

LITERATURE IN ENGLISH

GENERAL OBJECTIVES

AIM:

The aims of the Unified Tertiary Matriculation Examination (UTME) syllabus in Literature in English is to prepare the candidates for the Board's examination. Which are to generate, deepen and sustain interest in literature in English generally, and create awareness and understanding of the principles and techniques of all the genres of literature from diverse cultures.

OBJECTIVES:

It is designed to test their achievement of the course objectives which are to:

- stimulate and sustain their interest in Literature in English;
- create an awareness of the general principles of Literature and the functions of language;
- appreciate literary works of all genres and across all cultures;
- apply the knowledge of Literature in English to the understanding of cultural literature, political and economic activities in the society.

DETAILED SYLLABUS

| TOPICS/CONTENTS/NOTES | OBJECTIVES |
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| 1. DRAMA a. Types: i. Tragedy ii. Comedy iii. Tragicomedy iv. Melodrama v. Farce vi. Opera etc. b. Dramatic Techniques i. Characterisation ii. Dialogue iii. Flashback iv. Mime v. Costume vi. Music/Dance vii. Décor/scenery viii. Acts/Scenes ix. Soliloquy/aside x. Figures of Speech.. | Candidates should be able to: a.i. identify the various types of drama; a.ii. analyse the contents of the various types of drama; a.iii. compare and contrast the features of different types of drama. b.i. demonstrate adequate knowledge of dramatic techniques and stage directions used in each prescribed text; b.ii. differentiate between styles of selected playwrights; |

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| <p>c. Interpretation of the Prescribed Texts</p> <ol style="list-style-type: none"> i. Theme ii. Plot iii. Socio-political context iv. Setting | <p>c.i determine the theme of any prescribed text;</p> <p>c.ii. identify the plot of the play;</p> <p>c.iii. apply the lessons of the play to social reality.</p> <p>c.iv. identify the spatial setting and temporal period of the play.</p> |
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| <p>2. PROSE</p> <p>a. Types: Prose fiction</p> <ol style="list-style-type: none"> i. Fiction <ul style="list-style-type: none"> • Novel • Novella/Novelette • Short story ii. Non-fiction <ul style="list-style-type: none"> • Biography • Autobiography • Memoir iii. Faction: combination of fact and fiction <p>b. Narrative Techniques/Devices:</p> <ol style="list-style-type: none"> i. Point of view <ul style="list-style-type: none"> • Omniscient • First Person • Second person • Third person • Stream of consciousness • Epiphany ii. Characterisation <ul style="list-style-type: none"> • Round, flat, foil, hero, antihero villain, heroine. etc iii. Language | <p>Candidates should be able to:</p> <p>a.i. differentiate between types of novel.</p> <p>a.ii. identify the category that each prescribed text belongs to;</p> <p>a.iii. analyse the components of each type of prose;</p> <p>a.iv. identify the balance of facts and fiction in literary faction.</p> <p>b.i. identify the narrative techniques used in each of the prescribed texts;</p> <p>b.ii. determine an author's narrative style;</p> <p>b.iii. distinguish between one type of character from another;</p> |

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| <p>c. Textual Analysis</p> <ol style="list-style-type: none"> i. Theme ii. Plot iii. Setting (Temporal/Spatial) iv. Socio-political context <p>3. POETRY</p> <p>a. Types:</p> <ol style="list-style-type: none"> i. Sonnet ii. Ode iii. Lyrics iv. Elegy v. Ballad vi. Panegyric vii. Epic viii. Blank Verse, etc. | <p>b.iv. Grammar, diction and clarity of expression.</p> <p>c.i. determine the thematic pre-occupation of the prescribed text;</p> <p>c.ii. indicate the plot of the novel;</p> <p>c.iii. identify the setting and period/timing of the novel.</p> <p>c.iv. relate the prescribed text to social reality.</p> <p>Candidates should be able to:</p> <p>a.i. identify different types of poetry;</p> <p>a.ii. identify the distinctive features of the poetic types.</p> |
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| <p>b. Poetic devices</p> <ol style="list-style-type: none"> i. Imagery ii. Sound (Rhyme/Rhythm, repetition, pun, onomatopoeia, etc.) iii. Diction iv. Persona <p>c. Appreciation</p> <ol style="list-style-type: none"> i. Thematic preoccupation ii. Socio-political relevance iii. Style. | <p>b.i. determine the devices used by various poets;</p> <p>b.ii. show how poetic devices are used for aesthetic effect in each poem;</p> <p>b.iii. identify the figure of speech in the texts.</p> <p>b.iv. Show how poetic devices convey message and meaning.</p> <p>c.i. Deduce the poet's thematic preoccupation from the poem;</p> <p>c.ii. appraise poetry as an art with moral values;</p> <p>c.iii. apply the lessons from the poem to social reality.</p> |

4. GENERAL LITERARY PRINCIPLES

- a. Literary terms:
foreshadowing, suspense, theatre, monologue, dialogue, soliloquy, symbolism, protagonist, antagonist, figures of speech, satire, stream of consciousness, synecdoche, metonymy, etc,
in addition to those listed above under the different genres.

5. LITERARY APPRECIATION

Unseen passages/extracts from Drama, Prose and Poetry.

Candidates should be able to:

- a.i. identify literary terms that are specific to drama, prose and poetry;
a.ii. identify areas of overlap in all the genres e.g. verse in drama and poetry, narration in all the genres.

Candidates should be able to:

- i. identify literary devices used in a given passage/extract;
ii. provide an interpretation of the given passage/extract;
iii. relate the extract to true life experiences.

**A LIST OF SELECTED AFRICAN AND NON-AFRICAN PLAYS, NOVELS AND
POEMS**

Drama:

African:

- i. Wole Soyinka: *The Lion and the Jewel*

Non-African:

- i. John Osborne: *Look Back in Anger*

Prose:

African:

- i. Alex Agyei-Agyir: *Unexpected Joy at Dawn*
- ii. Buchi Emecheta: *Second Class Citizen*

Non African:

- i. Emily Bronte: *Wuthering Heights.*

Poetry:

African:

- i. Leopold Sedar Senghor: *Black Woman*
- ii. Niyi Osundare: *The Leader and the Led*
- iii. Agostinho Neto: *The Grieved Lands.*
- iv. Oumar Farouk Sesay: *The Song of the Women of my Land*
- v. Lade Wosornu: *Raider of the Treasure Trove*
- vi. Onu Chibuike: *A Government Driver on his Retirement*

Non-African:

- i. John Donne: *The Good Morrow*
- ii. Maya Angelou: *Caged Bird*
- iii. T.S. Elliot: *The Journey of the Magi*

iv. D.H Lawrence: **Bats**

RECOMMENDED TEXTS

1. ANTHOLOGIES

1. Obafemi, O. and Agoi (eds) *Of shadows and Rainbows –Musings in Times of Covid* (An Anthology of poems, plays and short stories) PEN Nigeria, Online
2. Hayward, J. (ed.) (1968) *The Penguin Book of English Verse*, London Penguin
3. Johnson, R.,Ker, D, Maduka,C. Obafemi,O (eds.) (1996) *New Poetry from Africa*, Ibadan: UP Plc
4. Kermode, F. (1964) *Oxford Anthology of English Literature*, Vol. II, London: OUP
5. Nduke Ofiono and Odoh Diego Okenyodo (eds) *Camouflage; Best of contemporary writing from Nigeria, an anthology of new Nigerian writers*, mace books association, 2021, New edition.
6. Parker, E.W. (ed.) (1980) *A Peagent of Longer Poems* London: Longman
7. Senanu, K. E. and Vincent, T. (eds.) (1993) *A Selection of African Poetry*, Lagos: Longman
8. Soyinka, W. (ed.) (1987) *Poems of Black Africa*, Ibadan: Heinemann

2. CRITICAL TEXTS

Abrams, M. H. (1981) *A Glossary of Literary Terms*, (4th Edition) New York, Holt Rinehalt and Winston

Emeaba, O. E. (1982) *A Dictionary of Literature*, Aba: Inteks Press

Murphy, M. J. (1972) *Understanding Unseen, An Introduction to English Poetry and English Novel for Overseas Students*, George Allen and Unwin Ltd.