignments (with the final assignment weighed more heavily) and on the student's attitude during, participation in, and contribution to the seminar's meetings.</p> <p>Assesses Learning Outcomes: CLO 1,2,3 &amp; 4</p>
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. Excel and SPSS software</li> <li>2. Computers and Projectors</li> <li>3. Instructive Papers: Academic journal articles about methods and statistics in educational research</li> </ol>
<b>Required Text</b>	<p>Field, A. (2013). <i>Discovering statistics using IBM SPSS statistics</i>. London: Sage</p> <p>Pagano, R. R. (2013). <i>Understanding Statistics in the Behavioural Sciences</i> (10<sup>th</sup> ed.). USA: Jon-David Hague.</p> <p>Ferguson, G. A. (1981). <i>Statistical analysis in psychology and education</i>. Singapore: McGraw Hill Co.</p> <p>Etsey, K. (2017). <i>Educational statistics</i>. Cape Coast: UCC Press.</p>

## SCHOOL MANAGEMENT AND ADMINISTRATION

### CONTEXT

The issue of effective school management and leadership has been the concern of many meaningful Ghanaians. Many attribute falling academic standards in the schools to lack of effective leadership and management. It for this reason that effective school management was identified as the pillars of the fCUBE programme. To effectively manage Ghanaian basic schools, teachers need to understand some management theories and principles that influence school management practices. This will also enable them appreciate their management or administrative roles as school heads effectively.

<b>Course Title</b>	<b>School Management and Administration</b>						
<b>Course Code</b>	<b>EBS 349</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>1</b>	<b>Semester:</b>	<b>2</b>
<b>Pre-requisite</b>							
<b>Course Delivery Modes</b>	<b>Face -to – face: [√]</b>	<b>Practical Activity: [√]</b>	<b>Work-Based Learning: [√]</b>	<b>Seminars: [√]</b>	<b>Independent Study: [√]</b>	<b>e-learning opportunities: [√]</b>	<b>Practicum: [√]</b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	This course provides an introduction to educational administration theory and educational leadership. It offers a critical examination of a wide range of topics central to administration, and their application to the field of education. Students will explore major historical developments in the field, as well as differing theoretical stances. The course is designed to help students understand how to use theory to make sense of educational practice in productive ways. It deals with definition of management/administration; its nature and purpose; Function of management; Fundamentals of managerial behaviour as in leadership and decision making. The focus of this course is to improve the practice of management and leadership in the education sector (NTECF, NTS 1b, 3k, 3p, p. 18).						
<b>Course Learning Outcomes <sup>8</sup>:</b>	<b>On successful completion of the course, student teachers will be able to:</b>				<b>Indicators</b>		

<b>including INDICATORS for each learning outcome</b>	CLO 1 Demonstrate clear understanding of school management and leadership and develop the skills and competencies needed for effective school management ( NTS 3f).			1.1 Explain the concepts management and leadership as they relate to the school. 1.2 Mention some management and leadership roles of the school head.
	CLO 2. Demonstrate clear understanding of management and leadership theories and effectively apply them in the context of educational institutions (NTS 3f).			2.1 State some functions of theory. 2.2 Identify some basic theories of management and describe how they can be applied in the context of education.
	CLO 3. Exhibit sound knowledge and understanding of the behavior of employees in the light of various theoretical perspectives of educational administration (NTS 3f).			3.1 Mention some ways by which employees can be motivated. 3.2 Identify effective ways of communicating with employees.
	CLO 4. Demonstrate knowledge and understanding of the key educational management innovations that have occurred in recent years which have influenced educational administration in Ghana and adopt innovative ways of dealing with challenges of educational management (NTS 1f).			4.1 Mention some of the provisions of recent educational reforms in Ghana. 4.2 Identify the main provisions of the Anamua-Mensah Committee
	CLO 5. Demonstrate competent ways of keeping school records (NTS 1f).			5.1 Mention some key records kept in the school and state their uses. 5.2 Demonstrate how the various school records are kept. 5. 3 Explain the importance of keeping school records.
<b>Course Content</b>	<b>Units</b>	<b>Topics:</b>	<b>Sub-Topics (if any)</b>	<b>Teaching and learning activities to achieve learning outcomes</b>

	1	The Nature of School Organisation and Administration/ Management	The concept of Educational Management and Administration. (Meaning and differences). Management functions of School Authorities. (Headteacher and Teacher).	Distinguish between educational management and educational administration; Mention some of the management functions of the school head; Explain why educational management is somehow unique.
	2	Theoretical Framework for the Study of Educational Administration/ Management Management Assumptions that Influence their Attitudes.	Functions of theory Evolution of management theories The Hawthorne studies  Theories X, Y and Z	State the functions of theory; Trace the evolution of management theory from the classical management theory, human resource theory, systems theory through to dynamic engagement; discuss the Hawthorne studies and their conclusions Discuss the implications of the management theories for educational practice. Identify the causes, and effects of indiscipline in schools; prescribe solutions for dealing with indiscipline in schools; identify the role of school leadership in dealing with indiscipline; mention some qualities of a good leader; identify the types of climate likely to promote the goals of the school
	3	Decision Making in Educational Organizations	Meaning of decision making Types of decision making Theories of decision making The decision making process	Distinguish between decision and decision-making; Identify and explain the types of education decision making; relate decision making theories to real practice;
	4		Meaning of school climate	

	5	Organizational Health/School Climate	Types of school climates	outline the decision making process and its practical application.
	6	Educational Leadership	Meaning of leadership Leadership theories Leadership styles Characteristics of an effective leader	Explain school climate; discuss the factors that influence school climate; discuss the relevance of studying school climate.
	7	Administrative Task/Duties of the School Head	School-community relationship Curriculum, instruction and appraisal Student personnel service Staff personnel service School plant Financial management General administrative tasks	Define leadership; discuss the trait, behavioural and contingency theories and their implications for educational practice; explain how leaders emerge; identify and discuss the characteristics of effective leadership.  Identify what constitutes the administrative tasks of the school head; discuss the need for school-community relationship; mention the financial records kept in the school and discuss their relevance; discuss the need for the head to delegate in performing his administrative tasks.
	8	The School and the Community	Meaning of school-community Importance of school-community relationship	Discuss the need for school-community relationship; discuss the means by which the school can reach the community; discuss the roles of PTA, SMC etc. in school management

			The role of community groups in school management	
<b>Course Assessment Components<sup>9</sup> : (Educative assessment of, for and as learning)</b>	<b>Component 1:</b> Formative Assessment (Individual and group Presentation) Summary of Assessment Method: Group presentations on the meaning and functions of management and well as the evolution of management theories (Core skills to be developed: reflective thinking, collaboration and communicative skills, personal development). <b>Weighting:</b> 30% <b>Assesses Learning Outcomes:</b> CLO 1 & 2			
	<b>Component 2:</b> Formative Assessment (quizzes) Summary of Assessment Method: Quiz on management theories, decision making, school leadership and school climate (Core skills to be developed: digital literacy, reflective thinking, collaboration and communicative skills, personal development). <b>Weighting:</b> 10% <b>Assesses Learning Outcomes:</b> CLO 2, 3 & 4			
	<b>Component 3:</b> Summative Assessment (End of Semester Project) Summary of Assessment Method: Group semester projects to identify school management challenges and develop innovative solutions to address them. (Core skills to be developed: digital literacy, reflective thinking, collaboration and communicative skills, personal development). <b>Weighting:</b> 40% <b>Assesses Learning Outcomes:</b> CLO 1,2,3 & 4			
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. Projectors and computers</li> <li>2. Audio-visuals</li> <li>3. Resource persons</li> </ol>			
<b>Required Text (core)</b>	<p>Agyenim-Boateng, E. O., Atta, E. T., &amp; Baafi-Frimpong, S. (2009). <i>Educational management and administration</i>. Cape Coast: Yaci</p> <p>Baafi-Frimpong, S., &amp; Agezo, C. (2005). <i>Basic school administration and supervision</i>. CapeCoast: CCE, UCC.</p>			

	Campbell, R. F., Bridges, E. M. & Nystrand, R. O. (1977). <i>Introduction to educational administration</i> . London. Allyn and Bacon, Inc.
<b>Additional Reading List</b> <sup>10</sup>	<p>Hackman, M. Z., &amp; Johnson, C. E. (2004). <i>Leadership: A communication perspective</i> (4<sup>th</sup> ed.). Long Grove, IL: Waveland Press Inc.</p> <p>Hoy, W. K., &amp; Miskel, C.G. (1998). <i>Educational administration: Theory, research and practice</i>. New York: McGraw-HILL.</p> <p>Robbins, P. &amp; Alvy, H.B. (1995). <i>The principal's companion</i>. Thousand Oaks, California: Corwin Press, Inc.</p>

## INTRODUCTION TO GUIDANCE AND COUNSELLING

### CONTEXT

The basic changes in life generally, and individuals in particular require professional assistance to ensure they are well-prepared and positioned to go through all aspects and stages of life effectively. There is thus, the need for guidance and counselling. It is important to equip would-be teachers with the requisite skills and knowledge (as first-line functionaries) to deliver guidance and counselling to learners. Such familiarity should begin during pre-service teacher training and continue throughout a teacher's tenure in the form of in-service training workshops. Because of their daily interactions with students, teachers are well-placed to identify students in need of counselling and guidance services and to offer appropriate interventions and/or referrals. The overall knowledge students will gain from the course should position them in a way to assist their learners to transit through their levels of growth.

<b>Course Title</b>	<b>Introduction to Guidance and Counselling</b>						
<b>Course Code</b>	<b>EBS 338</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>							
<b>Course Delivery Modes</b>	<b>Face -to - Face</b> √	<b>Practical Activity</b> √	<b>Work-Based Learning</b> √	<b>Seminars</b> √	<b>Independent Study</b> √	<b>e-learning opportunities</b> √	<b>Practicum</b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	The course examines the fundamental bases and principles of guidance and counselling, and introduces students to practices and services provided by the school in delivering guidance services to pupils/students. It further presents the approaches and techniques used in guidance and counselling, and the role of the teacher in providing these services to pupils/students and parents. The concept, skills and use of communication in the counselling process will also be discussed. <b>NTECF, NTS 1a, 1b, &amp; 1c p12; 2c, 2e, &amp; 2f, p13; 3c, 3d, 3e, 3k, p14</b>						

<b>Course Learning Outcomes: including INDICATORS for each learning outcome</b>	<b>Outcomes: On successful completion of the course, student teacher will be to:</b>		<b>Indicators</b>	
	CLO 1: Explain basic concepts in guidance and counselling. (NTS 3e, 3i, p14)		1.1.Explain meanings of guidance and counselling, and trace the history of guidance and counselling in Ghana 1.2.Discuss the differences and similarities between, and misconceptions surrounding guidance and counselling.	
	CLO 2: Describe the guidance services provided by the school and explain their functions. (NTS 2a, 2c, p13)		2.1 Introduce guidance services to students 2.2. Explain each of the services and how they could be implemented in the school.	
	CLO 3: Describe approaches used in guidance and counselling. (NTS 3a, 3e, 3i, p14)		3.1. Discuss the various approaches to counselling. 3.2. Explain when each approach is used in counselling. 3.3. Discuss the stages of counselling	
	CLO 4: Discuss the concept and use of communication in the counselling process, and some skills that ensure effective communication (NTS 2c)		4.1. Introduce the concept of communication. 4.2. Explain the use and importance of communication in counselling 4.3. Discuss types of communication, and skills needed to ensure communication in counselling.	
<b>Course Content</b>	<b>Units</b>	<b>Topics</b>	<b>Sub-Topics (if any)</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	1	<b>CONCEPT AND NATURE OF GUIDANCE AND COUNSELLING</b>	<ul style="list-style-type: none"> <li>• Meaning and Purposes of Guidance and Counselling</li> <li>• Basic Principles of Guidance and Counselling</li> <li>• Need for Guidance and Counselling in basic schools, Guidance Functionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss meaning and purposes of guidance and counselling.</li> <li>• Use discussion to explain misconceptions surrounding guidance and counselling.</li> <li>• Group work to elicit psycho-social learning problems of pupils.</li> </ul>

	2	<p><b>GUIDANCE SERVICES</b></p>	<ul style="list-style-type: none"> <li>• Psycho-social and Learning problems of pupils</li> <li>• Qualities of a Counsellor, Basic counselling skills</li> <li>• Concept and practice of Peer Counselling</li> <li>• Challenges encountered in the delivery of guidance and counselling</li>   <li>• Orientation Service</li> <li>• Appraisal Service</li> <li>• Information Service</li> <li>• Counselling Service</li> <li>• Consultation Service</li> <li>• Placement Service</li> <li>• Referral Service</li> <li>• Evaluation and Follow-Up Service</li>   <li>• Behavioural Approach: J. Krumboltz &amp; Carl Thoresen</li> <li>• Directive Approach: Edmund G. Williamson</li> <li>• Client-centered Approach: Carl Rogers</li> <li>• Eclectic Approach: Frederick Thorne, et al.</li> <li>• Stages of Counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss challenges encountered in the delivery of guidance and counselling in Ghanaian schools.</li> <li>• Role play concept and practice of peer counselling.</li>   <li>• Discussion on guidance services</li> <li>• Class assignments, Lecturette, group presentations on individual guidance services using appropriate learning resources.</li> <li>• Analyses of appropriate application/use of guidance services in schools.</li> <li>• Simulation of some guidance services in the school.</li>   <li>• Class discussion of underlying theoretical approaches to counselling.</li> <li>• Group discussion of individual theorists of the various approaches to counselling.</li> <li>• Compare and contrast differences noted in the approaches.</li> <li>• Simulation of stages of counselling after which students reflect on each of the stages.</li> </ul>
	3	<p><b>APPROACHES AND STAGES OF COUNSELLING</b></p>		

	4	<p style="text-align: center;"><b>COMMUNICATION IN GUIDANCE AND COUNSELLING</b></p>	<ul style="list-style-type: none"> <li>• Concept and Nature of communication in counselling.</li> <li>• Importance of communication in counselling</li> <li>• Forms of communication used in counselling</li> <li>• Communication skills used in counselling</li> <li>• Factors that enhance effective communication in counselling</li> <li>• Barriers to effective communication in counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of the concept and nature of communication.</li> <li>• Compare and contrast different forms of communication.</li> <li>• Discuss advantages and disadvantages of the forms of communication.</li> <li>• Cross-age peer tutoring on communication skills.</li> <li>• Fishbowl activity to discuss factors that enhance communication in counselling.</li> <li>• Critique the barriers to effective communication in counselling in group presentations and discussed them orally for further analysis.</li> </ul>
<p><b>Course Assessment Components: (Educative assessment of, for and as learning)</b></p>	<p><b>Component 1:</b> Formative Assessment (Individual Assignments and Group Presentations)  Summary of Assessment Method: Individual presentations of the concept and nature of guidance and counselling to include psycho-social and learning problems of pupils, concept and practice of peer counselling challenges encountered in the delivery of guidance and counselling, and guidance services.  Core skills to be developed: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork.  Weighting: 30%  Assesses Learning Outcomes: CLO 1, CLO 2</p> <p><b>Component 2:</b> Formative Assessment (Group work and Case Study)  Summary of Assessment Method: Class discussion of underlying theoretical approaches to counselling, group discussion of individual theorists of the various approaches to counselling, comparing and contrasting differences noted in the approaches, and simulation of stages of counselling and reflective practice about the nature, forms, skills, and factors that enhance communication in counselling.</p>			

	<p>Core skills to be developed: Clarifying and sharing learning intentions and criteria for success, engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning, providing feedback that moves learners forward, activating students as instructional resources for one another, and activating students as owners of their own learning.</p> <p>Weighting: 30%</p> <p>Assesses Learning Outcomes: CLO 3, CLO 4</p>
	<p><b>Component 3:</b> Summative Assessment (End of Semester Examinations)</p> <p>Summary of Assessment Methods: An end of semester examination that encapsulates course learning outcomes 1 to 4, and make use of a combination of the formative assessment methods in components 1 and 2.</p> <p>Core skills to be exhibited: critical thinking, problem solving, feedback.</p> <p>Weighting: 40%</p> <p>Assesses Learning Outcomes: CLO 1, 2, 3, &amp; 4.</p>
<p><b>Instructional Resources</b></p>	<ol style="list-style-type: none"> <li>1. Laptops,</li> <li>2. TV sets, Tape Recorders</li> <li>3. Psychological Tests, Inventories,</li> <li>4. Compact Disks (Audio &amp; Video)</li> <li>5. Internet Resources</li> </ol>
<p><b>Required Text (core)</b></p>	<p>Nyarko-Sampson, E., &amp; Antiri, K. O. (2016). <i>Guidance and counselling for colleges of education</i>. Cape Coast: University of Cape Coast Press.</p>
<p><b>Additional Reading List</b></p>	<p>Ackummey, M. A. (2003). <i>Organisation and administration of school guidance programmes</i>. Accra: Media Graphic &amp; Press Ltd.</p> <p>Akinade, E. A. (2012). <i>Introduction to modern guidance and counselling: A basic text for tertiary institutions</i>. Ibadan: Brightways Publishers.</p> <p>Buku, D. K., Noi-Okwei, C., &amp; Wilson, K. N. (2012). <i>Counselling skills and strategies</i>. Accra: SEDCO Publishing Ltd.</p> <p>Gibson, R.L., &amp; Mitchell, M. H. (1990). <i>Introduction to counselling and guidance</i> (3<sup>rd</sup> ed.). USA: Macmillan Publishing Co.</p> <p>Kankam, G., &amp; Onivehu, A. O. (2000). <i>Principles and practice of counselling</i>. Accra: KN</p> <p>Makinde, O. (1987). <i>Fundamentals of guidance and counselling</i>. London: Macmillan Education Ltd.</p>

	<p>McLeod, J. (2003). <i>An introduction to guidance and counselling</i> (3<sup>rd</sup> ed.). USA: Open University Press.</p> <p>Nwadinigwe, I. P., &amp; Makinde, B. O. (1997). <i>Fundamentals of individual counselling theories</i>. Lagos: Vitaman Educational Books.</p> <p>Oladele, J. O. (2007). <i>Guidance and counselling: A functional approach</i> (4<sup>th</sup> ed.). Lagos: Johns-Lad Publishers Ltd.</p> <p>Taylor, A. I., &amp; Buku, D. K. (2006). <i>Basics in guidance and counselling</i> (2<sup>nd</sup> ed.). Winneba: Dept of Psychology and Education.</p>
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## STATISTICS AND PROBABILITY II

### CONTEXT

The mathematics curriculum provides student teachers with a background in the theory and application of the content needed to understand the underlying structure and nature of mathematics. In addition, it exposes student teachers to the content knowledge needed in preparing them sufficiently to teach mathematics beyond what they will be expected to teach at the basic education level. The demands of rapid change in an information- based society today have influenced mathematics programs in various ways. The skills needed for jobs require thoughtful workers who are oriented to problem solving, irrespective of their gender, cultural and socio- economic backgrounds. By studying mathematics, students are taught to reason, to analyses, to think for themselves, while it imparts confidence in their own reasoning powers, and strengthens their mental faculties. Students need to use rules and thought processes of mathematics along with facts, to develop a reasoning pattern that will translate to their everyday lives, making them better thinkers and problem solvers. It is important for students to view mathematics as a significant part of our culture, not only for its valuable scientific applications but also for its enrichment of our cultural life. This mathematics curriculum is, therefore, intended to equip student teachers with the knowledge, skills and values needed to teach mathematics to basic school pupils in everyday life context. Besides, it provides the requisite resource material for preparing student teachers to teach mathematics sufficiently and effectively in our basic schools.

<b>Course Title</b>	<b>STATISTICS AND PROBABILITY II</b>						
<b>Course Code</b>	<b>EBS 351</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>	<b>STATISTICS AND PROBABILITY II</b>						
<b>Course Delivery Modes</b>	<b>Face -to -face</b> <sup>1</sup> <input type="checkbox"/>	<b>Practical Activity</b> <sup>2</sup> <input type="checkbox"/>	<b>Work-Based Learning</b> <sup>3</sup> <input type="checkbox"/>	<b>Seminars</b> <sup>4</sup>	<b>Independent Study</b> <sup>5</sup> <input type="checkbox"/>	<b>e-learning opportunities</b> <sup>6</sup> <input type="checkbox"/>	<b>Practicum</b> <sup>7</sup>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC)</b>	This course is designed to further build on students' knowledge of basic statistics and probability course covered in EBS 350. The course covers hypothesis testing, normal and t-distributions, t tests, correlation and regressions. Also, experiments and probability of simple events, combined events and tree diagrams, and conditional probability are covered. The course also provides students with an in-depth knowledge of permutation and combination (use of tree diagrams is expected) and basic probability concepts such as simple and compound events, addition and multiplication laws of probability and conditional probability. It also covers						

<b>GLE to be addressed)</b>	independent events. The approaches that would be used in the delivery of this course should prepare trainees to ensure the learning progress of all students by projecting gender roles and issues relating to equity and inclusivity. (NTECF, NTS 1a, b; 2c)			
<b>Course Learning Outcomes</b> <sup>8</sup> : <b>including INDICATORS for each learning outcome</b>	<b>Outcomes:</b> By the end of the course students will be able to:		<b>Indicators:</b>	
	1. demonstrate a sound knowledge of the topics and apply them in real life situations <b>NTS 2c</b>		Show relational understanding of specific topics learnt in the course Solve simple problems on the topics covered.	
	2. collect, organize, represent, analyse and interpret data (NTS 2c)		Apply knowledge of specific topics learnt in the course	
	3. pose mathematics tasks in the content studied and solve them using appropriate procedures and tools including ICT (calculators, excel/ spread sheets, and SPSS, etc.).		Demonstrate the ability to pose, create and solve real life problems	
	4. demonstrate a sound knowledge of the topics in probability and apply them in real life situations <b>NTS 1a-b</b>			
	5. pose mathematics tasks in the content studied and solve them using appropriate procedures and tools including ICT (calculators, etc. <b>NTS 2c</b>			
<b>Course Content</b>	<b>Units</b>	<b>Topics:</b>	<b>Sub-topics (if any):</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	1	Introduction to SPSS	Tour of SPSS Interface, coding and entering data, to obtain frequency, sum, mean, mode, graphs, etc.	Involve students in suitable activities for representing, analysing and interpreting data, including the use of SPSS and other ICT tools such as excel
	2	Statistical inference	Statistical inference (sample, population, sample statistic, population parameter), and confidence interval (significant value and p-value).	Encourage students to appreciate and interpret data from various sources such as newspaper reportage Provide students with educational data for them to organize, analyse and make inferences Use Software like SPSS to compute the confidence interval and p-value and make valid conclusions

	3	Normal and t-distributions	Characteristics of normal distribution and t-distributions. Reading of normal (Z) and t-distribution values from the tables and generating from calculators.	Explain the characteristics of the normal and t-distributions Support students to read from normal (Z) and t-distribution values from the tables and generating from calculators
	4	Hypothesis testing	Hypothesis testing, null hypothesis and alternative hypothesis.	Guide students to distinguish between different types of hypothesis and state them correctly Provide contextual problems for students to state the null and alternate hypotheses
	5	Inference for means	Test for a single mean (One sample t-test), Test for a difference in means (Independent and paired samples t-tests). Use of SPSS is also expected. Use of Excel is encouraged.	Provide contextual experiences for students to test for means of one sample and two samples. Use Software like SPSS and Excel to compute the relevant t-tests and make valid conclusions from educational data Use information to make informed decisions about their instructional strategies
	6	Measures of relationships (Correlation)	Calculation of Spearman's rank correlation coefficient and Pearson-Product-Moment correlation coefficient and its interpretation.	Provide contextual experiences for students to test for measures of relationships. Use Software like SPSS to compute the relevant tests and make valid conclusions from educational data Use information to make informed decisions about their instructional strategies
	7	Permutations Combinations	Arrangement of objects. Include circular arrangement.  Selection of objects.	Provide real life experiences involving the concept of arrangement and selection Use the appropriate formulas to solve problems Use calculators to answer permutation and combination tasks
	8	Laws of probability	Addition and Multiplication laws of probability	Provide real life experiences involving the concept of probability

				Apply the Addition and Multiplication Laws to solve probability problems
	9	Probability	Conditional probability	Provide real life experiences involving the concept of conditional probability Solve conditional probability problems
	10	Independent events	Independent events	Provide real life experiences involving the concept of Independent events Solve Independent events problems
<b>Course Assessment Components<sup>9</sup> : (Educative assessment of, for and as learning)</b>	<b>Component 1: Formative Assessment (Individual and Group presentations)</b> <b>Summary of Assessment Method:</b> Critical Thinking, problem solving skills, creative and innovative skills, life-long learning/ personal skills, collaborative/ social skills, communication skills, literacy and numeracy skills, leadership skills, digital literacy/ICT skills <ul style="list-style-type: none"> <li>• Presentations</li> </ul> Weighting (10%) Assesses Learning Outcomes: CLO 2 and 3 (Units 4 and 5)			
	<b>Component 2: Formative Assessment</b> <b>Summary of Assessment Method:</b> Critical Thinking, problem solving skills, creative and innovative skills <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Class exercises</li> <li>• Quizzes</li> </ul> Weighting (30%) Assesses Learning Outcomes: CLO 1 - 5 (Units 1-10)			
	<b>Component 3: Summative Assessment</b> <b>Summary of Assessment Method:</b> End of Semester Examinations Unit 1 – 6 (Core skills to be developed: Critical Thinking, problem solving skills, creative and innovative skills Weighting (60%) <ul style="list-style-type: none"> <li>• Assesses Learning Outcomes: CLO 1 -5 (Units 1-10)</li> </ul>			

<b>Instructional Resources</b>	ICT tools such as Excel, SPSS, Minitab, R.
<b>Required Text (core)</b>	Asare-Inkoom, A. (2012). <i>Further/elective Mathematics for Senior Secondary Schools (Vol.1)</i> . Cape Coast, Hampton Printing Press. Field, A. (2013). <i>Discovering statistics using IBM SPSS statistics</i> . Sage; Los Angeles
<b>Additional Reading List <sup>10</sup></b>	Backhouse, J. K. & Houldsworth, S.P.T (2005). <i>Pure Mathematics 1</i> . London, Longman. CCE, UCC (2005). <i>Mathematics for primary school teachers Books 1 – 3</i> . Cape Coast: CCEUCC. Kanold, D. T., & Stiff, L. (1993). <i>Intermediate algebra</i> . Canada: D. C. Heath and Company. Larson, R. E., Barnett, R. A., Ziegler, M. R., & Byleen, K. E. (2008). <i>College Algebra with Trigonometry</i> . New York, McGraw-Hill. Lock, R. H., Lock, P. F., Morgan, K. L., Eric F. Lock, & Dennis F. Lock. (2012). <i>Statistics: Unlocking the power of data</i> . Wiley Global Education. Ofosu, J. B. (2001). <i>A comprehensive SSS course in elective Mathematics</i> . Accra: Afram Publication. Spiegel, M. R., & Stephens, L. (2007). <i>Schaum's outline of statistics</i> . New York: McGraw Hill. Swokowski, E. W. & Cole, J. A. (2005). <i>Precalculus: Functions and Graphs (10<sup>th</sup> ed.)</i> .Canada, Thomson Brooks/Cole. Turner, L. K., & Knighton, D. K. (1986). <i>Advanced algebra 1 (2<sup>nd</sup> ed.)</i> . England: Longman

## IN-SERVICE EDUCATION AND TRAINING

### CONTEXT

Pre-service teacher education equips trainees with the knowledge, skills and professional values they need to begin their professional lives as teachers. In many contexts however, the pre-service education is not adequate to prepare trainees for their career journey. It is also evident that there are gaps between what teachers learn in the course of their initial training and what happens in actual practice. These gaps, as well as new occurrences in the teaching profession (such as educational reforms and introduction of new teaching strategies) must be addressed/communicated to teachers through Continuing Professional Development (CPD). Again, opportunities must be created to reinforce the knowledge and skills of teachers once they exit initial training, to make them master certain skills and enhance their professional capacities regularly for effective delivery of good quality education. More importantly, the convention in many developed countries is that pre-service, however long or short should be followed by further development which entails induction and CPD, in recognition of the stages of teachers' career life and their corresponding needs. Therefore, it is important for pre-service teachers to recognise that their initial training is only the first step in the life-long journey of teaching.

Course Title	In-Service Education and Training (INSET)						
Course Code	EBS 355	Course Level:	300	Credit value:	3	Semester	2
Pre-requisite							
Course Delivery Modes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity √	Work-Based Learning <input type="checkbox"/>	Seminars <input checked="" type="checkbox"/>	Independent Study <input checked="" type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC)	The course is designed to equip students with knowledge, understanding, techniques and skills of In-Service Education and Training (INSET). It discusses how INSET can be used to develop personnel in the education sector with the ultimate aim of maximising human capital, obtaining high teacher/personnel work output and increasing students/pupils' learning outcomes. The course locates INSET within Continuing Professional Development (CPD) and on the Teacher Development continuum. It shows how INSET can be used to address deficiencies in the initial training programme and to continuously update, improve and upgrade teachers' knowledge and professional skills. It examines the concepts and processes of INSET and reviews the various models used to organise it. It also						

GLE to be addressed)	<p>examines the importance, purpose and organisation of INSET as an aspect of human resource development in education, and discusses some of the factors that make it effective. Also covered in this course is the use of online professional platform as an avenue for professional development.</p> <p>NTECF pg 27-31, 68; NTS 1a&amp; 1b p. 12; 2b&amp;2c p. 13; 3e, 3i, 3j &amp; 3o p. 14</p>	
Course learning Outcomes	<p>Outcomes</p> <p>On successful completion, the Student teacher will be able to:</p>	<p>Indicators</p>
	<p>CLO1. Explain the rationale for retraining teachers after initial training, and situate the role of teachers within the broad spectrum of human resource development.</p> <p>NTS 1b, p12</p>	<p>1.1 Discuss the role of initial teacher education and why teachers should receive post-employment training.  1.2 Guide students to unpack the meaning of the concept ‘human resource’ and what constitutes human resource.  1.3 Discuss the processes through which the human resource of any establishment can be developed.</p>
	<p>CLO2. Demonstrate understanding of the similarities and differences between teacher education and training, and explain why teacher education is preferred by the education community. (NTS 1b, p 12; 2c, p 13</p>	<p>2.1. Use brainstorming to elicit the meaning of ‘education’ and ‘training’.  2.2. Guide students to relate the meaning of ‘education’ and ‘training’ to teacher education and teacher training.  2.3. Outline the similarities and differences between teacher education and training.  2.4. Discuss which of the concepts should be the preferred choice and why.</p>
	<p>CLO 3. Explain authorial differences between the definitions/descriptions of the concept ‘teacher development’, showing the place of teachers’ career stages, Continuing Professional Development (CPD) and In-Service Education and Training (INSET) within the concept ‘teacher development</p>	<p>3.1. Use brainstorming to unpack the terms ‘teacher development’.  3.2. Introduce different authorial perspectives on teacher development and guide students to draw differences and similarities between the perspectives.  3.3. Outline the characteristic features of teacher development programmes.</p>

	<p>continuum'. NTS 1b, p 12; 3i, p13; 3e, i, j and o, p14</p>	<p>3.4. Introduce different contextual features of teachers' career stages, what characterises the different stages and the corresponding professional needs.</p> <p>3.5. Discuss the concept Continuing Professional Development (CPD) and present the different models of CPD.</p>
	<p>CLO 4. Demonstrate understanding of the meaning of INSET, what constitutes INSET, its characteristics; highlight the differences between objectives and needs for INSET and describe the processes for organising INSETs. NTS 1b, p 12; 3i, p13; 3e, i, j and o, p14</p>	<p>4.1 Discuss 'In-Service Education and Training' (INSET), drawing out its objectives and characteristics.</p> <p>4.2. List the processes for organising INSET and guide the students to justify the importance of each stage.</p>
	<p>CLO 5. Describe the models and delivery strategies of INSET and the reasons/factors that determine the choice of particular models. NTS 1b, p 12; 3i, p13; 3e, i, j and o, p14</p>	<p>5.1 Present the models of INSET and the different strategies for delivering INSETs.</p> <p>5.2 Use brainstorming to outline the factors that help to determine the choice of particular models and delivery strategies.</p>
	<p>CLO 6. Describe the challenges/factors that make INSETs effective and sustainable (or threaten these). NTS 1b, p 12; 3i, p13; 3e, i, j and o, p14</p>	<p>6.1. Explain the terms effectiveness and sustainability.</p> <p>6.2. Outline the indicators of effectiveness and sustainability using research evidence in different contexts.</p> <p>6.3. Discuss the conditions that must be put in place to ensure the effectiveness and sustainability of INSETs.</p>

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	Rationale for retraining teachers	<ul style="list-style-type: none"> <li>• The role of pre-service teacher training</li> <li>• Some deficiencies/gaps in pre-service training</li> <li>• Rationale for retraining teachers</li> <li>• What constitutes human resource</li> <li>• Processes for appraising and developing human resource/teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of pre-service experiences to identify deficiencies and gaps in the training, and using that as the basis to make a case for retraining.</li> <li>• Use of brainstorming and concept mapping to unpack the meaning of ‘human resource’ and ‘human resource development’.</li> <li>• Use discussion to explain ‘staff appraisal’.</li> <li>• Use a contrived workplace scenario to outline the processes involved in appraising and developing human resource/teachers.</li> </ul>
	2	The concepts ‘teacher education’ and ‘teacher training’: their similarities and differences	<ul style="list-style-type: none"> <li>• The characteristic features of teacher training</li> <li>• The characteristic features of teacher education</li> <li>• Similarities and differences between teacher education and teacher training</li> </ul>	<ul style="list-style-type: none"> <li>• Elicit students’ understanding of the terms ‘education’ and ‘training’. List their responses under each term appropriately.</li> <li>• Let students draw out commonalities and differences between the terms.</li> </ul>
	3	The concepts ‘teacher development’, ‘teachers’ career stages’, ‘Continuing Professional Development (CPD) and INSET within	<ul style="list-style-type: none"> <li>• Different authorial perspectives on teacher development: differences and similarities between the perspectives</li> <li>• Continuing Professional Development (CPD) philosophy; features</li> <li>• Stages of career development ; names given to the stages and the characteristics teachers exhibit at the stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm to unpack the terms ‘teacher development’.</li> <li>• Give a lecturette on different authorial perspectives on teacher development and guide students to draw differences and similarities between the perspectives.</li> <li>• Use students’ responses to outline the characteristic features of teacher development programmes.</li> <li>• Discuss the concept Continuing Professional Development (CPD) and present the different models of CPD.</li> <li>• Give a lecturette on the stage/trait theory: the traits/characteristics teachers exhibit at the various stages of their career life, and what might necessitate INSET.</li> </ul>

		the concept 'teacher development continuum'.		<ul style="list-style-type: none"> <li>Group students to compare and contrast the career stages in different contexts/countries.</li> </ul>
4	In-Service Education and Training (INSET): meaning, objectives and processes	<ul style="list-style-type: none"> <li>Meaning of INSET</li> <li>What constitutes INSET; Objectives</li> <li>Characteristics of INSET;</li> <li>Processes for organising INSETs (Using the evaluation cycle of plan, do, see)</li> </ul> <p>Needs assessment</p> <p>Planning for INSET</p> <p>Proposal for funding</p> <p>Implementing</p> <p>Monitoring, support and evaluation</p>	<ul style="list-style-type: none"> <li>Discuss the meaning of INSET</li> <li>Introduce the formal/informal; planned/unplanned activities of teacher learning that constitute INSET</li> <li>Discuss the characteristics of INSET</li> <li>Elicit why it is important for teachers to undergo INSET regularly</li> <li>Present the evaluation cycle of 'plan, do, see' and what each cycle entails</li> <li>Put students into groups to design INSET programmes based on identified needs</li> <li>Let students present their group tasks using flip charts</li> </ul>	
5	Models of INSET and delivery strategies	<ul style="list-style-type: none"> <li>Models of INSET</li> <li>Strategies for INSET delivery</li> <li>Factors that determine the choice of particular models and delivery strategies</li> <li>School-based INSET</li> </ul>	<ul style="list-style-type: none"> <li>List the different models and delivery strategies of INSET and help students to draw out their differences.</li> <li>Discuss the factors that may determine the choice of particular INSET models and delivery strategies.</li> <li>Use flip charts to present case studies. Engage students in a discussion/critique of INSET provision according to the different models and delivery strategies.</li> </ul>	

				<ul style="list-style-type: none"> <li>Show examples of school-based INSETs in session, and discuss how it is organised, establishing its important role in school improvement.</li> </ul>
	6	Challenges/factors that make INSETs effective and sustainable	<ul style="list-style-type: none"> <li>Challenges of INSET and its effects on education delivery</li> <li>Indicators of effective and sustainable INSETs</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the challenges of INSET provision and how it affects teachers' professional development, work output and education delivery.</li> <li>Present the indicators of effective and sustainable INSETs</li> <li>Elicit students' responses on the models of INSET that may be effective and sustainable for developing countries, e.g. Ghana</li> </ul>
	7	Online professional platforms	<ul style="list-style-type: none"> <li>What are online professional platforms?</li> <li>Importance of online professional platforms</li> <li>Challenges of belonging to online professional platforms</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what professional online platforms in education are.</li> <li>Students work in small groups to identify and visit online professional platforms in their subject areas.</li> <li>Discuss the importance of professional online platforms to the professional development of teachers.</li> <li>Discuss possible challenges of belonging to online professional platforms.</li> </ul>
Course Assessment: (Educative assessment of, for and as learning)	Component 1: Formative assessment (individual assignments and quizzes)			
	<p>Summary of Assessment Methods</p> <p>Individual assignment and quizzes to demonstrate understanding of concepts such as human resource, teacher education, teacher training, teacher development, CPD and similarities and differences between concepts.</p> <p>Learning Outcomes assessed: CLO 1; CLO2; CLO 3</p> <p>Weighting (30%)</p>			
	Component 2: Formative assessment (group work and case studies)			
	<p>Group assignments with oral presentation using flip charts on the following:</p> <ul style="list-style-type: none"> <li>Compare and contrast the traits/career stages of teachers in developed and developing country contexts.</li> <li>Design INSET activities based on identified needs</li> </ul>			

	<ul style="list-style-type: none"> <li>• Critique cases of INSET delivery and samples of school-based INSETs in session</li> </ul> <p>Learning Outcomes assessed: CLO3; CLO 4; CLO 5 and CLO 6</p> <p>Weighting (30%)</p>
	<p>Component 3: Summative assessment (End-of-Semester examination)</p> <p>An end-of-semester examination that assesses all learning outcomes</p> <p>Learning Outcomes Assessed: CLO 1-6</p> <p>Weighting (40%)</p>
Instructional Resources	<ul style="list-style-type: none"> <li>• Flip charts</li> <li>• Journal articles showing evidence of the effectiveness/sustainability of INSET in developing country contexts</li> <li>• Video clips on professional development activities in session.</li> <li>• Internet resources, laptop computer/PCs,</li> </ul>
Required Text (core)	<ul style="list-style-type: none"> <li>• Adu-Yeboah, C. (2018). <i>In-Service Education and Training</i>, course manual.</li> <li>• Stuart, J., Akyeampong, K. &amp; Croft, A. (2009). <i>Key Issues in Teacher Education: a sourcebook for teacher educators</i>. Malaysia: Macmillan.</li> </ul>
Additional Reading List	<ul style="list-style-type: none"> <li>• Adentwi, K. I. (2002). <i>Principles, practices and issues in teacher education</i>. Kumasi: Skies Printing Works.</li> <li>• Akyeampong, K. (2003). <i>Teacher Training in Ghana: Does it Count?</i> Sussex: Centre for International Education, University of Sussex Institute of Education.</li> <li>• Akyeampong, K., Ampiah, J., Fletcher, J., Kutor, N., &amp; Sokpe, B. (2000). <i>Learning to teach in Ghana: an evaluation of curriculum delivery</i> (MUSTER Discussion Paper No. 17). Sussex: Centre for International Education, University of Sussex Institute of Education.</li> <li>• Akyeampong, K., &amp; Lewin, K. M. (2002). From student teachers to newly qualified teachers in Ghana: insights into becoming a teacher. <i>International Journal of Educational Development</i>, 22 (3-4), 339-352.</li> <li>• Cochran-Smith, M. (2005). The New Teacher Education: For Better or for worse? <i>Educational Researcher</i>, 34 (7), 3-17.</li> <li>• Eraut, M. (1995). In-service Teacher Education. In L. Anderson (Ed). <i>International Encyclopedia of Teaching and Teacher Education</i>, Pp. 620-628.</li> <li>• Evans, L. (2002). What is Teacher Development? <i>Oxford Review of Education</i>, 28(1, 123-137).</li> <li>• Fessler, R. &amp; Christensen, J. C. (1992). <i>The Teacher Career Cycle: Understanding and Guiding the Professional Development of Teachers</i>. Boston: Allyn and Bacon.</li> <li>• Griffin, G. (Ed.). (2012). <i>Teacher Education in Sub-Saharan Africa: Closer perspectives</i>. United Kingdom: Symposium Books.</li> </ul>

- Helmer, J., Bartlett, C., Wolgemuth, J. R. & Lea, T. (2011). Coaching (and) commitment: linking ongoing professional development, quality teaching and student outcomes. *Professional Development in Education*, 37: 2, 197 — 211,
- Hunzicker, J. (2011). Effective professional development for teachers: a checklist. *Professional Development in Education*, 37: 2, 177-179.
- Lieberman, A. (1995a). Practices that support teacher development: Transforming conceptions of professional learning. *Phi Delta Kappan*, 76 (8), 591-596.
- Powell, E., Terrell, I., Furey, S. & Scott-Evans, A. (2003). Teachers' Perceptions of the Impact of CPD: an institutional case study. *Journal of In-Service Education*, Vol. 29, No. 3, pp. 389-404.
- Retallick, J. & Mithani, S. (2003). The Impact of a Professional Development Program: a study from Pakistan. *Journal of In-Service Education*, Vol. 29, No. 3, pp. 405-421.
- Somers, J. & Sikorova, E. (2002). The Effectiveness of One In-Service Education of Teachers' Course for Influencing Teachers' Practice. *Journal of In-Service Education*, Vol. 28, No. 1, pp. 95-114.
- Stuart, J., Akyeampong, K. & Croft, A. (2009). *Key Issues in Teacher Education: a sourcebook for teacher educators*. Malaysia: Macmillan.

## **MICRO TEACHING**

### **CONTEXT**

While it is true that field experience (i.e., supported teaching in schools) opportunities provided for trainees help them to construct practical knowledge that is detailed, concrete, and integrated around problems of practice, literature is replete in the finding that such field experiences could have inherent weaknesses in terms of their effectiveness. For instance, in attaching students to schools for field experience, trainees are usually attached to particular mentors in their field placements either individually or in groups but never together, as a cohort. Similarly, no opportunity can be provided for the entire cohort to be in the same teacher's classroom observing the same lesson together. Their individual experiences in such Field Placement arrangement are, therefore, never the same. As a result, trainees' lack of common experience limits their ability to reflect and analyze the teaching and learning process generally with their classmates in a meaningful manner.

Second, it is documented that expert teachers have the ability to deviate from their "curriculum scripts" and engage in actions associated with teaching quickly, accurately, flexibly and inventively under several types of constraints. Unfortunately, even when individual teacher trainees are placed in the classroom of exemplary teachers, it is doubtful whether they (the trainees) possess the ability and experience to completely and meaningfully deconstruct what is "good" from simply observing the rapidly changing and complex interactions (both spoken and unspoken) that take place in the classroom. In addition, it is quite difficult, if not completely impossible, for pre-service teachers to interrupt the classes they are observing and pose questions to their mentors in order to fully understand the actions of their mentors. Their learning in these arrangements could therefore be intuitive, imaginative and in some cases unreflective in nature. Consequently, it is possible that pre-service teachers draw faulty inferences from their field experiences and internships.

There is therefore the need for extra opportunities to be provided to further improve the practical orientation of trainees through the presentation of experiences that present actual teaching practices and make it possible for them to collectively study, reflect or critique those practices together using sound theories of learning. To achieve this type of reflective practical orientation, this course has been designed to present authentic classroom and school contexts to trainees using videos and multimedia CDs that capture the complexities of an exemplary teaching or school session. Lessons presented using multimedia technology can be seen as cases of actual classroom teaching and learning situations. The

multimedia CDs and videos then become sites for investigation, reflection and study together by a whole cohort of teacher trainees in ways that are not easily accomplished with actual Field Experience. This will be complemented with teaching in schools where possible.

<b>Course Title</b>	<b>Micro-Teaching</b>						
<b>Course Code: EBS 392</b>	<b>Course Level: 300</b>			<b>Credit Value: 6</b>		<b>Semester: 2</b>	
<b>Pre-requisite</b>	Courses in methods of teaching and theories of learning, as well as prior experience in Supported Teaching in School sessions						
<b>Course Delivery</b>	<b>Face-to-Face</b> ✓	<b>Practical Activity</b> ✓	<b>Work-based Learning</b> ✓	<b>Seminars</b> ✓	<b>Independent Study</b> ✓	<b>e-learning Opportunities</b> ✓	<b>Practicum</b> ✓
<b>Course Description for significant learning (indicate NTS, NTECF, BSCGLE to be assessed)</b>	It is well documented that the overly theoretical coursework in conventional teacher education programs does not effectively challenge teacher trainees' preconceived ideas about teaching. In addition, field experiences provided for teacher trainees have been shown to have inherent limitations. Consequently, this course is designed to engage pre-service teachers in experiences that present actual teaching practices and make it possible for them to study or critique those practices reflectively as a cohort. Authentic classroom situations at the level of specialization of the trainees are presented to the class using multimedia CDs or videos and the entire cohort led to study and reflect on them together using sound theories of learning encountered earlier in the programme. Following the sessions with the multimedia CDs or videos opportunities are presented to trainees to plan and present their own lessons to their peers. The lesson plan and its implementation must promote the learning progress of all students irrespective of their gender, socio-economic or ethnic background. <b>This will be complemented with teaching in schools where possible.</b> NTECF, NTS 1a, b, c, e, f, g p.12; 2b, c, d, e, f, p.13; 3a, c, d, e, f, g, h, I, j, k, l, m, n, o, p						
<b>Course Learning Outcomes: including INDICATORS for each</b>	<b>OUTCOMES</b> By the end of semester, trainees will be able to:			<b>INDICATORS</b>			
	CLO 1: Demonstrate the ability to develop and use an activity log NTS 1a, b, f, p.12; 2c, d, e, f, p.13; 3a, c, d, e, f, g, h, I, j, k, l, m, n, o, p			1.1: Submit a detailed schedule of their activities. 1.2: Produce, as part of the portfolio, a well-organized activity undertaken in the course and the support received from their course tutors including their reflections.			

<b>learning outcome</b>	CLO 2: Exhibit the ability to work with your peers in discussing issues about teaching in the lessons presented NTS 1a, b, c, e, f, g p.12; 2b, c, d, e, f, p.13; 3a, c, d, e, f, g, h, I, j, k, l, m, n, o, p			<p>2.1: Produce a handwritten journal that shows a record of dates, times they met and descriptions of consensuses reached in class on issues raised and the contributions they made</p> <p>2.2: Describe what they learnt from class discussions as well as frustrations they went through, if any</p> <p>2.3: Detail any special arrangements made by the tutor to support students with physical or learning challenges as well as gender stereotypes.</p>
	CLO 3: Exhibit the ability to plan a lesson individually NTS 1a, b, c, e, f, g p.12; 2b, c, d, e, f, p.13; 3a, c, d, e, f, g, h, I, j, k, l, m, n, o, p			<p>3.1: Produce a handwritten journal that shows a record of dates, times they met with their tutors and peers to get feedback on their plans</p> <p>3.2: Describe what they learnt from such planning as well as frustrations they went through, if any</p> <p>3.3: Detail any special arrangements they made in their plan to support students with physical or learning challenges.</p>
	CLO 4: Exhibit the ability to work individually in planning and teaching a lesson together NTS 1a, b, c, e, f, g p.12; 2b, c, d, e, f, p.13; 3a, c, d, e, f, g, h, I, j, k, l, m, n, o, p			<p>4.1: Produce a handwritten journal that shows a record of dates, times they met with their mentors and descriptions of their roles they played</p> <p>4.2: Describe what they learnt from such collaborations as well as frustrations they went through, if any</p> <p>4.3: Detail any special arrangements made by the teacher to support students with physical or learning challenges</p>
<b>Course Content</b>	<b>Units</b>	<b>Topics</b>	<b>Subtopics</b>	<b>Teaching &amp; Learning Activities</b>
	1	College level Orientation	Orientation by College tutor on the purpose of and activities to be undertaken during this semester's Micro-teaching	Use of PowerPoint and other visual representations to give students orientations on the activities to be undertaken during their micro-teaching

	2	First sessions with the multimedia CDs or videos	Lesson coherence (discussing the logical flow of lessons being observed)	<p>Students make notes of responses, in their portfolios, to the following questions that guide the class discussions:</p> <p>2.1: What are the objectives of this lesson?</p> <p>2.2: Were the objectives for the lesson met? Provide evidence?</p> <p>2.3: How did the lesson build on students' prior knowledge?</p> <p>2.4: How does the lesson connect with ideas from both the previous lesson and the lessons to come?</p> <p>2.5: How were important ideas integrated in the lesson?</p> <p>2.6: Did the teacher have to adjust the lesson in ways that (s)he did not anticipate? Why and how was this done?</p>
	3	Second sessions with the multimedia CDs or videos	Discussing the content knowledge that the teacher demonstrated in the lesson	<p>Students make notes of responses, in their portfolios, to the following questions that guide the class discussions:</p> <p>3.1: What are the big ideas in the lesson?</p> <p>3.2: How did the teacher allow for multiple representation of key concepts?</p> <p>3.3: Were the mathematical representations accurate? Were they clear to students?</p> <p>3.4: What other representations might have promoted students' learning? Explain your reasoning.</p>

				3.5: If you have to teach this topic, what content would you need in order to teach it, anticipate students' difficulties and help them meet the learning objectives?
	4	Third sessions with the multimedia CDs or videos	Pedagogy (focus on what the teacher's original plans were and why and how adjustments were made in the course of the lesson)	<p>Students make notes of responses, in their portfolios, to the following questions that guide the class discussions:</p> <p>4.1: Describe the instructional strategies the teacher used to support and challenge all students.</p> <p>4.2: How did these instructional strategies help the teacher to meet the objectives of the lesson? Provide evidence to support your assertion.</p> <p>4.3: In your opinion, were there situations that compelled the teacher to adjust his/her instructional strategy? Provide evidence. How effective was the change in approach or style? Give an example to illustrate your opinion.</p> <p>4.4: Given an opportunity to teach the same lesson what would you do differently? Why?</p> <p>4.5: Describe the opportunities the teacher provided for all students to actively engage in the mathematical tasks.</p> <p>4.6: Were the mathematical tasks chosen motivating for students? How did the tasks engage different learners? To what extent did the tasks given elicit the application of previous knowledge and experience?</p>

				4.7: Did the technology used enhance or hinder students' understanding of key mathematical concepts? Provide evidence to support your answer.
	5	Fourth sessions with the multimedia CDs or videos	Craft (The environment created for learning and the effective communication skills and interpersonal skills used to manage the lesson).	<p>5.1: Was the classroom environment (both physical and affective) conducive for learning mathematics and achieving the lesson objectives?</p> <p>5.2: How did the teacher use voice, gestures, eye contact or other movements to manage teacher-student as well as student-student interaction?</p> <p>5.3: What kinds of questions did the teacher use? How did students respond? Was the teacher's questioning effective? Provide evidence.</p> <p>5.4: What kinds of questions were asked by students? How did the teacher respond or react to the students' questions?</p> <p>5.5: What steps did the teacher take to support students with physical or learning challenges?</p>
	6	Planning Problem-based lessons on content agreed on with tutors (Individual Planning)	Essential steps to follow in planning a problem-based lesson	<p>6.1: Trainees work with their mentors to discuss and document how they selected the content of focus</p> <p>6.2: Document what decisions you made about your students and the task</p> <p>6.3: Indicate what predictions you made about your students' responsibilities in the lesson</p>

				<p>6.4: Indicate how you planned the “Before” phase of the lesson</p> <p>6.5: Present your plans for the “During” phase of the lesson</p> <p>6.6: Present your plans for the “After” phase of the lesson</p> <p>6.7: Detail any special arrangements made by the teacher to support students with physical or learning challenges</p>
	7	Presenting planned content through problem solving (Individual teaching)		<p>7.1: Present a detailed lesson plan of this lesson specifying how you managed the three phases of the lesson</p> <p>7.2: Detail how you managed small co-operative group work</p> <p>7.3: Explain how you encouraged creative thinking among students in the lesson</p> <p>7.4: Explain how you assessed student understanding while teaching</p> <p>7.5: Present your personal reflection of the class indicating aspects that you would want to improve next time and the extent to which the plan you made support students with physical or learning challenges worked</p>
<b>Course Assessment Components: (Educative assessment of,</b>	<b>Component 1: Portfolio Assessment (NTS 1 a, e, &amp; f)</b>			
	Trainees will be expected to develop portfolios detailing responses to issues raised during the class sessions with the multimedia CDs or videos and interactions with their peers and tutors. As well as trainees’ personal experiences, descriptions of activities they undertook while planning their lessons, detailed plans of lessons they presented and any activities undertaken in the course during the semester (see CLO 1 to 4). These portfolios will be assessed using			

<b>for and as learning)</b>	<p>rubrics developed to assess the quality of presentation and detail provided. The portfolio assessment will constitute 60% of trainee's score</p> <p><b>Component 2: Evaluation by mentors (NTS 1 d, e, f, &amp; g)</b></p> <p>Trainees will be assigned tutors who will work with them and guide them throughout the period. These tutors will assess lesson plans and presentations their mentees punctuality and regularity to class, professionalism (including how they react to critiques from their peers behave towards their colleagues with physical or learning challenges and interact with teachers and students) and willingness to support their colleagues. The tutor's evaluation will constitute 40% of trainee's score</p>
<b>Instructional Resources</b>	Projectors, Laptop Computers, Video Recordings and other Multimedia Resources, Files, Field Note books
<b>Required Text (Core)</b>	<p>Manion L, Keith, R. B., Morrison, K., &amp; Cohen, L. (2003). A guide to teaching practice. Available at <a href="http://www.books.google.com/books">http://www books.google.com/books</a>.</p> <p>Perry R 2004. Teaching practice for early childhood. A guide for students. Available at <a href="http://www.Routledge.com/catalogues/0418114838.pdf">http://www Routledge.com catalogues./0418114838.pdf</a>.</p>
<b>Additional Reading List</b>	<p>Kiggundu, E., &amp; Nayimuli, S. 2009 Teaching practice: a make or break phase for student teachers <i>South African Journal of Education</i>, (29), 345-358.</p> <p>Masingila, J. O. &amp; Doerr, H. M. (2002). Understanding pre-service teachers' emerging practices through their analyses of a multimedia case study of practice. <i>Journal of Mathematics Teacher Education</i>, 5: 235-263</p> <p>Menter I 1989. Teaching Stasis: Racism, sexism and school experience in initial teacher education. <i>British Journal of Sociology of Education</i>, 10:459-473.</p>

## GRAPHIC COMMUNICATION II (BUILDING & ENGINEERING DRAWING)

Course Title	Graphic Communication II (Building & Engineering Drawing)						
Course Code	EBS 342	Course Level:	300	Credit Value:	3	Semester	2
Pre-requisite	Pre-Technical Skills, Creative Arts, Geometrical drawing, Mathematics and English Language						
Course Delivering Mode	Face-to-face ■	Practical Activity ■	Work-Base Learning	Seminars	Independent Study ■	e-learning opportunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC, GLE to be addressed)	This course is a continuation of <b>ETS 211</b> (Graphic Communication 1). However, this course will equip students with skills and techniques for drawing shearing force and bending moment diagram graphically. The course will further equip students with skills and ability to draw and interpret building and engineering drawings using Computer Aided Design software (CAD). Lectures, practical demonstrations, tutorials, class discussions, assignments, practical projects, presentation and jury sessions will be the mode of delivery. (NTS 2b 2c; NTECF Pillar 1 and Page 30)						
Course Learning Outcome: including INDICATORS for each learning outcome	Outcomes: Student will be able to:			Indicators			
	CLO 1. demonstrate knowledge and understanding of shearing forces and bending moment diagrams. (NTS 2b 2c; NTECF Pillar 1 and Page 30)			Calculate forces acting on structural members using a given data. Determine the direction of forces acting on a beam			
	CLO 2 draw building components in elevations and sections and interpret the drawings accurately. (NTS 2b 2c; NTECF Pillar 1 and Page 30)			Make a power point presentation of various views of a building and interpret them accurately.			
	CLO 3 draw engineering components in elevations, sections and assembly (NTS 2b 2c; NTECF Pillar 1 and Page 30)			Make a power point presentation of engineering components, sections, and assembly; interpret engineering drawings accurately.			
CLO 4. demonstrate knowledge and understanding of the use of Computer Aided Design (CAD) (NTS 2b 2c; NTECF Pillar 1 and Page 30)			Use CAD to create both <b>engineering</b> and <b>building</b> drawings				

Course Content	Unit:1	Topics:	Sub-topics:	Teaching and learning activities to achieve learning outcomes
		Shearing forces and bending moment diagrams	<ul style="list-style-type: none"> <li>• Effects of shearing forces and bending moments</li> <li>• Variation of shearing forces and bending moment along the length of a beam</li> </ul> <p>Procedure for drawing shear force and bending moment diagram</p>	<p>Use individual and group presentations,</p> <p>Use videos and simulations from known technical education sites online/you tube to enhance delivery</p> <p>Questions and answers technique can also be employed where appropriate (being mindful of equity and inclusive)</p> <p>Practical demonstrations and discussions on how to draw shear forces and bending moment diagram</p>

	2	Building drawings	<p>Scale presentation of the following views of buildings:</p> <ul style="list-style-type: none"> <li>• Front elevation of buildings</li> <li>• Ground floor plans</li> <li>• Cross and longitudinal sectioning</li> <li>• Stairs and roof designs in building</li> </ul> <ul style="list-style-type: none"> <li>• Preparation of building plans of simple buildings/structures (domestic building, schools, workshops, and health post)</li> <li>• Acquisition of skills in draughtsmanship</li> <li>• Dimensioning and labelling of building plans</li> </ul>	<p>Lectures, practical demonstrations, discussions, individual/group project method and jury sessions can be used as teaching strategies.</p> <p>Use videos and simulations from known technical education sites online /you tube or previous orientation to enhance delivery.</p>
	3	Engineering Drawing	<p>Representation of common engineering features:</p> <ul style="list-style-type: none"> <li>• Full section</li> <li>• Half section</li> <li>• Revolved section</li> <li>• Removed section and Part section</li> <li>• Offset section</li> <li>• Detailed drawing and preparation of parts list</li> <li>• Functions of assembly drawings</li> <li>• Exploded Assembly drawing</li> </ul>	<p>Lectures, practical demonstrations, discussions, individual/group project method and jury sessions can be used as teaching strategies.</p> <p>Use videos and simulations from known technical education sites online /you tube or previous orientation to enhance delivery.</p>
	4	Application of Computer Aided Design	<p>Fundamentals of CAD</p> <ul style="list-style-type: none"> <li>• The concept of CAD</li> <li>• Advantages and Disadvantages of CAD</li> </ul> <p>Types of CAD software</p>	<p>Discussions about the concepts of CAD, its advantages and disadvantages.</p>

				<p>Demonstrations on how to use a CAD program</p> <p>Group project method to come out with a project that solves a real life drawing document</p>
			<ul style="list-style-type: none"> <li>• 2 Dimensional CAD (2D CAD)</li> <li>• 3 Dimensional CAD (3D CAD)</li> </ul> <p>Classification of 3D CAD software</p> <ul style="list-style-type: none"> <li>• Wire-frame models</li> <li>• Surface models</li> </ul> <p>Basic CAD Concepts</p> <ul style="list-style-type: none"> <li>• Viewing</li> <li>• Layers</li> <li>• Precision</li> <li>• Snap tools</li> <li>• Coordinates</li> </ul> <p>Drawing and Editing with CAD</p> <ul style="list-style-type: none"> <li>• Drawing tools</li> <li>• Selection and Modification</li> <li>• The Property Editor</li> <li>• Measuring tools</li> <li>• Texts</li> <li>• Dimensions</li> <li>• Hatches and Solids Fills</li> </ul> <p>General steps for drawing building plans</p> <ul style="list-style-type: none"> <li>• Ground floor plan</li> <li>• Foundation plan</li> <li>• Generating a wall</li> <li>• Section</li> </ul>	

			<ul style="list-style-type: none"> <li>• Elevation</li> <li>• Roof plan</li> </ul>							
Course Assessment Components (Educative assessment of, for and as Learning)	Formative assessment (Individual and Group work, Exercises) <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Individual Project work</td> <td style="width: 40%;">15%</td> </tr> <tr> <td>Group Project work</td> <td>15%</td> </tr> <tr> <td>Individual Class Exercise</td> <td>10%</td> </tr> </table> Weighting: 40% Summative Assessment: End of Semester Examination Weighting: 60% Students will be graded as follows: <b>A=80-100%; B+=75-79%; B =70-74%, C+ =65-69%, C= 60-64%, D+=55-59, D=50-54, E&lt; 50 (Fail)</b>				Individual Project work	15%	Group Project work	15%	Individual Class Exercise	10%
Individual Project work	15%									
Group Project work	15%									
Individual Class Exercise	10%									
Instructional Resources	Textbook, Chart, PowerPoint Projector, Marker Board, Markers									
Required Text (core)	Amoakohene, S.K., Adu, S., Bour-Frimpong, S.V.and Tsorgali, M. K.(2008). <i>Technical Skills and Drawing for Teacher Training Colleges Book 1&amp;2</i> , Accra: Unimax MacMillan Amoakohene, S.K. & Sackey, J.K.N. (1996), <i>The Motivate Series; Metal Technology</i> . London: Macmillan Education Ltd Crampton, K. and Finney, M. (1991), <i>Technology</i> . London: Collins Educational. Freebury, H.A., (1971) <i>Geometrical and Technical Drawing Book 3</i> . London: Cassell and Company Ltd. Jackson, E., (1975), <i>Advanced Level Technical Drawing Third Edition</i> . London: Longman Group Ltd.									
Additional Reading List <sup>10</sup>	NA									

## GENERAL BIOLOGY III

### CONTEXT

In this course, the students should be provided opportunities to engage in inquiry and find things out for themselves. Biology is all around us and students should interact with real life specimens as much as possible and also try to address biological problems found in their immediate environment through this course.

Course Title	General Biology III						
Course Code	EBS 311	Course Level:	300	Credit Value:	3	Semester	2
Pre-requisite	SHS BIOLOGY (WASSCE)						
Course Delivery Modes	Face -to -face <sup>1</sup> [X]	Practical Activity <sup>2</sup> [X]	Work-Based Learning <sup>3</sup> [X]	Seminars <sup>4</sup> [X]	Independent Study <sup>5</sup> [X]	e-learning opportunities <sup>6</sup> [X]	Practicum <sup>7</sup> [ ]
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	This course is designed to consolidate and upgrade the knowledge and skills students have acquired from their lessons in Elective and Integrated Science Biology at the senior secondary school level. This course covers the following topics: genetics; reproduction in plants and animals; metamorphosis in insects; comparison of reproduction in fish, amphibians, reptiles, birds and mammals; nutrition in plant (light and dark reactions) and animals; and ecological succession; biogeochemical cycles and pollution. The approaches that would be used in the delivery of this course should prepare trainees to ensure the learning progress of all students by projecting gender roles and issues relating to equity and inclusivity. NTECF, p20-22; NTS 1a, 1c & 1f, p12; 2c, p13; 3e, 3f, 3h, 3i, 3j & 3p, p14.						
Course Learning Outcomes <sup>8</sup> : including INDICATORS for each learning outcome	Outcomes On successful completion of the course, student teachers will be able to:			Indicators			
	CLO1: describe the principle involved in genetics. NTS 1a, p12; 2c, p13;			1.1 state Mendel's laws of inheritance. 1.2 distinguish between the two laws of Mendel. 1.3 Explain all the selected terms associated with genetics. Perform monohybrid and dihybrid crosses.			

	<p>CLO2: describe reproduction in mammals and other animals. NTS 1a, p12; 2c, p13;</p>	<p>2.1 describe the process of reproduction in a selected small mammal . 2.2 describe the process of reproduction in selected small mammal. 2.3 describe reproduction in selected animals.</p>
	<p>CLO3: describe reproduction in flowering plants. NTS 1a, p12; 2c, p13;</p>	<p>3.1 describe reproduction in a flowering plant. 3.2 describe the structure of a flowering plant. 3.3 explain the process of pollination. 3.4 distinguish between insect- and wind- pollinated flowers. 3.5 differentiate between cross and self pollination. 3.6.describe the dispersal of fruits and seeds. 3.7 describe the different types of seeds. 3.8 describe an experiment to show the conditions necessary for germination. 3.9 distinguish between hypogeal and epigeal germination.</p>
	<p>CLO4: explain nutrition in plants and animals NTS 1a, p12; 2c, p13;</p>	<p>4.1 outline and explain the stages involved in photosynthesis 4.2 perform simple experiment to test for starch in a leaf 4.3 distinguish between light and dark reaction. 4.4 tabulate the classes of food substances and their sources. 4.5 describe the components of a balanced diet and the importance of each component. 4.6 tabulate the different digestive enzymes, their site of production, substrates and action. 4.7 describe the adaptation of a named ruminant to the digestion of cellulose. 4.8 describe the digestive system of domestic fowl. 4.9 explain translocation in flowering plants.</p>
	<p>CLO5: explain ecological succession. NTS 1a, p12; 2c, p13;</p>	<p>1.1 describe primary succession 1.2 describe secondary succession.. 1.3 Distinguish between primary and secondary succession. 1.4 Videos/Field trips to sites to observe primary and secondary succession.</p>

	CLO6: describe the carbon and water cycles.  NTS 1a, p12; 2c, p13;		1.1 draw and explain the carbon cycle 1.2 gender sensitive and ability groupings with leaders to make PowerPoint presentations on carbon dioxide and climate change. 1.3 draw and explain the water cycle 1.4 group presentations by PowerPoint on harvesting of water. 1.5 Group project on harvesting of water for the science laboratories.  GREEN HOUSE FOR PRACTICALS	
	CLO7: explain the types and causes of pollution.  NTS 1a,1g; p12; 2c, p13;		5.1 describe the types of pollution 1.1 outline and explain the causes of the types of pollution. 1.2 describe the prevention of each type of pollution. 1.3 Identify causes of pollution on college campus and how to address the situation.	
Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	Genetics	1.1 1 <sup>st</sup> and 2 <sup>nd</sup> laws of Mendel.  1.2 Terms to be learnt: dominant genes, recessive genes, alleles, multiple alleles, homozygous genes, heterozygous genes etc  1.3 Monohybrid and dihybrid	1.1.1 Videos ( youtube & Khan Academy) on Mendel's 1 <sup>st</sup> and 2 <sup>nd</sup> laws followed by discussion and demonstrations. 1.2.1 Videos presentation and discussions on the terms followed by demonstrations.  1.3.1 Simulations (Khan Academy)/ chart/discussion with respect to mono- and dihybrid crosses. Determination of genetic ratios using videos / charts/discussion

	2	Reproduction system of mammals and other animals.	<p>2.1 Differences between male and female reproductive systems in mammals.</p> <p>2.2 Structure of the gametes (sperm and ovum)</p> <p>2.3 Fertilization, development of the embryo and birth.</p> <p>2.3 Ectopic pregnancy, infertility, impotence and contraception.</p> <p>2.4 Secondary sexual characteristics in humans.</p>	<p>2.2.1 Dissected small mammal/ videos on structure and functions of the male and female reproductive system in mammals.</p> <p>Simulations /charts/ discussion.</p> <p>2.3.1 Individual assignment to read and write about the terms.</p> <p>2.4.1 Videos and discussions .</p>
			<p>2.1 Stages in the development of toad.</p> <p>2.2 Complete and incomplete metamorphosis. Metamorphosis in insects, life histories of housefly/ butterfly and cockroach to illustrate complete and incomplete metamorphosis. The period of development from egg to adult should be studied. Reference should be made to the method of fertilization, number of eggs and parental care.</p> <p>2.3 Comparison of reproduction in fish, amphibia, reptile, bird and mammals</p>	<p>2.1.1 Computer/ Simulation of the different stages of the tadpole. The different stages of the tadpole should be drawn and labelled.</p> <p>2.2.1 Computer/ Simulations / charts/discussion on types of metamorphosis.</p> <p>2.2.2 Drawing and labeling of the stages in the life cycles of insects with complete and incomplete metamorphosis.</p> <p>2.2.3 Parental care should be presented by student groups by PowerPoint.</p> <p>2.3.1 Students individually tabulate the comparisons.</p>

	3	Reproduction in flowering plants	<p>3.1 Arrangements of floral parts of a named insect pollinated flower and a named wind pollinated flower.</p> <p>3.2 Structure and function of the female parts of a flower.</p> <p>3.3 Types of pollination.</p> <p>3.4 Features of cross-pollinated and self pollinated flowers.</p> <p>3.5 Agents of pollination.</p> <p>3.6 Process of fertilization in flowering plants.</p> <p>3.7 Dispersal of fruits and seeds: Agents of dispersal.</p> <p>3.8 Types of Germination. Germination of seeds</p> <p>Practical work on the conditions necessary for germination.</p> <p>Pollen grains germination in sucrose solution should be observed; prepared slides showing various stages of embryo development in flowering plants should be observed and drawn.</p> <p>3.9 Dispersal of fruits and seeds.</p> <p>3.10 Structure of fruits and seeds.</p>	<p>3.1.1 Mixed ability group practical work to study floral arrangement of different types of flowers on college campus and dissecting flowers to study individual components.</p> <p>3.3.1 Simulations/charts /discussion to explain pollination and the types. Observation of plants on college campus to see type of pollination they undergo.</p> <p>3.3.2 Mixed ability and gender sensitive groups to present seminar by PowerPoint on subtopics 3.4 to 3.7.</p> <p>3.8.1 Practical work of germinating seed varieties in improvised materials (seed necklaces) to show hypogeal and epigeal germination.</p> <p>The stages in hypogeal and epigeal germination should be observed and drawn.</p> <p>3.8.2 Simulation/discussions on the conditions necessary for germination.</p> <p>3.9.1 Practical using real specimens/multimedia/ to study dispersal of fruits and seeds( sunflower, Combretum, seed cotton, Crotalaria/ bean, Desmodium, Bidens spp. and coconut).</p>
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				3.10.1 Use real life specimens/ videos to show distinctions between fruits and seeds.
	4	Plant and animal nutrition	<p>4.1 Plant nutrition</p> <p>4.2 Process of photosynthesis and its chemical equation Light and dark reactions</p> <p>Materials and conditions necessary for photosynthesis</p> <p>4.3 Animal nutrition Food substances, classes and sources</p> <p>4.4 Balanced diet and its importance</p> <p>4.5 Deficiency diseases and prevention.</p> <p>Food tests( fat, oil, proteins and carbohydrates)</p> <p>4.6 Digestive enzymes: classes, sources, characteristics and function</p> <p>4.7 The translocation and storage of excess food as a result of photosynthesis.</p>	<p>4. 1. 1 Group discussions to identify misconceptions /incorrect ideas about photosynthesis.</p> <p>4.1.2 Jigsaw problems/ shower thoughts/discussion/concept mapping about photosynthesis.</p> <p>4.1.3 Experiments/ Simulations on the dark and light reactions and the conditions necessary for germination.</p> <p>4.3.1 Practical activity/computer projections/ discussions on food substances (local and exotic), classes and sources.</p> <p>4.4.1 Simulations/computer projections on the composition of a balanced diet.</p> <p>4.4.2 Discussions on Ghanaian diets of the different cultures to identify whether they are balanced and the nutrients generally lacking in the diets.</p> <p>4.5.3 Videos/Group (gender &amp; ability) PowerPoint presentations on deficiency diseases and their prevention.</p> <p>4.6.1 Simulations/ discussions on digestive enzymes and their functions.</p>

			<p>Tests for starch, reducing sugar, protein, fats and oil should be carried out. Candidates should perform experiments to show that ptyalin in saliva changes cooked starch to reducing sugar.</p> <p>4.8 Modification of stomach as adaptation to digestion of cellulose. Dissection of ruminants to study their digestive system.</p>	<p>4.6.2 Preparation of chart to show digestive enzyme, their sources and actions.</p> <p>4.7.1 Simulations and discussions on translocation and storage of food substances.</p> <p>4.7.1 Simulations/videos on tracing the tissue responsible for translocation.</p> <p>4.8.1 Dissected organisms/computer simulations to show structure and function of ruminant digestive system.</p>
	5	Ecology of population	<p>5.1 Ecological succession</p> <p>5.2 Primary and secondary succession.</p> <p>Candidates should study succession in an abandoned farmland, lawn, over a period of time to discover a definite sequence of colonising plants.</p>	<p>5.1.1 Use discussion and videos to show the concept of ecological succession.</p> <p>5.2.2 Group (gender and mixed ability) presentations by PowerPoint/ field trips to describe primary, and secondary succession and climax of succession.</p>
	6	Biogeochemical Cycles	<p>i. Water cycle</p> <p>ii. Carbon cycle</p>	<p>6.1 Use Videos/Simulations/ discussions to demonstrate the cycles.</p> <p>6.2 Students construct water harvesting plants on college campus.</p> <p>6.2 Students educate colleagues and townsfolk on how to cut down on carbon dioxide emission.</p>
	7	Pollution	7.1 Water, air, land, noise and thermal pollution.	7.1.1 Videos/Simulations/ field trip to study types of pollution and their prevention.

				7.1.2 Students identify sources of pollution on college campus and devise ways of addressing the situation.
Course Assessment Components <sup>9</sup> : (Educative assessment of, for and as learning)	Formative Assessment: Individual Exercises (10%) Quiz (10%) Group Presentation (20%) Weighting:40% Assesses Learning Outcomes: CLOs: 1, 2, 3, 4, 5, 6 & 7 Summative Assessment: End of Semester Examination: Weighting: 60% Assesses Learning Outcomes: CLOs: 1, 2,3,4.5,6 &7			
Instructional Resources	Projectors, Computers, Plants and Animal Models, Online educational resources such as open resources: Khan Academy), YouTube etc.			
Required Text (core)	Nyavor, C.B., & Seddoh, S. (2000). Biology for senior secondary schools (2 <sup>nd</sup> . ed.). London & Basingtoke: Unimax Macmillan Education Ltd. Mader, S.S. (2001). Biology. New York: The McGraw-Hill Companies, Inc. Ghana Education Service. (2004).			
Additional Reading List <sup>10</sup>	Integrated Science 1 for UTDBE programme by distance. Course FDC 114. Accra: Teacher Education Division. Mader, S.S. (2001). Biology. New York: The McGraw-Hill Companies, Inc.			

**PC MAINTENANCE AND TROUBLESHOOTING COMPUTERS**

Course Title	PC Maintenance and Troubleshooting computers						
Course Code	EBS 372	Course Level	300	Credit value	3	Semester	2
Pre-requisite							
Course Delivery Modes	Face-to-face <input checked="" type="checkbox"/>	Practical Activity <input checked="" type="checkbox"/>	Work-Based Learning <input checked="" type="checkbox"/>	Seminars <input type="checkbox"/>	Independent Study <input type="checkbox"/>	e-learning opportunities <input checked="" type="checkbox"/>	Practicum <input type="checkbox"/>
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	This course is a study of current personal computer hardware including personal computer assembly and upgrading, setup and configuration, and troubleshooting. This course develops student's technology skills required for troubleshooting computer software and hardware problems. Students will learn software and hardware troubleshooting techniques used to identify and correct computer problems. After this course, students would be able to assemble/setup and upgrade personal computer systems; diagnose and isolate faulty components; optimize system performance; and install/connect peripherals. (NTS 2b, 2c, 3a, 3c, 3e-3m, 3p)						
Course Learning Outcomes: including INDICATORS for Each learning outcome	Outcomes			Indicators			
	1. Recognize computer components & accessories. <b>NTECF, NTS, 3d, &amp; 3j</b>			Name some hardware components			
	2. Assemble/setup and upgrade personal computer systems NTS 2a, 2b, 2c, 2e. 2f, p. 13; 3e-3o,			identify types of system boards			
	3. Perform installation, configuration, and upgrading of microcomputer hardware and software NTS 2b, 2c, 3a, 3c, 3e-3m, 3p; NTECF Pillar 1			assemble a pc			
	4. Install/connect associated peripherals NTECF, NTS, 3d, & 3j			connect a printer and scanner to a computer			
	5. Identify, diagnose and troubleshoot basic microcomputer systems hardware and software, and other peripheral equipment problems			identify error beeps from system board			

	NTECF, NTS 2c, 3j							
	6. Describe how to be safe in the laboratory NTS 2a, 2b, 2c, 2e. 2f, p. 13; 3e-3o			use of wrist strap and safety materials				
Course Content	Units	Topics	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes				
	1	Computer Components & Accessories		<ul style="list-style-type: none"> <li>• Sorting of hardware components into input and output devices.</li> <li>• Discuss systems unit and various peripherals.</li> </ul>				
	2	Basic Computer Hardware troubleshooting		<ul style="list-style-type: none"> <li>• Give a lecture on error codes and meaning.</li> <li>• identify and distinguish error codes by watching a video.</li> </ul>				
	3	Basic Computer Software Troubleshooting		<ul style="list-style-type: none"> <li>• Group students to re-install an operating system.</li> <li>• Demonstrate how to clean a computer system using an antivirus software.</li> <li>• Outline indicators for diagnosing software problems.</li> </ul>				
	4	Preventive Maintenance Techniques		<ul style="list-style-type: none"> <li>• Discuss ways of maintaining optimal working conditions and conservation of the life span of pcs</li> </ul>				
Course Assessment Components: (Educative assessment of, for and as learning)	<p>A combination of formative and summative assessment including group tasks, quizzes, individual and take home assignment and examination will be used.</p> <p>Assessment weighting</p> <table style="margin-left: 40px;"> <tr> <td>Summative Assessment</td> <td>60%</td> </tr> <tr> <td>Formative Assessment</td> <td>40%</td> </tr> </table> <p>Students will be graded as follows:  <b>A</b>=80-100%; <b>B+</b>=75-79%; <b>B</b> =70-74%, <b>C+</b> =65-69%, <b>C</b>= 60-64%, <b>D+</b>=55-59, <b>D</b>=50-54, <b>E</b>&lt; 50 (Fail)</p>				Summative Assessment	60%	Formative Assessment	40%
Summative Assessment	60%							
Formative Assessment	40%							
Instructional Resources	Lectures and discussions, Class discussion, lecture, pair/group presentations, demonstrations							

Required Text (core)	Dunham, K. (2000). <i>Bigelow's Virus Troubleshooting Pocket Reference</i> . United Kingdom: McGraw-Hill Company. Meyers, M. & Jeffries, L. (1993). <i>Mike Meyers' A+ Guide to Managing and Troubleshooting PCs Lab Manual</i> . United States: McGraw-Hill Company.
Additional Reading List	Penfold, R. A. (2002). <i>Easy PC Peripherals Troubleshooting</i> . United Kingdom: Bernard Babani Publishing.

## INTRODUCTION TO TEXTILES

### CONTEXT

Textile design education is an integral part of the Basic Design and Technology (BDT) syllabus of the Junior High School curriculum of Ghana. To achieve effective teaching and learning in textiles education at the Junior High School level, it is important that the teacher trainees who specialise in Visual in the Bachelor of Basic Education programme are equipped with adequate theoretical knowledge and practical skills in basic textile design so that they can teach that component of the curriculum effectively in their professional practice,

<b>Course Title</b>	INTRODUCTION TO TEXTILES						
<b>Course Code</b>	<b>EBS 354</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>	<b>Basic design and Drawing, Introduction to visual communication and computer application in art</b>						
<b>Course Delivering Mode</b>	<b>Face-to-face X</b>	<b>Practical Activity X</b>	<b>Work-Base Learning X</b>	<b>Seminars X</b>	<b>Independent Study X</b>	<b>e-learning opportunities X</b>	<b>Practicum X</b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC, GLE to be addressed)</b>	This course covers related vocations in Weaving and Stitching, the rationale for teaching and learning Weaving and Stitching, tools/equipment and materials as well as basic skills in making artefacts. It also includes weaving and stitching techniques. This course covers related vocations in Fabric decoration, the rationale for teaching and learning fabric decoration, tools/equipment and materials as well as basic skills and techniques in fabrics decoration. The course will be delivered through lectures, practical demonstrations, studio practice, discussions, field trips and industrial assignments. It will be assessed by quizzes, project works, field study, assignments, seminar presentations and written examinations NTECF, NTS p1 1b, le lg: NTSp13 2c, 2e, NTS p 14, 3d, 3e, 3f,.						
<b>Course Learning Outcome: including INDICATORS for each learning outcome</b>	<b>Outcomes</b> CLO 1. NTS p21,  Demonstrate knowledge, understanding in the concept, scope, carriers and importance of weaving and stitching			<b>Indicators</b> <b>a.</b> Explain the meaning of Weaving and Stitching and vocations and careers related to Weaving and Stitching in Ghana, <b>b.</b> Identify visual Art disciplines that relate to Weaving and Stitching and explain the socio-economic importance of Weaving and Stitching <b>c.</b> Explain the rationale for teaching and learning Weaving and Stitching			

	<p><b>Outcomes</b> CLO 2. NTS p21, Demonstrate knowledge, understanding and skills in weaving and stitching techniques and their application in artefact construction</p> <p><b>Outcomes</b> CLO 3. NTS p21 Demonstrate knowledge, understanding and skills in Fabric decoration</p>			<p><b>d.</b> List Weaving and Stitching products and describe their uses <b>e.</b> Outline a brief historical development of Weaving and Stitching in Ghana</p> <p>2.1 Identify appropriate tools/equipment and materials for Weaving and Stitching 2.2 Design and make products in Weaving and Stitching</p> <p>1.1 Explain the meaning of fabric decoration and discuss vocations and careers related to Fabric decoration in Ghana 1.2 Identify visual Art disciplines that relate to Fabric decoration and explain socio-economic importance of Fabric decoration 1.3 Explain the rationale for teaching and learning Fabric decoration 1.4 List Fabric and decoration products and describe their uses 1.5 Outline a brief historical development of Fabric Decoration in Ghana 1.6 Identify appropriate tools/equipment and materials for Fabric Decoration 1.7 Design and make products in Fabric decoration</p>
<b>Course Content</b>	<b>Unit:</b> <b>1</b>	<b>Topics:</b> Weaving and Stitching	<b>Sub-topics:</b> 1. Concepts and scope of Weaving and Stitching	<b>Teaching and learning activities to achieve learning outcomes</b> Unit 1.1. Lead students to explain the concept of Weaving and Stitching, identify their scope and discuss them

	2		<p>1.2. Rationale for teaching and learning Weaving and Stitching</p> <p>1.3. Vocations In Weaving and Stitching</p> <p>1.4. Functions of Weaving and stitching products</p> <p>1.5. Tools, equipment, materials and technique of weaving and stitching</p>	<p>Unit 1.2. Lead students to discuss the rationale for studying weaving and stitching and their socio-economic importance</p> <p>Unit 1.3. Lead students to identify and discuss Vocations/Careers in weaving and stitching</p> <p>Unit 1.4. Lead students to state weaving and stitching artefacts and discuss their uses in society</p> <p>Unit 1.5. Display weaving and stitching tools, equipment and materials in class and guide students to identify them and discuss their features, uses and maintenance Demonstrate types of weaving and stitching techniques to students in studio and guide them to practice them</p> <p>Unit 1.6. Task students to apply their knowledge and skills in weaving and stitching techniques to produce different types of functional and aesthetically appealing artefacts</p> <p>Unit 1.7.</p>
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		<p>Fabric Decoration</p>	<p>1. Concept and scope of Fabric Decoration</p> <p>2. Rationale for teaching and learning Fabric Decoration</p> <p>3. Brief historical Development of Fabric Decoration</p> <p>Tools and materials used in Batik and Tie-dye</p> <p>Tie-Dye and batik production processes</p>	<p>Lead students to Kente weaving shops to observe industrial tools, equipment, materials and activities. Students must also be attached to such shops to practice industrial weaving</p> <p>Unit 2.1. Lead students to explain the concept of fabric decoration and its vocations. E.g. Batik making, Tie-dye production, fabric design and printing etc.</p> <p>Unit2.2. Lead students to discuss the benefits of learning fabric decoration and the socio-economic importance of the crafts</p> <p>Unit 1.3. Lead students to trace the historical development of fabric decoration techniques from ancient to modern cultures across the globe</p> <p>Unit 2.4. Task students to conduct field research to identify lesser known indigenous fabric decoration technique(s) in Ghana and document them. Students must be made to present their findings in a seminar session</p> <p>Unit.2.5 Display Tie-Dye and Batik making tools, equipment and materials in class and guide students to identify them and describe their characteristics, mixtures and uses.</p>
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			<p>Production of Two-colour motif printed fabric</p>	<p>Unit 2.6. Guide students to develop motifs, plan pattern, prepare block, prepare mordant solutions and use them to produce Batik works.</p> <p>Unit 2.7 Guide students to plan and fold fabrics, prepare mordant solutions and use them to produce Tie-dye works</p> <p>Unit 2.8. Guide students to develop two-colour motifs to produce print a fabric through photographic screen printing. Students must also be tasked to develop a logo to print institutional clothes.</p> <p>Unit 2.9. Lead students to batik and Tie-Dye shops to observe industrial tools, equipment, materials and activities. Students must also be attached to such shops to practice industrial production</p> <p>Unit 2.10 Students must be made to undertake independent studio research in weaving, stitching, batik, tie-Dye or fabric printing and submit the work together with a write-up</p>
<p><b>Course Assessment Components (Educative assessment of, for and as Learning)</b></p>	<p><b>Component 1: Formative assessment:</b> Quizzes, individual and group written and practical assignments, Field research report, seminar presentations and jury (Weighting=20%) Industrial attachment report and Portfolio presentation (Weighting=20) <b>Core skills to be developed:</b> Critical thinking, interpersonal and collaborative skills, organisational and</p>			

	<p>Presentation skills, creativity and intellectual skills</p> <p>Assessing learning outcomes: CLO, 1-3 (Units 1- 2)</p> <p><b>Component 2: Summative assessment:</b></p> <p>End of semester exams: Written examination (Weighting = 20%)</p> <p>Project work:</p> <p>Product (Weighting = 40%)</p> <p>Write-up: Evidence of study (Weighting =20%)</p> <p>Aesthetic Appreciation (Weighting =20%)</p> <p>Assessing learning outcomes: CLO, 1-3 (Units 1- 2)</p> <p><b>Core skills to be developed:</b> Critical thinking, interpersonal and collaborative skills, organisational and Presentation skills, creativity and intellectual skills</p>
<b>Instructional Resource</b>	Textbooks, journals, ICT tools, computer, Laptop, projector, Laser printers, computer application software (Corel Draw, Adobe Illustrator, Adobe Photoshop, batik and tie-dye tools and equipment and materials, screen printing tools and materials) etc.
<b>Required Text (core)</b>	Gipson, L. (2014). <i>Weaving made easy</i> . New York: F & W Media Inc.
<b>Additional Readings</b>	<p>Brommer, G. F. (2011). <i>Elements of art and principles of design</i>.USA: Crystal Production, Illinois.</p> <p>Beloeil, G., &amp;Riabovitchev, A., (2013). <i>Art fundamentals: Color, Light, composition, anatomy, perspective and depth</i>.Worcester, UK: 3 Dtotal Publishing.</p> <p>Rockman, D. (2008). <i>Drawing essentials</i>. London: Oxford University Press.</p> <p>Amenuke, S.K, Adipah, B.K, Baffoe, A., Asare, F.D.K, Ayiku R., &amp;Dogbe B.K. (1991). <i>General knowledge in art for senior secondary schools</i>.London:Evans Brothers.</p>

## RURAL SOCIOLOGY AND AGRICULTURAL EXTENSION

### CONTEXT

Working in rural communities is associated with a number of social issues that may promote or retard the progress of work. The agriculture teacher is found to be more affected because agriculture is the traditional employment in most rural communities, undertaken by mostly people who were not successful enough to get opportunity to travel out of the community to work. Moreover, infrastructure, transport, educational options, health facilities and other social opportunities are not easily available. The agriculture teacher therefore is less respected by both students and parents. The agriculture teacher therefore has to be well informed about the sociology of rural communities in order to cope with the environment, live a satisfied working life and serve as a role model to the community.

Course Title	Rural Sociology and Agricultural Extension						
Course Code	EBS 364	Course level:	300	Credit Value:	3	Semester	1
Prerequisite							
Course Delivery Modes	Face-to Face	Practical Activity	Independent Study	Seminar	Work-Based Learning	E-Learning	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	<p>This course is designed to enable Teachers in agriculture develop their personal and professional relationships with pupils, rents and all citizens they encounter in their work, especially in rural and peri-urban communities. It seeks to create in the teacher the ability and attitude to offer quality leadership and act as a role model the community. The course is intended also to lend reason to the teacher why it is important to be well prepared as a teacher in terms of acquiring adequate knowledge and skills in agriculture as a subject matter, the environment, the laws and policies in the educational sector and the students.</p> <p>The course will be facilitated using video presentations, face-to-face interactions, group and class discussions and simulations. (NTS 1e –g, 2a-f, 3a-j (pp11-14), NTECF p20,21,27,28, 38, 39</p>						

Course Learning Outcomes: including INDICATORS for each Learning Outcome	Outcomes Upon successful completion of this course, the student will be able to:	Indicators
	CLO 1. Demonstrate ability to distinguish between rural and urban communities <i>NTECF p20,21, NTS 1e –g, 2a-f,</i>	1.1 enumerate the distinctive characteristics of rural communities that differentiate them from urban communities
	CLO 2. Be able to explain concepts of community and society and relationship between them <i>NTECF p20,21 NTS 1e –g, 2a-f,</i>	2.1 explain the concepts of community and society and distinguish between them
	CLO 3 Show understanding of social structure and social stratification and how they influence the assignment of roles and rewards in society <i>NTECF p20, NTS 1e –g, 2a-f,</i>	3.1 explain social structure and social stratification 3.1 explain the role of social stratification in shaping the assignment of roles and rewards in society
	CLO 4. Apply understanding of social stratification to assign roles and develop reward systems in teaching agriculture <i>NTS3a-j</i>	1.1 assign roles to students based on social standards and develop appropriate reward systems to enhance learning
	CLO 5. Show preparedness to serve as leader and role model in the community. <i>NTS 1e,f,g, NTS3a-j NTECFpp28,29,38,39</i>	5.1 choose and use appropriate facilitative methods in agricultural education based on knowledge of the environment and varied abilities and needs of students 3.1 discuss leadership roles of the teacher in the rural community
	CLO 6. Show the relationship between Rural Sociology and technology transfer	



	6	Leadership roles of the teacher in the rural community	Facilities for teaching agriculture in rural communities  varied abilities attitudes and needs of students	Group discussions catalogue the variations among students in terms of needs, abilities, health and wealth and strategies to adjust teaching to accommodate the variations. Group presentations on the outcomes of the discussions.
	7	Rural Sociology and Technology transfer	Different technologies in Agriculture	Group discussion on various Agric technologies and how the understanding of Rural Sociology facilitate the transfer of such technologies.
Course Assessment (Educative assessment of, for, and as learning)	<p>Formative</p> <ol style="list-style-type: none"> <li>1. Grading of assignments on the differences between rural and urban communities CLO1 Weighting: 15%</li> <li>2. Grading of findings and presentation on the concepts of community and society CLO2 Weighting: 5%</li> <li>3. Assessment of catalogue the variations among students CLO 5, CLO6 Weighting: 15%</li> <li>4. Group presentations on the outcomes of the discussions CLO7 Weighting: 5%</li> </ol> <p>Summative:</p> <p>End of semester examination to cater for CLO 1-6</p> <p>Weighting: 60%</p>			

Instructional Resources	Video clips, computer, internet connectivity, flip chart, reading materials, resource person.
Required Text (core)	<p>J. B. Chitambar (2004) <u>Introduction to Rural Sociology</u> (2<sup>nd</sup> edition) India: New Age International Pvt. Ltd.</p> <p>Mosher, A. T. (1976): <u>Getting agriculture moving.</u>, U.S.A. Sowers printing Company</p> <p>Chambers, R. (1983) <u>Rural development: putting the last first.</u> New York: Longman Scientific &amp; Technical.</p> <p>Gsänger, H. (1994): <u>The future of rural development: Between the adjustment of the project approach and sectorial programme design.</u> London. Frank Cass.</p> <p>Rogers, E. M. (1983): <u>Diffusion of innovation.</u> 3<sup>rd</sup> Ed. New York: Free Press.</p>
Additional Reading List	

## INTRODUCTION TO TEXTILES DESIGN

### CONTEXT

Textile design education is an integral part of the Basic Design and Technology (BDT) syllabus of the Junior High School curriculum of Ghana. To achieve effective teaching and learning in textiles education at the Junior High School level, it is important that the teacher trainees who specialise in Visual in the Bachelor of Basic Education programme are equipped with adequate theoretical knowledge and practical skills in basic textile design so that they can teach that component of the curriculum effectively in their professional practice,

Course Title	INTRODUCTION TO TEXTILES DESIGN						
Course Code	EBS 358	Course Level:	300	Credit Value:	3	Semester	2
Pre-requisite	Basic design and Drawing, Introduction to visual communication and computer application in art						
Course Delivering Mode	Face-to- face	Practical Activity	Work-Base Learning	Seminars	Independent Study	e-learning opportunities	Practicum
Course Description for significant learning (indicate NTS, NTECF, BSC, GLE to be addressed)	<p>This course covers related vocations in Weaving and Stitching, the rationale for teaching and learning Weaving and Stitching, tools/equipment and materials as well as basic skills in making artefacts. It also includes weaving and stitching techniques.</p> <p>This course covers related vocations in Fabric decoration, the rationale for teaching and learning fabric decoration, tools/equipment and materials as well as basic skills and techniques in fabrics decoration. The course will be delivered through lectures, practical demonstrations, studio practice, discussions, field trips and industrial assignments. It will be assessed by quizzes, project works, field study, assignments, seminar presentations and written examinations</p> <p>NTS p1 1b, 1e lg: NTSp13 2c, 2e, NTS p 14, 3d, 3e, 3f, NTECF p18, 20, 21.</p>						
Course Learning Outcome: including INDICATORS for each learning outcome	<p>Outcomes</p> <p>CLO 1.</p> <p>Demonstrate knowledge, understanding in the concept, scope, carriers and importance of weaving and stitching</p> <p>Outcomes</p>			<p>Indicators</p> <ol style="list-style-type: none"> <li>2. Explain the meaning of Weaving and Stitching and</li> <li>3. vocations and careers related to Weaving and Stitching in Ghana,</li> <li>4. Identify visual Art disciplines that relate to Weaving and Stitching and explain the socio-economic importance of Weaving and Stitching</li> <li>5. Explain the rationale for teaching and learning Weaving and Stitching</li> <li>6. List Weaving and Stitching products and describe their uses</li> </ol>			

	<p>CLO 2. Demonstrate knowledge, understanding and skills in weaving and stitching techniques and their application in artefact construction</p> <p>Outcomes</p> <p>CLO 3. Demonstrate knowledge, understanding and skills</p> <p>Outcomes</p> <p>CLO 3. Demonstrate knowledge, understanding and skills in fabric decoration</p>		<p><b>7.</b> Outline a brief historical development of Weaving and Stitching in Ghana</p> <p><b>1.</b> Identify appropriate tools/equipment and materials for Weaving and Stitching</p> <p><b>2.</b> Design and make products in Weaving and Stitching</p> <p><b>1.</b> Explain the meaning of fabric decoration and discuss vocations and careers related to Fabric decoration in Ghana</p> <p><b>2.</b> Identify visual Art disciplines that relate to Fabric decoration and explain socio-economic importance of Fabric decoration</p> <p><b>3.</b> Explain the rationale for teaching and learning Fabric.</p> <p><b>4.</b> List Fabric and decoration products and describe their uses</p> <p><b>5.</b> Outline a brief historical development of Fabric Decoration in Ghana</p> <p><b>1.</b> Identify appropriate tools/equipment and materials for Fabric Decoration</p> <p><b>2.</b> Design and make products in Fabric decoration</p>	
Course Content	Unit:	Topics:	Sub-topics:	Teaching and learning activities to achieve learning outcomes
	1	Weaving and Stitching	<p>1. Concepts and scope of Weaving and Stitching</p> <p>1.2. Rationale for teaching and learning Weaving and Stitching</p> <p>1.3Vocations In Weaving and Stitching</p>	<p>Unit 1.1. Lead students to explain the concept of Weaving and Stitching, identify their scope and discuss them</p> <p>Unit 1.2. Lead students to discuss the rationale for studying weaving and stitching and their socio-economic importance</p>

	2	Fabric Decoration	<p>1.4. Functions of Weaving and stitching products</p> <p>1.5. Tools, equipment, materials and technique of weaving and stitching</p> <p>1. Concept and scope of Fabric Decoration</p> <p>2. Rationale for teaching and learning Fabric Decoration</p> <p>3. Brief historical Development of Fabric Decoration</p> <p>Tools and materials used in Batik and Tie-dye</p> <p>Tie-Dye and batik production processes</p>	<p>Unit 1.3. Lead students to identify and discuss Vocations/Careers in weaving and stitching</p> <p>Unit1.4. Lead students to state weaving and stitching artefacts and discuss their uses in society</p> <p>Unit 1.5. Display weaving and stitching tools, equipment and materials in class and guide students to identify them and discuss their features, uses and maintenance Demonstrate types of weaving and stitching techniques to students in studio and guide the to practice them</p> <p>Unit1.6. Task students to apply their knowledge and skills in weaving and stitching techniques to produce different types of functional and aesthetically appealing artefacts</p> <p>Unit1.7. Lead students to Kente weaving shops to observe industrial tools, equipment, materials and activities. Students must also be attached to such shops to practice industrial weaving</p>
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			<p>Production of Two-colour motif printed fabric</p>	<p>Unit 2.1. Lead students to explain the concept of fabric decoration and its vocations. E.g. Batik making, Tie-dye production, fabric design and printing etc.</p> <p>Unit2.2. Lead students to discuss the benefits of learning fabric decoration and the socio-economic importance of the crafts</p> <p>Unit 1.3. Lead students to trace the historical development of fabric decoration techniques from ancient to modern cultures across the globe</p> <p>Unit 2.4. Task students to conduct field research to identify lesser known indigenous fabric decoration technique(s) in Ghana and document them. Students must be made to present their findings in a seminar session</p> <p>Unit.2.5 Display Tie-Dye and Batik making tools, equipment and materials in class and guide students to identify them and describe their characteristics, mixtures and uses.</p> <p>Unit 2.6.</p>
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				<p>Guide students to develop motifs, plan pattern, prepare block, prepare mordant solutions and use them to produce Batik works.</p> <p>Unit 2.7 Guide students to plan and fold fabrics, prepare mordant solutions and use them to produce Tie-dye works</p> <p>Unit 2.8. Guide students to develop two-colour motifs to produce print a fabric through photographic screen printing. Students must also be tasked to develop a logo to print institutional clothes.</p> <p>Unit 2.9. Lead students to batik and Tie-Dye shops to observe industrial tools, equipment, materials and activities. Students must also be attached to such shops to practice industrial production</p> <p>Unit 2.10 Students must be made to undertake independent studio research in weaving, stitching, batik, tie-Dye or fabric printing and submit the work together with a write-up</p>
<p>Course Assessment Components (Educative</p>	<p>Component 1: Formative assessment: Quizzes, individual and group written and practical assignments, Field research report, seminar presentations and jury (Weighting=20%)</p>			

assessment of, for and as Learning)	<p>Industrial attachment report and Portfolio presentation(Weighting=20)</p> <p><b>Core skills to be developed:</b> Critical thinking, interpersonal and collaborative skills, organisational and Presentation skills, creativity and intellectual skills</p> <p>Assessing learning outcomes: CLO, 1-3 (Units 1- 2)</p> <p>Component 2: Summative assessment:</p> <p>End of semester exams: Written examination (Weighting = 20%)</p> <p>Project work:</p> <p>Product (Weighting = 40%)</p> <p>Write-up: Evidence of study (Weighting =20%)</p> <p>Aesthetic Appreciation (Weighting =20%)</p> <p>Assessing learning outcomes: CLO, 1-3 (Units 1- 2)</p> <p><b>Core skills to be developed:</b> Critical thinking, interpersonal and collaborative skills, organisational and Presentation skills, creativity and intellectual skills</p>
Instructional Resource	Textbooks, journals, ICT tools, computer, Laptop, projector, Laser printers, computer application software (Corel Draw, Adobe Illustrator, Adobe Photoshop, batik and tie-dye tools and equipment and materials, screen printing tools and materials) etc.
Required Text (core)	Gipson, L. (2014). <i>Weaving made easy</i> . New York: F & W Media Inc.
Additional Readings	<p>Brommer, G. F. (2011). <i>Elements of art and principles of design</i>. USA: Crystal Production, Illinois.</p> <p>Beloil, G., &amp; Riabovitchev, A., (2013).<i>Art fundamentals: Colour, Light, composition, anatomy, perspective and depth</i>. Worcester, UK: 3 Dtotal Publishing.</p> <p>Rockman, D. (2008).<i>Drawing essentials</i>. London: Oxford University Press.</p> <p>Amenuke, S.K, Adipah, B.K, Baffoe, A., Asare, F.D.K, Ayiku R., &amp; Dogbe B.K. (1991). <i>General knowledge in art for senior secondary schools</i>. London: Evans Brothers.</p>

## FOOD AND CULTURE

COURSE TITLE	Food and Culture						
COURSE CODE	EBS 334	COURSE LEVEL: 300	CREDIT VALUE	2	SEMESTER	2	
PRE-REQUISITE	There is no pre-requisite but course delivery mode						
course delivery mode	Face-to-Face [√]	Practical Activity[√]	Work based Learning[√]	Seminars[√]	Independent Study	e-learning opportunities[√]	practicum[√]
Course description for significant learning	This course will be used to reinforce core nutrition concepts and explore the current and emerging nutrition issues faced by today's diverse communities. It will explore how culture affects individual's food choices and health. NTECF, NTS 2c, p13, 3a, 3c, 3g p14						
Course learning outcomes including indicators for each learning outcome SCK	Outcome By the end of the course, students will be able to (know to do) - outline the effect of food habit on the health of populations - describe dietary habits/patterns and cultural food preferences and their effect on health - identify social and economic determinants of health and their impact on food choices, nutritional status and health.				Indicators Cultural context indicator analysis Food security		
	Unit	TOPIC	SUB-TOPIC		Teaching and learning activities to achieve learning outcomes		
	One	Concepts and Principle of nutrition	Meaning of Food Relationship between Food and Culture		- Visits to local markets and traditional food establishments to sample ingredients, foods and learn from natives about their foods, eating patterns and eating habits.		
	Two	Introduction to Food and Culture	Different types of Food Culture				

	Three	Sustainable Food and Culture	Role of food in Culture	- Will combine readings, in-class discussions, guest presentation and market visits.
	Four	Evaluation of food systems at local and global levels	How food selected shapes the identity of individuals	- Students are expected to submit a reflective paper at the end of the course. - Students are expected to participate in all class excursions.
Course assessment components	Formative Evaluation: Professional Task; Community Based Activity, Presentation, test, Report - Reflection Weight: 40 to cover units 1 to three Summative Evaluation : Examination, Report, project report Weight : 60, to cover all the four units NTECF, NTS 3k, p14,			
Instructional resources				
Required text	Arsenault, J.E., Hijmans, R.J., Brown, K.H. (2015). Improving nutrition security through agriculture: an analytical framework based on national food balance sheets to estimate nutritional adequacy of food supplies. <i>Food Security</i> , 7, 693-707.			
Additional reading list	Batis C, Hernandez-Barrera L, Barquera S., Rivera J.A, Popkin BM. Food acculturation drives dietary differences among Mexican, Mexican Americans, and Non-Hispanic Whites. <i>J Nutr</i> . 2011; 0:1898-1906. PMID: 21880951 Dean W R, Sharkley JR, Johnson CM, St.John J. Cultural repertoires and food-related household technology with <i>colonia</i> households under conditions of material hardship. <i>International Journal of Equity in Health</i> . 2012; 11(25): 1-13. <a href="http://equityhealthj.com/content/11/1/25">http://equityhealthj.com/content/11/1/25</a> PMID 22587790 Estruch, R, Ros E, Salas-Salvado, J, et. al. Primary prevention of cardiovascular disease with a Mediterranean diet. <i>N Engl J Med</i> , 2013; Feb 25 (Epub ahead of print). Doi 10.1056/NEJMoa 1200303 PMID: 23432189 artin DH “Now we got lots to eat and they’re telling us not to eat it”:			

	<p>understanding changes to south-east Labrador Inuit relationships to food. <i>International Journal of Circumpolar Health</i>. 2011; 70(4): 384-395. PMID:2188465455.</p> <p>Lafiandra, D. Riccardi, G., &amp; Shewry, P.R. (2014). Improving cereal grain carbohydrates for diet and health. <i>Journal of Cereal Science</i>, 59, 312-326.</p>
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**CLOTHING MANAGEMENT**

<b>Course title</b>	<b>Clothing Management</b>						
<b>Course Code</b>	<b>EBS 352</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>	Introduction to clothing and textiles, Clothing Construction, Textile fibres and fabrics						
<b>Course Delivering Mode</b>	Face-to- face ■	Practical Activity ■	Work-Base Learning	Seminars ■	Independent Study ■	e-learning opportunities ■	Practicum ■
<b>Course Description for significant learning (indicate NTS, NTECF, BSC, GLE to be addressed)</b>	<p><b>COURSE DESCRIPTION</b></p> <p>The course is designed to expose students to the basics of designing and how to take proper care of clothes in the face of the environmental effects. Specifically, the course reviews the purpose of clothing use and the environmental factors responsible for clothing deterioration. The use of the elements and the principles of design in designing and selecting designs for various figure types are also considered. The course also delves into stains, soils and soiling and the general care and storage of clothes to prolong their lifespan.</p> <p>(NTECF, NTS 2b, 2c, 2f)</p>						
<b>Course Learning Outcome: including INDICATORS for each learning outcome</b>	<p>Outcomes: Student will be able to:</p> <p>CLO 1. demonstrate understanding of the application of the concept management and its application to clothing. (NTS 2b, 2c, 2f)</p> <p>CLO 2. demonstrate ability to interpret fashion to meet individual needs. (NTS 2b, 2c)</p> <p>CLO 3. demonstrate an understanding of the use of the principles and elements of design in designing for various figures and situations. (NTS 2b, 2c, 2f)</p> <p>CLO 4. demonstrate an understanding of how to plan a wardrobe for the individual and the family according to their needs. (NTS 2b, 2c, 2f)</p> <p>CLO 5. analyze how clothing performs during use (NTS 2b, 2c)</p> <p>CLO 6. demonstrate an understanding of the relationship between clothing care and length of use. (NTS 2b, 2c, 2f)</p>				<p>Indicators</p> <p>1.demonstrate understanding of the application of the concept management and its application to clothing.</p> <p>2. interpret fashion to meet individual needs.</p> <p>3. acquire understanding of the use of the principles and elements of design in designing for various figures and situations,</p> <p>4. plan wardrobe for the individual and the family according to their needs.</p> <p>5. analyze how clothing performs during use.</p> <p>6. show understand the relationship between clothing care and length of use.</p>		

	<p>CLO 7. demonstrate and understand of how clothing selection relates to activity and the environment and activity. (NTS 2b, 2c, 2f)</p> <p>CLO 8. show understanding of detergency and its application to soil removal. (NTS 2b, 2c, 2f)</p> <p>CLO 9. demonstrate knowledge of proper clothing storage. (NTS 2b, 2c, 2f)</p>			<p>7. relate clothing selection to environment and activity,</p> <p>8. show understanding of detergency and its application to soil removal,</p> <p>9. acquire knowledge of proper clothing storage.</p>
	<b>Unit:</b>	<b>Topics:</b>	<b>Sub-topics:</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	1	General introduction to clothing management	<ul style="list-style-type: none"> <li>- the concept of management</li> <li>- the relationship between clothing and management</li> </ul>	Through discussion lead student teachers to identify the come up with the concept of management and how this can be related to clothing management of textile fabrics in Ghana specifically and around the world.
	2	Social and psychological significance of clothing	<ul style="list-style-type: none"> <li>-what clothing is</li> <li>-reasons for wearing clothes</li> <li>theories of clothing use</li> </ul>	Through discussion lead student teachers to identify the reasons for using clothes, how clothes are grouped and the theories of clothing.
		Elements and Principles of design in clothing design and their application to different figure types.	<ul style="list-style-type: none"> <li>-The concept of designing</li> <li>-Elements of design</li> <li>-Principles of design</li> <li>-Figure types</li> <li>-Designing for different figure type</li> </ul>	Through discussion, lead student teachers to explain the concept of designing and elements and principles of design. Make a power point presentation. Discuss and explain the figure types and how the elements and principles of design can be used to design for different figure types.
	4	Clothing and its use environment/	<ul style="list-style-type: none"> <li>- the concept of the use environment of clothing</li> <li>Physical Elements of clothing deterioration.</li> </ul>	Make a power point presentation. Discuss and explain the structure, the physical chemical and biological environments of clothes during use and how these environments affect the clothes.

			<ul style="list-style-type: none"> <li>- Chemical Elements of clothing deterioration.</li> <li>- Biological Elements of clothing deterioration.</li> </ul>	
	5	Wardrobe Planning	<ul style="list-style-type: none"> <li>- What a wardrobe is.</li> <li>- Factors that affect wardrobe planning.</li> <li>- Planning for different age groups.</li> <li>- Care for items in a wardrobe.</li> </ul>	Through discussion lead student teachers to explain a wardrobe, and factors that affect wardrobe planning and how wardrobes can be planned for different people.
	6	Comfort in clothing in relation to design and fabric structure	<ul style="list-style-type: none"> <li>- Physical</li> <li>- Psychological</li> <li>- Social</li> </ul>	Through discussion lead student teachers to identify the concepts of physical social and psychological comfort in terms of clothing.
	7	Clothing care and maintenance.	<ul style="list-style-type: none"> <li>- Stains, soil and soiling</li> <li>- Soap, Detergents and Detergency</li> <li>- Care labels.</li> <li>- Ironing for use and storage</li> <li>- Clothing storage.</li> <li>- renovation and remodeling of clothing and textile articles</li> </ul>	Through discussion, lead student teachers to explain stains soils and soiling. Make a power point presentation. Discuss and explain the soaps and detergents and the general care of clothes.
	8	Environmental issues related to clothing maintenance and care.	<ul style="list-style-type: none"> <li>Effects of detergents</li> <li>Effects of clothing disposal</li> </ul>	Make a power point presentation. Discuss and explain the how detergents and disposal of clothes affect the environment

<p><b>Course Assessment Components (Educative assessment of, for and as Learning)</b></p>	<p><b>Formative assessment (Individual and group tasks)</b></p> <table border="0"> <tr> <td>Exercise</td> <td>(individual)</td> <td>20%</td> </tr> <tr> <td>Quiz</td> <td>(individual)</td> <td>10%</td> </tr> <tr> <td>Group Project</td> <td></td> <td>10%</td> </tr> </table> <p><b>Weighting: 40%</b> CLO 1-4</p> <p><b>Summative assessment: End of semester examination</b> <b>Weighting: 60%</b> CLO 1-8</p> <p>Students will be graded as follows: <b>A=80-100%; B+=75-79%; B =70-74%, C+ =65-69%, C= 60-64%, D+=55-59, D=50-54, E&lt; 50 (Fail)</b></p>	Exercise	(individual)	20%	Quiz	(individual)	10%	Group Project		10%
Exercise	(individual)	20%								
Quiz	(individual)	10%								
Group Project		10%								
<p><b>Instructional Resource</b></p>	<p>Textbook, Chart, Pictures, Projectors and Computers, Audio-visuals and animations from YouTube</p>									
<p><b>Required References</b></p>	<p>Bratton, E.C. (1971). <i>Home Management is</i>. Massachusetts: Ginn and Company</p> <p>Frings, G.S. (1982). <i>Fashion from concept to consumer</i>, New Jersey: Prentice Hall Inc.</p> <p>Sherwood R.F. (1996). <i>Homes Today and Tomorrow</i>. USA: Glencoe/McGraw Hill. pp 256-294</p> <p>Stamper, A. A., Sharp, S. H., &amp; Donnell, L. B. (1988). <i>Evaluating apparel quality</i>, USA: Fairchild Publications.</p> <p>Tate, S.L. (1984). <i>Inside Fashion Design</i>. (2<sup>nd</sup> ed), New York: Harper &amp; Row.</p>									

## **LANGUAGE STRUCTURE AND USAGE VI: ADVANCED FRENCH COMPOSITION (ORAL)**

### **CONTEXT**

French is studied as a Foreign Language in the multilingual context in Ghana. In this space, coexist about 70 local languages out of which 10 are studied and assessed in the school system. This sociolinguistic environment tends to limit the opportunities for learners of French to acquire and use the language in various communicative situations. Since the environment of learning deprives learners of the possibilities to practise the language they are taught, the classroom becomes the ideal place for various kinds of interactions to thrive. Surrounded by French speaking countries, learners in Ghana need to develop a high level of competence in French to enable them sustain interactions with Francophones for various purposes. This therefore becomes imperative for teacher trainees in French to acquire the linguistic, sociocultural and pedagogical competences in the study of the language for them to be able to perform effectively in their profession as teachers of French. In order to achieve this goal, teacher trainees should be taken through various aspects of the French language such as the structure and use, translation, linguistics, literature and teaching methodologies/approaches.

Over the years, the oral aspect in the teaching and learning of French has been relegated to the background while more emphasis is placed on the written aspect and all its forms of assessment. This situation has contributed immensely to the inability of learners of French in Ghana to speak the language. To address this deficiency, the French language structure and usage is designed to build in teacher trainees the requisite oral and written skills for effective communication in the personal, educational, social and professional domains of life.

Course Title	Language Structure and Usage VI: Advanced French Composition (Oral)						
Course Code	EBS 335	Course level: 300	Course Value: 1	Semester 2			
Pre-requisite	EBS 309 : Language Structure and Usage 5: Intermediate French Composition (Oral)						
Course Delivery Modes	Face-to-Face <sub>1</sub> √	Practical Activity <sub>2</sub> √	Work-Based learning <sub>3</sub> √	Seminars <sub>4</sub>	Independent Study <sub>5</sub> √	e-learning opportunities <sub>6</sub> √	Practicum <sub>7</sub> √
Course Description (Indicate NTS & NTECF to be addressed)	The course equips students with basic conversational skills in French. Emphasis is on the ability to express oneself and engage others in a discussion in French. The focus of this course is on spoken language, listening comprehension and the ability to interact with colleagues and francophones using French. (NTS 1abd, pg. 12 ; 2cf, pg.13 ; 3efkm, pg.14 ; NTECF, pg. 20, 23, 28, 39)						
Course Learning Outcomes	Outcomes			Indicators			
	At the end of the course, students are expected to:						
	1. spontaneously enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (NTS 2cf, pg.13, NTECF pg. 20, 23)			1.1 Identify topics of conversations from selected themes on everyday life situations (such as family, hobbies, work, travel and current events). 1.2 Discuss topics on selected themes of conversation on everyday life situations.			
	2. connect sentences in a simple way to describe experiences and events, dreams, hopes and ambitions (NTS 2cf, pg.13, NTECF pg. 20, 23)			1.1 Discuss various ways of connecting sentences to describe experiences and events of everyday life. 1.2 Discuss resource materials (audio, video, texts) illustrating chronological presentation of ideas.			

	3. briefly give reasons and explanations for opinions and future plans (NTS 2cf, pg.13, NTECF pg. 20, 23)		1.1 Discuss expressions and vocabulary on how to justify opinions presented. 1.2 Discuss various reasons for opinions identified in resource materials	
	4. narrate story of a book or film and give your impressions. (NTS 2cf, pg.13, NTECF pg. 20, 23)		1.1 Discuss expressions and vocabulary to give impressions on stories and films. 1.2 Discuss the chronological presentation of events in a story or a film.	
Course Content	Units	Topics	Sub-topics (if any)	Suggested Teaching/Learning Strategies
	1.	Thèmes de conversations sur la vie quotidienne	Thèmes : 1. Coût de vie 2. Conditions de logements 3. Droits des étudiants 4. Explications de décisions prises 5. Porter plainte 6. Mode vestimentaire 7. Fêtes (religieuses, traditionnelles, nationales) 8. Gastronomie 9. Sport 10. Santé 11. Famille 12. Etudes 13. Emploi 14. Vacances et tourisme 15. Loisirs	1. Discuss with students audio and video materials on selected themes of daily life. 2. Discuss with students various expressions and vocabulary used in conversation on selected themes. 3. Ask students to discuss in groups selected themes for conversation. 4. Design tasks and activities for students to converse spontaneously on selected themes of daily life. 5. Ask students to simulate situations as context for conversations on selected themes. 6. Ask students to assign themselves roles for conversation on various themes. 7. Ask students to determine appropriate speech acts in French for conversation on selected themes.

			<ul style="list-style-type: none"> <li>16. Problèmes de la jeunesse</li> <li>17. La drogue</li> <li>18. Avis sur l'homosexualité</li> <li>19. Pluralisme de religions, etc.</li> <li>20. Pollution</li> </ul>	
	2.	Thèmes de débat et d'argumentation	<ul style="list-style-type: none"> <li>1. Polygamie</li> <li>2. Mariage forcé</li> <li>3. Tâches ménagères</li> <li>4. Politique éducative et linguistique</li> <li>5. Emploi des femmes</li> <li>6. Participation des femmes à la vie politique</li> <li>7. La vie à la campagne vs vie en ville</li> <li>8. Exploitation des ressources minières par les étrangers</li> <li>9. L'orientation pédagogique</li> <li>10. Les professions, etc.</li> <li>11. La technologie et la vie sociale (avantages et inconvénients)</li> <li>12. La tradition vs la modernité, etc.</li> </ul>	<ul style="list-style-type: none"> <li>1. Discuss with students texts, audio and video materials on various themes.</li> <li>2. Discuss with students various expressions and vocabulary used in support documents on selected themes.</li> <li>3. Ask students to identify various pieces of information from support documents on selected themes.</li> <li>4. Ask students to express their opinions on various pieces of information from support documents on selected themes.</li> <li>5. Ask students to determine in groups various expressions in favour of or against opinions expressed in support documents on selected themes.</li> <li>6. Ask students to explain in groups reasons for supporting or rejecting opinions expressed in support documents on selected themes.</li> </ul>

Course Assessment	<p><b>Component 1:</b> Class assignments, Tests, Homework</p> <p><b>Summary of Assessment Method:</b> Student teachers will listen to audio materials and answer questions on selected themes of everyday life. Trainees will also engage in spontaneous conversations on topics from selected themes of daily life.</p> <p>Weighting: 10%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 1</p>
	<p><b>Component 2:</b> Interim Assessment. Project works, Quizzes</p> <p>Summary of Assessment Method: Student teachers will undertake debates on selected themes of daily life. They will also answer orally comprehension questions on texts read.</p> <p>Weighting: 10%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 2</p>
	<p><b>Component 3:</b> End of Semester Examinations</p> <p>Summary of Assessment Method: Student teachers will take an oral examination consisting of:</p> <ul style="list-style-type: none"> <li>- guided interviews to provide background information about themselves</li> <li>- reading texts of about 200 words to seek various information on which they will express their opinions in the form an exposé of 3 minutes.</li> <li>- simulated conversations of about 4 minutes with examiners on any of the selected themes.</li> </ul> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 1 to 2</p>
Instructional Resources	<p>The use of audio and video recordings, photocopies of teaching manuals, projectors, computers, loud speakers, Internet connectivity and specific websites.</p>
Reading List (core)	<p>Augé, H., Pujols, C., Martin, L. &amp; Marlhens, C. (2004). <i>Tout va bien 1</i>. Paris : Clé International.</p> <p>Capelle, G. &amp; Menand, R. (2003). <i>Taxi ! Méthode de français 1</i>. Paris : Hachette.</p> <p>Chein, S., Mimran, R., Poisson-Quinton, S. &amp; Siréjols, E. (2012). <i>Zénith. Méthode de français</i>. Paris : Clé International.</p> <p>Delcos, J. (2000). <i>Guide de conversation</i>. Paris : Didier.</p> <p>Durantou, L. &amp; Rodier, C. (2001). <i>Document oraux</i>. Paris : Clé International.</p> <p>Girardet, J. &amp; Pêcheur, J. (2001). <i>Campus I</i>. Paris : Clé International.</p> <p>Hugot, C., Kizirian, Waendendries, M., Berthet, A. &amp; Dailli, E. (2012). <i>Alter ego+</i>. Paris: Hachette.</p> <p>Lamoureux, J. (2001). <i>Pratique de la communication téléphone en français</i>. Grenoble : PUG.</p>

	<p>Martinie, B. &amp; Wachs, S. (2007). <i>Phonétique en dialogues</i>. Paris : Clé International.</p> <p>Poisson-Quinton, S., Mahéo-Le Coadic, M. &amp; Vergne-Sirieys, A. (2005). <i>Festival 1</i>. Paris: Clé International.</p> <p>Siréjols, E. (2007). <i>Vocabulaire en dialogues</i>. Paris : Clé International.</p>
Additional Reading List	<p>Le journal des enfants <a href="https://www.lalsace.fr/jde">https://www.lalsace.fr/jde</a></p> <p>Français facile <a href="http://www.francaisfacile.com/">http://www.francaisfacile.com/</a></p> <p>Français interactif <a href="http://www.laits.utexas.edu/fi/home">http://www.laits.utexas.edu/fi/home</a></p> <p>Ma France <a href="http://www.bbc.co.uk/languages/french/mafrance/flash/#">http://www.bbc.co.uk/languages/french/mafrance/flash/#</a></p> <p>Le point du FLE <a href="http://www.lepointdufle.net/">http://www.lepointdufle.net/</a></p> <p>C'est parti <a href="http://cestparti.org/16/1_French_Level_One.html#Chapitre=186">http://cestparti.org/16/1_French_Level_One.html#Chapitre=186</a></p> <p>French steps <a href="http://www.bbc.co.uk/languages/french/lj/menu.shtml">http://www.bbc.co.uk/languages/french/lj/menu.shtml</a></p> <p>Tapis Volant1 <a href="http://www.tapis.com.au/studentbook1/">http://www.tapis.com.au/studentbook1/</a></p> <p>The French Tutorials <a href="http://www.frenchtutorial.com/standard/timedate/time.php">http://www.frenchtutorial.com/standard/timedate/time.php</a></p> <p>Literacy Center <a href="http://www.literacycenter.net/numbers_fr/clock_h_fr.php">http://www.literacycenter.net/numbers_fr/clock_h_fr.php</a></p> <p>MODDOU FLE <a href="http://www.estudiodefrees.com/">http://www.estudiodefrees.com/</a></p>

**LANGUAGE STRUCTURE AND USAGE VI: ADVANCED FRENCH COMPOSITION (WRITTEN)**

Course Title	Language Structure and Usage VI: Advanced French Composition (Written)						
Course Code	EBS 335	Course Level: 300	Course Value: 2	Semester 2			
Pre-requisite	EBS 309 : Language Structure and Usage 5: Intermediate French Composition						
Course Delivery Modes	Face-to-Face <sub>1</sub> √	Practical Activity <sub>2</sub> √	Work-Based learning <sub>3</sub> √	Seminars <sub>4</sub>	Independent Study <sub>5</sub> √	e-learning opportunities <sub>6</sub> √	Practicum <sub>7</sub>
Course Description (Indicate NTS & NTECF to be addressed)	This course develops competence of students in the writing of persuasive essays. Procedures used in paragraph cohesion and coherence as well as the structure and use of specific types of discourse related to persuasive text types are taught. Particular attention is given to the correct use of words and expressions relevant to the topics treated. (NTS 1abd, pg. 12 ; 2cf, pg.13 ; 3efkm, pg.14 ; NTECF, pg. 20, 23, 28, 39)						
Course Learning Outcomes	Outcomes			Indicators			
	At the end of the course, students are expected to:						
	1. demonstrate mastery of techniques of good writing (NTS 2cf, pg.13, NTECF pg. 20, 23)			1.1 Discuss various techniques of writing persuasive essays. 1.2 Discuss expressions and vocabulary required for writing persuasive essays.			
2. demonstrate skills for handling complex sentence structures in writing essays in French (NTS 2cf, pg.13, NTECF pg. 20, 23)			1.1 Discuss various structures of complex sentences in French. 1.2 Discuss the use of various connectives in writing complex sentences in French.				

	1. organize ideas in a well-structured manner in writing to persuade the reader (NTS 2cf, pg.13, NTECF pg. 20, 23)		1.1 Discuss various techniques of organizing ideas in writing in French. 1.2 Discuss expressions and vocabulary for coherence and cohesion in writing in French.	
Course Content	Units	Topics	Sub-topics (if any)	Suggested Teaching/Learning Strategies
	1.	Penser le sujet	Délimiter le sujet	<ol style="list-style-type: none"> <li>1. Discuss with students demands of an essay topic.</li> <li>2. Discuss with students the scope of essay topic.</li> <li>3. Illustrate with concrete examples to students how to delimit essay topics.</li> <li>4. Provide students with essay topics to delimit.</li> </ol>
	2.	Formuler des idées pertinentes sur le sujet	<ol style="list-style-type: none"> <li>1. Elaborer un plan de rédaction : <ol style="list-style-type: none"> <li>i. Plan formel</li> <li>ii. Plan informel</li> <li>iii. Plan analytique</li> <li>iv. Plan dialectique</li> <li>v. Plan informatif</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with students the concept of outline or plan of essay.</li> <li>2. Discuss with students various types of plan of essay.</li> <li>3. Discuss with students how to elaborate each type of plan in essay writing.</li> <li>4. Illustrate with examples to students various types of plan in essay writing.</li> <li>5. Provide students with topics from which they develop plans for essays.</li> </ol>
	3.	Définir la thèse/l'idée maîtresse et d'autres propositions	<ol style="list-style-type: none"> <li>1. Propositions principales</li> <li>2. Propositions subordonnées</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with students the concept of complex sentence.</li> <li>2. Discuss with students various features of a complex sentence.</li> <li>3. Discuss with examples to students various types of complex sentences in French.</li> <li>4. Discuss with students various connectives for writing complex sentences.</li> <li>5. Provide students with examples of complex sentences to analyze.</li> </ol>

				6. Provide students with various connectives to compose their own complex sentences in French.
	4.	Rédiger le sujet	<ol style="list-style-type: none"> <li>1. Rédiger l'introduction</li> <li>2. Rédiger le corps</li> <li>3. Rédiger la conclusion</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with students various parts of essays.</li> <li>2. Illustrate with examples from texts to students various parts of essays.</li> <li>3. Ask students to write essays on given topics clearly demarcating the various parts.</li> </ol>
	5.	Mise au point de la rédaction		<ol style="list-style-type: none"> <li>1. Provide students with topics to write complete argumentative essays showing clearly the various parts.</li> </ol>
Course Assessment	<p><b>Component 1:</b> Class assignments, Tests, Homework</p> <p><b>Summary of Assessment Method:</b> Student teachers will take a written quiz consisting of varied forms of items such as Multiple Choice, Fill-in-the-gaps, Open and closed-ended questions on writing complex sentence structures in French.</p> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 3</p>			
	<p><b>Component 2:</b> Interim Assessment. Project works, Quizzes</p> <p>Summary of Assessment Method: Student teachers will be made to write argumentative essays on selected topics. They will also be given topics to develop plans/outlines for essay writing in French.</p> <p>Weighting: 20%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 1 to 5.</p>			
	<p><b>Component 3:</b> End of Semester Examinations</p> <p>Summary of Assessment Method: Student teacher will take a written examination consisting of:</p> <ul style="list-style-type: none"> <li>- grammatical aspects (complex sentence structures)</li> <li>- writing argumentative essays on proposed topics.</li> </ul> <p>Weighting: 40%</p> <p>Assesses Learning Outcomes: Course Learning Outcome 1 to 5.</p>			
Instructional Resources	The use of photocopies of teaching manuals, various texts, projectors, computers, Internet connectivity and specific websites.			

<p>Reading List (core)</p>	<p>Andreani, G. (1995). <i>La pratique de la correspondance</i>. Paris : France Loisirs.  Ashraf, M. &amp; Miannay, D. (1983). <i>Dictionnaire des expressions idiomatiques</i>. Paris : Bordas.  Bérard, E. &amp; Lavenne, C. (1991). <i>Grammaire utile du Français</i>. Paris : Didier.  Berger, D. &amp; Spicacci, N. (1999). <i>Accord, méthode de français</i> (C.D. Audio).  Bescherelle 3 (1984). <i>La Grammaire pour tous</i>. Paris : Hatier, Biblique Universelle.  Charaudeau, P. (1992). <i>Grammaire du sens et de l'expression</i>. Paris : Hachette.  Dubois, J. &amp; Lagane, R. (1984). <i>La Nouvelle grammaire du français</i>. Paris : Larousse, Erudition, Coll. Traductologie, I.  Kuupole, D.D. (1993). <i>Aspects of French Grammar</i>. Besançon: Couleur Locale.  Sabin, W.A. (1999). <i>The Gregg Reference Manuel</i>. New York: Glencoe/ McGraw-Hill.  Troyka, L. Q. (1999). <i>Simon &amp; Schuster Workbook for Writers</i>. Prentice-Hall Inc.  Vigner, G. (1979). <i>Ecrire et convaincre</i>. Paris : Hachette.</p>
<p>Additional Reading List</p>	

## ISLAMIC STUDIES

### CONTEXT

Ghana is a pluralistic nation that allows people with different worldviews to co-exist and contribute towards nation building. There are many religions that are practiced in Ghana. However, the three major ones are Christianity, Islam and African Traditional Religion. The introduction of African Traditional Religion in the basic schools will promote religious tolerance among people. This will help to erase certain misconceptions that non-practitioners of Islam will have about that religion, so as to create social harmony.

<b>Course Title</b>	<b>Islamic Studies</b>						
<b>Course Code</b>	EBS 340	<b>Course Level:</b>	300	<b>Credit Value:</b>	2	<b>Semester</b>	2
<b>Pre-requisite</b>	Student-teachers must be exposed to the three major religions in Ghana, namely: Christianity, Islam and African Traditional Religion through practice or study of Religions.						
<b>Course Delivery Modes</b>	<b>Face -to - face</b>	<b>Practical Activity</b> [x]	<b>Work-Based Learning</b>	<b>Seminars</b>	<b>Independent Study</b> [x]	<b>e-learning opportunities</b> [x]	<b>Practicum</b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	The course is designed to equip students with the content knowledge and pedagogic skills required for effective teaching of Islamic Religious Studies. It will also help student-teachers to develop moral competencies required for their professional practice in the various communities. The cultural, historical and social backgrounds of the Islamic topics and how they impact on the spiritual and moral development of young people would be explored. Student-teachers will be assessed based on project work, assignments, quizzes, oral presentations and end of semester examinations <b>(NTS 2b, 2c)</b>						
<b>Course Learning Outcomes : including INDICATORS for each learning outcome</b>	<b>Outcomes</b> 1. demonstrate knowledge and understanding of key concepts or topics in Islamic Religious Studies, in order to teach them effectively. <b>NTS 2b, 2c</b> 2. examine the cultural, historical and social background of the specified topics. <b>NTS 2b</b> 3. explain the main religious and moral lessons to be learned from the teaching of these topics. <b>NTS 2c</b>				<b>Performance Indicators</b> 1.1 Explain key Islamic concepts		

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and learning activities to achieve learning outcomes
	1	<b>Pre-Islamic Arabia (the Jahilliyah Period)</b>	Religious Life of the Arabs Social Life of the Arabs Economic Life of the Arabs Political Life of the Arabs	<p><b>Tutorials:</b> Tutor leads student-teachers in tutorials to explain key Islamic concepts.</p> <p><b>Films and Documentary:</b> Tutor shows films and documentaries about the religious and social life of the Arabs, to be followed by a discussion.</p> <p><b>Group Discussion:</b> Tutor puts learners in groups to discuss the religious, social, economic and political life of the Arabs.</p>
	2	<b>The Life of the Holy Prophet Muhammed (SAW) from Birth to Hijrah</b>	Birth, Parentage and Youth The Call of the Holy Prophet Muhammed (SAW) and His Message The Hijrah	<p><b>Group Discussion:</b> Tutor puts student-teachers into groups to discuss the birth, parentage, youth and the call of the Holy Prophet Muhammed (SAW).</p>
	3	<b>rious Quran</b>	Origin and Preservation of the Holy Quran Compilation of the Holy Quran Standardization of the Holy Quran Difference between Meccan and Medinite Surah	<p><b>Tutorials:</b> Tutor leads student-teachers in tutorials to explain key Islamic concepts like “Meccan Surah” and “Medinite Surah”.</p>
	4	<b>The Hadith</b>	Hadith, Sunnah and their importance Parts of Hadith: Classification and Authenticity Collection and Compilation of the Hadith	<p><b>Tutorials:</b> Tutor leads student-teachers in tutorials to explain the key Islamic concepts Hadith and Sunnah.</p>

			Moral Lessons from Quran and Hadith	
	5	<b>Islamic Law (Shariah)</b>	Meaning of the Shariah Sources of Shariah Importance of the Shariah	<b>Group Discussion:</b> Tutor puts learners in groups to discuss the meaning, sources and importance of the Shariah.
	6	<b>The Pillars of Islam</b>	Khalimatush Shahadah Zakat Salat Sawm Hajj	<b>Group Discussion:</b> Tutor puts student-teachers in groups to discuss the pillars of Islam.  <b>Films and Documentary:</b> Tutor shows films and documentaries about the pilgrimage to Mecca, to be followed by a class discussion.
	7	<b>Articles of Faith</b>	Belief in Oneness of Allah Belief in His Angels Belief in His Revealed Books Belief in His Prophets / Messengers Belief in the Last Day Belief in Destiny	<b>Group Discussion:</b> Tutor puts student-teachers in groups to discuss the articles of faith.
	8	<b>The Caliphs</b>	The Meaning of "Caliph" The Need for Caliphs The Four Rightly-Guided Caliphs Abu Bakr (632-642 C.E.) Umar (634-644 C.E.) Uthman (644-656 C.E.) Ali (656-661 C.E.)	<b>Group Presentations:</b> Tutor puts student-teachers into four groups and asks each group to give a presentation on the caliphs. This will be followed by a whole class discussion.
	9	<b>Marriage and Divorce in Islam</b>	<b>Marriage and Divorce in Islam</b> Meaning of Marriage (Nikkah) Rights and Responsibilities of Husband and Wife Meaning of Divorce	<b>Tutorials:</b> Tutor leads student-teachers in tutorials to explain the key Islamic concepts associated with marriage and divorce.

			Types of Divorce in Islam Custody of Children after Divorce	
	10	<b>Religious Festivals in Islam</b>	Eid ul Fetir Eid ul Adhar Bilabi Nabi	<b>Group Presentations:</b> Tutor puts student-teachers into groups and asks each group to give a presentation on Islamic festivals. This will be followed by a whole class discussion.
<b>Course Assessment Components: (Educative assessment of, for and as learning)</b>	<p><b>Component 1:</b> Formative Assessment (Individual and Group Presentation) Summary of Assessment Method: Individual and Group Presentations to assess student-teachers' Subject and Curriculum Knowledge (SCK) Weighting: 30% Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6</p> <p><b>Component 2:</b> Formative Assessment (Quizzes and Assignments) Summary of Assessment Method: Quizzes and Assignments to assess student-teachers' Pedagogical Knowledge (PK) Weighting: 30% Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6</p> <p><b>Component 3:</b> Summative Assessment (End of Semester Examination) Summary of Assessment Method: End of Semester Examination is conducted to assess student-teachers' learning outcomes in the development of critical thinking and creativity skills. Assessment will be based on student-teachers' Subject and Curriculum Knowledge (SCK), Pedagogical Knowledge (PK) and Professional Practice (PP). Weighting: 40% Assesses Learning Outcomes: CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6</p>			
<b>Instructional Resources</b>	<ul style="list-style-type: none"> <li>• Textbooks on Islamic Education</li> <li>• Journal articles on Islamic Education</li> <li>• Resource Persons</li> <li>• Audio-visual materials</li> <li>• Religious sites</li> <li>• Religious objects, eg, Taksbir,</li> </ul>			

	<ul style="list-style-type: none"> <li>• Sacred Scriptures, eg. Holy Quran, Sunnah</li> </ul>
<b>Required Text (core)</b>	<p>Addae, P. (2001). <i>The History of Islamic education in Ghana</i>. Unpublished Masters' Thesis, School of Oriental and African Studies (SOAS), University of London.</p> <p>Asare-Danso, S. (2017). Effects of government educational policies on Islamic education in Ghana: A historical study. <i>The International Journal of Humanities and Social Studies</i>,5(9), 72-76.</p> <p>Awuah, G. &amp; Owusu, A. (2006). <i>Study of content and methodology in Religious and Moral Education</i>. Kumasi: UGC Publishing House.</p> <p>Farid, M. G. (2002). <i>The Holy Quran</i>. London: Islamic International Publications Limited.</p> <p>Iddrissu, A. (2002). Between Islamic and western secular education in Ghana: A progressive integration approach. <i>Journal of Muslim Minority Affairs</i>, 22(2), 335-350.</p> <p>Sey, M. (2002). <i>The Age of piety: The first half century of Islam (610-661)</i>. Accra: Islamic Book Development and Translation Council</p>
<b>Additional Reading List</b>	<p>Asare-Danso, S. (2012). <i>Basel mission education in the Gold Coast / Ghana (1950-2007): Effects of education acts on missionary education</i>. Saarbrücken: Lambert Academic Publishing GmbH &amp; Co. KG.</p> <p>Owusu Ansah, D. (2002). <i>History of Islamic education in Ghana: An overview</i>. USA: James Madison University.</p> <p>Owusu Ansah, D. Iddrusu, A. &amp; Sey, M. (2012). <i>Islamic learning, the state and the challenges of education in Ghana</i>. Trenton, N.J. : Africa World Press.</p> <p>Owusu, O. (2012). <i>Islam in Southern Ghana</i>. Germany: Lap Lambert Publishers.</p>

## GENDER AND DEVELOPMENT IN AFRICA

### CONTEXT

This programme is developed to train teachers who could teach students to appreciate and solve the emerging environmental and social issues that negatively affect our communities. These issues are grounded within the social, economic and political spheres. Many of these issues are as a result of certain misconception and attitudes that negatively affect our communities. This programme is, therefore, design to equip teacher-trainees with the appropriate knowledge, skills and values to enable them to assist learners to live well as responsible citizens who have adequate knowledge on the social, economic and political issues in Ghana.

<b>Course Title</b>	<b>Gender and Development in Africa</b>						
<b>Course Code</b>	<b>EBS 310</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>	<b>Successful completion of the social structure of Ghana</b>						
<b>Course Delivery Modes</b>	<b>Face -to -face <sup>1</sup></b> X	<b>Practical Activity <sup>2</sup></b>	<b>Work-Based Learning <sup>3</sup></b>	<b>Seminars</b>  X	<b>Independent Study <sup>5</sup></b>  X	<b>e-learning opportunities <sup>6</sup></b>	<b>Practicum <sup>7</sup></b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	This course focuses on the interaction between individuals, groups and organizations in modern society. The course covers social differentiation and identity formation in working groups and peer groups. Social psychological mechanisms that constitute self-images on the basis of gender, class and ethnicity and identity are treated. The course also provides knowledge on how gender influence development in the context of the Ghanaian society. Thus, there will be a discussion a third feminist approach to development – gender and development. In relation to a focus on men and gender identities we will discuss the ways in which gender and development approach can take into consideration varied constructions of femininities and masculinities (NTECF; NTS 1a, 1c 1d, 1e, 1f, and 1g, p12; 2a, 2c, 2f, p 13; 3f, p14; and Cross-Cutting (equity and inclusivity)						
<b>Course Learning Outcomes <sup>8</sup>: including INDICATORS for</b>	<b>Outcomes:</b> By the end of the course, the student should be able to:			<b>Indicators:</b>			
	1. Distinguish between gender and sex (NTS 1a, 1c 1d, 1e, 1f, and 1g, p12; 2a, 2c, 2f, p 13; 3f, p14)			1. Explain the difference between gender and sex			
	2. Appreciate the formation of social and peer groups (NTS 1a, 1c 1d, 1e, 1f, and 1g, p12; 2a, 2c, 2f, p 13; 3f, p14)			2. Explain the formation of social and peer groups			

<b>each learning outcome</b>	3. Examine the evolution of concepts of gender, development, and globalization and their underlying assumptions. (NTS 1a, 1c 1d, 1e, 1f, and 1g, p12; 2a, 2c, 2f, p 13; 3f, p14)			3. Discuss self-identity, ways of improving ones' abilities 4. Explain the etiology of the various approaches to women and men issues
	4. Examine the influence of gender on development (NTS 1a, 1c 1d, 1e, 1f, and 1g, p12; 2a, 2c, 2f, p 13; 3f, p14)			5. Examine gender in biological and socio-economic realms
<b>Course Content</b>	<b>Units</b>	<b>Topics:</b>	<b>Sub-topics (if any):</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	1.	Meaning of gender and sex	1. Some gender misconceptions in the society 2. Gender equity and equality 3. Ways of promoting gender equality	1. Teacher leads a whole class discussion to enable teacher-trainees explain the meaning of gender and sex 2. Use small-grouping to enable teacher-trainees discuss gender equity and quality 3. Teacher guides teacher-trainees to elicit ways of promoting gender equality
	2.	Formation of social and peer groups	1. Meaning of peer group 2. How social and per groups are formed 3. Importance of belonging to a peer group	1. Use a panel discussion to explain peer group and it is formed 2. Teacher leads a whole class discussion to enable teacher-trainees to explain the importance of peer group
	3.	The Nature/Nurture Debate and Gender Inequality		Use panel discussions to discuss the nature/nurture debate of gender inequality
	4.	Women and development		Guide teacher-trainees to discuss feminist critique of development – Women and Development. Taking the clothing industry, trade, farming as examples, discuss the effects of liberal economic approaches to development on women.

	5.	Gender in biological and socio-economic realms	Roles of men versus women at the following levels: family, economic, political, religious	Use role play to enable teacher-trainees explain the various roles of men and women within the social structure. E.g., family, religious, community etc.
	6.	Gender and development		Use film documents involving men who are negotiating changes towards gender equity in their intimate relations with women and children. Allow teacher-trainees to examine masculinity and men 's changing dynamics around masculine and feminine identity. Invites them to think about the social and psychological processes that contribute to inequality in power relations between men and women
<b>Course Assessment Components<sup>9</sup>: (Educative assessment of, for and as learning)</b>	<b>Component 1:</b> Formative assessment Summary of Assessment Method: Projects and assignment Weighting: 30% Core values (honesty, respect for one another, critical thinking and problem solving) Assesses Learning Outcomes: CLO 1 and 2			
<b>Component 2</b>	<b>Component 2:</b> Formative assessment Summary of Assessment Method: Quiz Weighting: 10% Core values (honesty, respect for one another, critical thinking and problem solving) Assesses Learning Outcomes: CLO 3			
<b>Component 3</b>	<b>Component 3:</b> Summative assessment Summary of Assessment Method: End of semester examination Weighting: 60% Assesses Learning Outcomes: CLO 1, 2, 3 and 4.			

Instructional Resources	Textbook, video clips, TV set, internet facilities etc.
Required Text (core)	Connell, R.W. (2001). <i>Masculinities and globalization</i> . Massachusetts: Allyn and Bacon
Additional Reading List <sup>10</sup>	<p>Cockburn, C. (2010). Gender relations as causal in militarization and war. <i>International Feminist Journal of Politics</i>, 12(2), 139 – 157</p> <p>Cockburn, C. (2013). War and security, women and gender: An overview of the issues. <i>Gender &amp; development</i>, 21(3), 433-452</p> <p>Gill, R. (2007). <i>Gender and the media</i>. Cambridge: Aronson</p>

**GHANAIAN LANGUAGE & CULTURE: SYNTAX**

<b>Course Title</b>	<b>Ghanaian Language and Culture: Syntax</b>						
<b>Course Code</b>	<b>EBS 376</b>	<b>Course Level 300</b>		<b>Credit value: 3</b>		<b>Semester: 2</b>	
<b>Pre-requisite</b>	<b>N/A</b>						
<b>Course Delivery Modes</b>	<b>Face-to-face</b>	<b>Practical Activity</b>	<b>Work-based learning</b>	<b>Seminars</b>	<b>Independent Study</b>	<b>e-learning opportunities</b>	<b>Practicum</b>
	√	√	√	√	√	√	
<b>Course Description</b>	This course is a continuation of EBS 120, and it will cover the study of the grammatical units in the Ghanaian Language such as the lexical categories, the phrase, the clause, and sentences. It examines the structures and functions of these units. The course is designed to meet the following NTS, NTECF, BSC, GLE expectations and requirements: (NTS 1a, b: 12), (NTS 2c: 13), (NTS 2e: 13), (NTS 2f: 13), (NTS 3e: 14), (NTS 3j: 14), (NTECF 3: 29), and (NTECF 3: 25).						
<b>Course learning outcome including INDICATORS for each learning</b>	On successful completion of the course, the student teacher will be able to:						
	<b>Outcomes</b>			<b>Indicators</b>			
	<p><b>CLO1</b> Identify and distinguish between the major and minor word classes. (NTS 2c:13), (NTS 2e: 13), (NTS 3e:14), (NTCF 6:20)</p> <p><b>CLO2</b> Identify phrases and the types of phrases. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c:14), (NTECF 3:20)</p> <p><b>CLO3</b> Identify the various clauses and sentence types (NTS 3j:14), NTS 1d:12), NTS 2d:13), NTS 3e:14), (NTCF 3:29)</p>			<ul style="list-style-type: none"> <li>• Explain the differences between the major and minor word classes.</li> <li>• Discuss the structure of a phrase and the various phrasal categories.</li> <li>• Class brainstorm on the various clauses and sentence types.</li> </ul>			

	<b>CLO4</b> Identify the various grammatical relations (NTS 2b:13), (NTS 2f:13), (NTECF 3:32)		<ul style="list-style-type: none"> <li>• Discuss with students the various grammatical relations.</li> </ul>	
<b>Course content</b>	<b>Units:</b>	<b>Topics:</b>	<b>Sub-topics:</b>	<b>Suggested Teaching Learning Activities</b>
		Syntax	<ol style="list-style-type: none"> <li>1. Word classes <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adverbs etc...</li> </ul> </li> <li>2. Phrases: the structure, types and functions <ul style="list-style-type: none"> <li>• Nominals</li> <li>• Adjectival</li> <li>• Adverbial etc...</li> <li>• Prepositional phrase</li> <li>• Post positional phrase</li> </ul> </li> <li>3. Clauses <ul style="list-style-type: none"> <li>• Independent (types and functions)</li> <li>• Dependent (types and functions)</li> </ul> </li> <li>4. Sentences <ul style="list-style-type: none"> <li>• simple</li> <li>• complex</li> <li>• compound</li> <li>• complex-compound</li> <li>• compound-complex</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Student teachers reflect on their previous knowledge on lexical categories</li> <li>2. Discuss the word classes/lexical categories into details with class.</li> <li>3. Use discussion to explain the various categories of the lexical items.</li> <li>4. Individual/group presentations of assigned task on the lexical categories</li> <li>5. Class discussion on types of Phrases</li> <li>6. Class brainstorming on types and functions of sentences</li> </ol> <p>Discuss the various grammatical relations and the types of verbs based on their valence.</p>

			<ul style="list-style-type: none"> <li>• serialization</li> </ul> <p>5. Grammatical relations</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Object</li> <li>• Double object (direct and indirect objects)</li> </ul>	
Course Assessment Component	<p><b>Component 1:</b> Formative Assessment (Quizzes)</p> <p>Summary of Assessment Method</p> <p>Quizzes: Class assessment would be based on quizzes. There would be two quizzes for the semester. Weighting 20%.</p> <p>Assesses learning outcome: CLO 1</p>			
	<p><b>Component 2:</b> Formative Assessment (Individual assignments and group presentations)</p> <p>Summary of Assessment Method</p> <p>Class Participation: Students must attend all lectures and must be punctual too. They are supposed to participate actively in class discussions and assignments. Assessment will be based on class presentations and assignments. Weighting 20%</p> <p>Total 40%</p> <p>Assess learning outcomes: CLO 1 and 2</p>			
	<p><b>Component 3:</b> Summative assessment (End of Semester Examinations)</p> <p>Summary of Assessment methods: An end of semester that encapsulates course learning outcomes (CLOs) 1 – 4, and make use a combination of the formative assessment methods in component one and two.</p> <p>Demonstration: problem solving, critical thinking and feedback.</p> <p>Weighting 60%</p> <p>Assesses learning outcomes: CLO 1,2,3 and 4</p>			
Instructional Resources	<ol style="list-style-type: none"> <li>1. Internet resources</li> <li>2. Laptops</li> <li>3. Books</li> </ol>			

Required Text ( Core)	<p>Ameka F. K.&amp; Dakubu, M.E.K. (2008). <i>Aspect and Modality in Kwa</i>, John Benjamins Publishing Co.</p> <p>Givon, T. (2001). <i>Syntax. Volumes 1&amp;2</i>, Amsterdam: Benjamins.</p> <p>Rijkhoff, J. (2002) <i>The Noun Phrase</i>, Oxford: Oxford University Press.</p> <p>Sobin, N. (2011). <i>Syntactic Analysis: The Basics</i>. West Sussex: Wiley Blackwell</p> <p>Thakur, D. (1997). <i>Linguistic Simplified. (Syntax)</i>. Bharati Bhawan Publication &amp; Distribution. New Delhi</p>
Additional Reading List	<p>Agyekum, K. (2010) <i>Akan Kasa Nhyehyeee</i>. Accra: Dwumfour. Ghana Ltd</p> <p>Andoh-Kumi, K. (1995). <i>Basic Akan Grammar</i>, Accra: Typed Co Ltd</p> <p>Boadi, L. A. (2002). <i>Tense, Aspect and Mood in Akan</i>. In F. K. Ameka amd E.M.K Dakubu (Eds) 9-68</p> <p>Boadi, L.A. (2006). <i>The Participle in Akan. Studies in Languages of the Volta Basin</i>. Dakubu, Akanlig-Pare, Osam &amp; Saah (eds) 4, 36-51</p> <p>Bodomo, A.B. (2000). <i>Dagaare</i>. Muenchem: Lincom Europa.</p> <p>Nyomi, C.K. (1977). <i>The Study of Ewe Word Structure and Usage for Beginners</i>. Cape Coast: University of Cape Coast</p>

**ENGLISH IN MULTILINGUAL CONTEXTS**

<b>Course Title</b>	English in Multilingual Contexts						
<b>Course Code</b>	EBS 331	<b>Course Level:</b>	300	<b>Credit Value:</b>	3	semester	2
<b>Pre-requisite</b>	Students are familiar with language in different situations						
<b>Course Delivery Modes</b>	Face -to – face X	Practical Activity <sup>2</sup>	Work-Based Learning <sup>3</sup>	Seminars X	Independent Study X	e-learning opportunities X	Practicum <sup>7</sup>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	<p>This course introduces students to the spread, functions and dynamic status of English across cultures and languages, and how these have facilitated the conceptualisation of varieties of English typically referred to as the ‘New Englishes’. We will look at both structural and sociolinguistic aspects of the new Englishes under such features as phonology, lexis, syntax and discourse/pragmatics, discussing these mainly in Ghanaian English but also making some references to other new Englishes. In our analysis of these features, we will also see how corpora – i.e. the International Corpus of English (ICE) corpora – have been (and can be) useful for studies of these varieties of English. We will end the course by examining and reflecting on the trends of English in these multilingual and multicultural contexts and their implications for language teaching. The mode of delivery for this course will be discussions, group work, field study, audio-visual presentations and individual work. The course will be assessed through quizzes, group assignments, report writing and examinations. This course is in line with both NTS and NTECF requirements, particularly, NTS 1b, p12; 2b, 2c, p 13 NTECF bullets 10 and 12.</p>						
<b>Course Learning Outcomes <sup>8</sup>: including INDICATORS for each learning outcome</b>	<p>Outcomes Students will, at the end of the course, be able to:</p> <ol style="list-style-type: none"> <li>better appreciate and explain the spread of English and the emergence of regional varieties (NTS 1b, 2b and 2c)</li> <li>understand the ideologies that underpin discussions of non-native varieties of English or the New Englishes (NTS 2b and 2c)</li> <li>relate to the view that linguistic features of the New Englishes are not a consequence of <i>deficiency</i> in the learning of English but of a conscious, creative <i>difference</i> (NTS 2b and 2c)</li> </ol>				<p>Indicators</p> <ol style="list-style-type: none"> <li>1.1. Discuss with students the factors of the spread</li> <li>1.2. Discuss the relevance of the varieties</li> <li>2.1. Assign reading areas</li> <li>2.2. Discuss the ideologies</li> <li>3.1. Present sentences with linguistic features that are purely Ghanaian</li> <li>3.2. Guide students to compare it with the standard variety</li> <li>3.3. Discuss the appropriateness in the context</li> </ol>		

	<ol style="list-style-type: none"> <li>4. know the basic linguistic characteristics of Ghanaian English (NTS 1b, 2b and 2c)</li> <li>5. either collect their own samples of Ghanaian English texts (spoken and written) or rely on data from ICE Ghana to identify and analyse some linguistic feature(s) of the variety (NTS 1b, 2b and 2c)</li> <li>6. formulate their own views and perspectives on English language teaching in these multilingual contexts(NTS 2b and 2c)</li> </ol>	<ol style="list-style-type: none"> <li>4.1. Discuss the linguistic features of the varieties</li> <li>5.1. Task students to give examples</li> <li>5.2. Draw examples from ICE</li> <li>5.3. Guide students to analyse the features               <ol style="list-style-type: none"> <li>6.1. Task students in groups to formulate views on the pedagogical approaches</li> <li>6.2. Discuss the pedagogical implications.</li> </ol> </li> </ol>		
<b>Course Content</b>	<b>Units</b>	<b>Topics:</b>	<b>Sub-topics (if any):</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	1.	The spread of English to many parts of the world <b>Variation</b>	<ol style="list-style-type: none"> <li>1. from the language of a small nation, England</li> <li>2. spread over the British Isles</li> <li>3. Migration of English-speaking people ('colonies of settlement') – native varieties of English</li> <li>4. Expeditions of exploitation by Empires, in particular the British Empire ('colonies of exploitation') – postcolonial non-native varieties of English (the new Englishes)</li> <li>5. English as the leading language of science, technology and international business – more non-native users of English ('foreign' Englishes)</li> </ol>	<p>Group them to discuss the factors that fueled the spread Discuss the report and contribute to it</p> <p>Guide them to brainstorm on the role of English language in science and technology Discuss the role of English language in science and technology Guide students to debate these views</p> <p>Discuss these terms and their implications</p>
	2	2. Ideologies/attitudes/politics of the spread of English	<ol style="list-style-type: none"> <li>1. One English or many Englishes?</li> <li>2. Linguistic imperialism or a useful neutral lingua franca for the world?</li> <li>3. Native vs. nativized varieties or <i>all</i> nativized varieties?</li> <li>4. Other key terms explained: foreign language, second language, native language, deviation, nativization,</li> </ol>	

			<p>acculturation, Englishization, error and mistake etc.</p> <ol style="list-style-type: none"> <li>1. Kachru's Three Circles of English (Kachru, 1982, 1992)</li> <li>2. Schneider's Dynamic Model of Postcolonial Englishes (Schneider, 2003, 2007)</li> <li>3. Strevens' World Map of English (Strevens, 1980/92)</li> <li>4. McArthur's Circle of World English (McArthur, 1987/92)</li> <li>5. Gorlach's Circle model of English (Gorlach, 1988/90)</li> <li>6. +Modiano's model of English (Modiano, 1999)</li> </ol>	<p>Assign each group an essay to read and report their views on it. Discuss their views</p>
	3	Models of classifying Englishes around the world	<ol style="list-style-type: none"> <li>1. Kachru's characterization – history of usage, body of literature, communication load, emergence of endonorms, emotional attachment, ecological validity, inter and intra group usage</li> <li>2. Critique of Kachru's model</li> <li>3. Schneider's characterization – five phases of the evolution of a new English: foundation, exonormative stabilization, Nativization, endonormative stabilization, differentiation</li> <li>4. Critique of Schneider's model</li> </ol>	<p>Guide them to critique the models</p> <p>Discuss the criticisms Draw the similarities and differences between the leading ones.</p>
	4	Characterization of nativized English – the new Englishes	<ol style="list-style-type: none"> <li>1. Review of attitudes to emerging varieties of English (acceptance, rejection, caution)</li> </ol>	<p>Task students to compile varieties other than the Standard. Discuss the degree of their acceptance</p> <p>Discuss these concepts with the students</p>

	5	<p>Features of the emerging varieties of English – difference or deficit?</p>	<ol style="list-style-type: none"> <li>2. The concepts of standard and norms</li> <li>3. The historical development of standard English</li> <li>4. The two main native-speaker standards</li> <li>5. Non-native norms: endonorms and exonorms</li> </ol> <ol style="list-style-type: none"> <li>1. Phonetics and phonology</li> <li>2. Lexis and syntax</li> <li>3. Pragmatics and discourse</li> </ol> <ol style="list-style-type: none"> <li>1. Choosing an exonormative speaker model</li> <li>2. Choosing an endonormative nativised model</li> <li>3. Choosing a lingua franca approach</li> </ol>	<p>For their compilations and ICE, discuss the linguistic features of the emerging variants</p> <p>Task students in groups to formulate views on the pedagogical approaches</p> <p>Discuss the pedagogical implications.</p>
	6	<p>Linguistic features of emerging Englishes</p>		
	7	<p>Implications of emerging varieties of English on language teaching: the case of Ghana</p>		

<b>Course Assessment Components<sup>9</sup> : (Educative assessment of, for and as learning)</b>	<p>Component 1: Formative assessment (40%)</p> <p>Summary of assessment methods: Individual assignments- factors contributing to the spread (10%); group discussion on the models (10%) and a quiz on the linguistic features (20%)</p> <p>Assessing Learning Outcomes: 1, 2, 3, 4, 5 and 6</p> <p>Component 2: Summative assessment: (60%)</p> <p>End of semester examination on units 1 – 7 to develop core skills such as knowledge application and personal development. The examination will adopt varied approaches; from short answer questions to essay questions. They could be asked to examine some practical instances of the language in varied contexts.</p> <p>Assessing Learning Outcomes: 1, 2, 3, 4, 5 and 6</p>
<b>Instructional Resources</b>	<p>Projector and computer, internet, sample texts</p>
<b>Required Text (core)</b>	<ol style="list-style-type: none"> <li>1. Adika, G. S. K. (2012) 'English in Ghana: growth, tensions and trends', <i>International Journal of Language, Translation and Intercultural Communication</i> 1(1): 151–166.</li> <li>2. Sey, K. A. (1973) <i>Ghanaian English: An Exploratory Survey</i>, London: Macmillan.</li> </ol>
<b>Additional Reading List <sup>10</sup></b>	<ol style="list-style-type: none"> <li>1. Jenkins, J. (2003) <i>World Englishes: A Resource Book for Students</i>, London: Routledge.</li> <li>2. Kachru, B. B. (ed.) (1992) <i>The Other Tongue: English across Cultures</i> (2<sup>nd</sup> edn), Urbana: University of Illinois Press.</li> <li>3. Kachru, B. B. (1986) <i>The Alchemy of English: The Spread, Function and Models of Non-native Englishes</i>, Urbana: University of Illinois Press.</li> <li>4. Kirkpatrick, A. (ed.) (2010) <i>The Routledge Handbook of World Englishes</i>, London: Routledge.</li> <li>5. Kropp-Dakubu, M. E. (ed) (1997) <i>English in Ghana</i>, Accra: Black Mask Publishers.</li> <li>6. Mesthrie, R. and Bhatt, R. M. (2008) <i>World Englishes: The Study of New Linguistic Varieties</i>, Cambridge: Cambridge University Press.</li> <li>7. Spencer, J. (ed.) (1971) <i>The English Language in West Africa</i>, London: Longman</li> <li>8. Owusu-Ansah, L. K. (1994) 'Modality in Ghanaian and American personal letters', <i>World Englishes</i> 13(3): 341–349.</li> <li>9. Owusu-Ansah, L. K. (2012) 'Three proofs of the existence of Ghanaian English', in D. F. Edu-Buandoh and A. B. Appartaim (eds.) <i>Between Language and Literature: A Festschrift for Professor Kofi Edu Yankson</i>, pp.1–19, Cape Coast: University of Cape Coast Press.</li> </ol>

## ORGANIZATION AND ADMINISTRATION OF SPORTS PROGRAMME

### CONTEXT

Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. They learn ‘in, through, and about’ movement, gaining an understanding that movement is integral to human expression and can contribute to people’s pleasure and enhance their lives. This course therefore seeks to empower trainees to participate in physical activity and understand how this influences their own well-being and that of their prospective students. By demonstrating the benefits of an active life style, they encourage others to participate in sport, dance, exercise, recreation, and adventure pursuits. Physical education engages and energises students. It provides authentic contexts in which to learn. In this course students are challenged to develop their physical, professional and interpersonal skills. This course will enable students to experience movement and understand the role that it plays in their lives and that of their prospective students. Students can contribute to the development of physical education programmes and choose their own level of participation. The resulting learning environment challenges their thinking and helps to promote an interest in lifelong leisure and recreational pursuits.

<b>Course Title</b>	<b>Organization and Administration of Sports Programme</b>						
<b>Course Code</b>	<b>EBS 344</b>	<b>Course Level:</b>	<b>300</b>	<b>Credit Value:</b>	<b>2</b>	<b>Semester</b>	<b>2</b>
<b>Pre-requisite</b>	<b>Student teachers have witnessed</b> the organization of inter-school sports competitions in the senior high school and level 100 and 200 at the Colleges of Education.						
<b>Course Delivery Modes</b>	<b>Face -to -face (v)</b>	<b>Practical Activity (v)</b>	<b>Work-Based Learning (v)</b>	<b>Seminars (v)</b>	<b>Independent Study (v)</b>	<b>e-learning opportunities (v)</b>	<b>Practicum (v)</b>
<b>Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)</b>	The administrative and managerial competencies needed to run effective Physical Education and sports activities in schools are the focus of this course. Development and management of resources such as facilities, equipment and supplies are covered in the course. Other areas include how to organise various forms of tournaments for recreation and competition purposes. Basic planning, supervision and leadership skills necessary for administration and management of Physical Education and sports activities will be covered.  <b>NTS 1a pg 12, 2c,d,e,f pg 13, 3b,c,e,g,i,j,k,l,m pg 14 and NTECF requirements.</b>						
<b>Course Learning Outcomes:</b>	<b>On successful completion of the course, student teachers will be able to:</b>				<b>Indicators</b>		

<b>including INDICATORS for each learning outcome</b>	CLO 1. Demonstrate Knowledge and understanding of administrative and managerial skills and use them for effective running of physical education activities. <b>(NTS 2c, pg13, 3d, pg14)</b>		1.1 Mention and explain the various types of leaders in sports administration. 1.2 Describe the qualities of a good sports manager. 1.3 Demonstrate the basic concepts needed for the organization of competitions.	
	CLO 2. Demonstrate Knowledge and understanding of the various classes of resources with examples and provide guidelines for utilizing them. <b>(NTS 2c,e,f, pg13, 3i, pg14)</b>		2.1 Mention some resources needed for the administration of sports and classify them in the order of importance. 2.2 Explain how these resources are managed.	
	CLO 3. Demonstrate Knowledge and understanding of the various types of tournament, the occasions for their utilization and their strengths and weaknesses. <b>(NTS 2c, pg13, 3b, pg14)</b>		3.1 Mention and describe the various types of tournament. 3.2 Explain the factors that influence their selection for particular tournaments. 3.3 Should be able to explain their pros and cons for various competitions.	
	CLO 4. Demonstrate Knowledge and understanding of how to outline the organizational activities undertaken before, during and after sports events. <b>(NTS 2a,c, pg13, 3b, pg14 )</b>		4.1 Mention and explain the factors that are considered during the planning stage of a competition. 4.2 Briefly describe the role the P.E. tutor/manager plays on the day of the competition. 4.3 Demonstrate the activities the P.E. tutor undertakes after the competition.	
<b>Course Content: Athletics for Basic Schools</b>	<b>Units</b>	<b>Topics:</b>	<b>Sub-topics (if any):</b>	<b>Teaching and learning activities to achieve learning outcomes</b>
	<b>1</b>	The Physical Education teacher as an Administrator	<ul style="list-style-type: none"> <li>Administrative qualities (planning, budgeting, supervising, organizing, accounting, etc.)</li> </ul>	Discussion (Role play)
	<b>2</b>	Development and management of	<ul style="list-style-type: none"> <li>Classification of resources - Facilities, Equipment, Supplies</li> </ul>	Discussion/Brainstorming/Fieldtrip/Demonstrate/Observation

		resources in Physical Education	<ul style="list-style-type: none"> <li>• Sources – Government, PTA, District Assembly, sponsorship, old students, etc.</li> <li>• Improvisation – reasons, process, principles</li> <li>• Maintenance of facilities and equipment</li> </ul>	
	<b>3</b>	Organisation of competitions and tournaments	<ul style="list-style-type: none"> <li>• Purpose of competitions and tournament</li> <li>• Types of tournament</li> <li>• Preparation of teams for competitions (training, selection of players, camping, etc.</li> <li>• Draws (for athletics and games)</li> <li>• Organisation of athletics competitions -Pre-competition activities, During competition activities, Post-competition activities</li> </ul>	Discussion/Problem solving/Case studies/Practical
<b>Course Assessment Components:</b> (Educative assessment of, for and as learning)	<b>COMPONENTS 1 &amp; 2 FORMATIVE ASSESSMENTS - 40% AND COMPONENT 3, SUMMATIVE - 60%</b>			
	<b>Component 1</b>			
	<b>Formative assessment Quizzes and Exercises 20%</b>			
	<b>Assesses: CLO 1,2,3 and 4 (NTS 1b, 2c, d, e, 3 a, c, h)</b>			
	<b>Component 2</b>			
	<b>Practical observation, group and individual presentations and analysis of various activities. 20%</b>			
	<b>Assesses: CLO 1, 2, 3 and 4 (NTS 1b, 2c, d, e, 3 a, c, h)</b>			
	<b>Component 3</b>			
	<b>Summative assessment (End of semester examination on units 1 to 3) 60%</b>			
Instructional Resources	<ol style="list-style-type: none"> <li>1. Projector and screen</li> <li>2. Computer (Laptop) for playing back</li> <li>3. Cones, markers, stop watches, whistles, tape measures, Footballs, Volleyballs, Netballs and Handballs, Score sheets, memo pads etc.</li> </ol>			

Required Text (core)	<p>Ammah, J. (2004). <i>Physical education for the basic school teacher</i>. Winneba: The Institute for Educational Development and Extension.</p> <p>Karbo, J., Ogah, J. K., &amp; Domfeh, C. (2005). <i>An introduction to physical education</i> (Centre for Continuing Education Module, University of Cape Coast). Cape Coast: University Printing Press.</p>
Additional Reading List	<p>Arends, R. (1995). <i>Learning to teach</i>. New York, NY: McGraw Hill, Inc.</p> <p>Attah, K. K., &amp; Awuni, W. (2001). <i>Teaching physical education in basic schools</i>. Accra: Ministry of Education.</p> <p>Bucher, C. A. (1992). <i>Foundations of physical education</i>. New York, NY: C.V. Mosby.</p> <p>Domfeh, C., Attah, K. K., &amp; Ayensu, E. K. (2006). <i>Teaching physical education: A guide to teachers</i>. Kumasi: Learners Publishers.</p> <p>Lumpkin, A. (1998). <i>Physical education and sport</i> (4<sup>th</sup> ed.). New York, NY: WCB/McGraw-Hill.</p> <p>Ogah, J. K. (2010). Developing and promoting active lifestyles for healthy living and national development. <i>West Africa Journal of Physical &amp; Health Education</i>, 14, 47-70.</p> <p>Ogah, J. K. (2009). <i>A basketful of health and safety for the early childhood environment</i>. Paper presented at the National Conference on Early Childhood Education. University of Cape Coast. December 16-17, 2009.</p> <p>Sue, R. W. (1994). <i>Essentials of nutrition and diet therapy</i> (6<sup>th</sup> ed.). St Louis: The C.V. Mosby Company.</p> <p>Wuest, D. A., &amp; Bucher, C. A. (2001). <i>Foundations for physical education and sport</i>. Boston: WCB/McGraw Hill.</p>