

**CORE CURRICULUM AND MINIMUM ACADEMIC STANDARDS FOR THE
NIGERIAN UNIVERSITY SYSTEM
(CCMAS)**

FOR

MODERN EUROPEAN LANGUAGES (FRENCH)

Core Curriculum Segment

Overview

The French Studies programme is a comprehensive and well-focused programme aimed at producing high-flying multilingual graduates with acute understanding of human issues and well positioned to perform their roles as dignified members of the human community. The programme seeks to achieve this objective by taking the students cautiously, in its three/four year duration, through the exhaustive and intricate phases of its fully-packaged lectures in French phonetics and phonology, aural/oral and written comprehension, French grammar, French Metropolitan civilisation and literature and Francophone African civilisation and literature.

The programme also takes students to the closer terrain of creative writing, practical writing and entrepreneurial French, with due attention paid to the practical dimensions of these courses. All these are intended to arm the students with the knowledge, competences and skills that will enable them to be top performers in the private and public sectors nationally and on the international plane.

Philosophy

The B.A. Honours French programme is intended for the production of accomplished graduates, competent in spoken and written French, who with their multilingual background and broad general outlook, have an acute understanding of societal realities for the achievement of self-actualisation and contribution to the attainment of the national objectives.

Objectives

The objectives of the B.A. French programme are to:

- (a) equip the students with the knowledge of the forms and features of the varieties of French used in different professional domains such as business communication, diplomatic service, legal communication, electronic broadcast media, print journalism, advertising and sports commentaries, book publishing and biography writing;
- (b) equip the students with adequate linguistic knowledge of the French Language through a detailed study of its sound system, its lexicon, its syntax, semantics and usage;
- (c) adequately prepare the students to pursue postgraduate studies in French Language, Linguistics and other areas of specialisation within the programme to take up teaching and research at the appropriate level of education;
- (d) produce graduates with adequate grasp of the intricacies of French politics and the politics of Francophone countries generally, as a way of preparing them for Nigeria's effective response in her inter-face with the French-speaking world;

- (e) produce graduates capable of exploiting works of art expressed in French via literature or cinema to boost cultural awareness and the understanding of global Francophone cultural life;
- (f) orient students towards self-employment by a focus on knowledge and skills such as entrepreneurship, practical writing (e.g. of articles in magazines, of speeches, memoranda of understanding, designing and presenting special programmes on radio or TV, designing and publishing magazines etc.), creative writing, and other kinds of original output through independent thought, inventiveness and creativity;
- (g) thereby, contribute most significantly to the development of the nation and to the projection of Nigeria as a major force in the sub-regional, regional and international fora.

Employability Skills Emphasised

The graduate of French will possess employable skills in the following fields:

- (a) teaching
- (b) bilingual research
- (c) translation/interpretation
- (d) bilingual secretarial services
- (e) bilingual journalism
- (f) bilingual publicity
- (g) diplomacy
- (h) international tourism
- (i) international communication
- (j) aviation industry
- (k) security services
- (l) hospitality/entertainment industry
- (m) business

21st Century Skills Emphasised

The Programme will lead to the development and acquisition of 21st Century skills in the areas of:

- (a) information literacy
- (b) bilingual practical writing
- (c) international networking and collaboration
- (d) translation/interpreting
- (e) international tourism
- (f) bilingual communication
- (g) international media literacy
- (h) speech/report writing in French
- (i) international commerce
- (j) international sports commentary

Unique Features of the Programme (Compared with similar programme in top universities of the world)

Among the unique features of the programme are:

- (a) enhancing the linguistic competence of graduates of French through emphasis on oral, grammatical and translation aspects of the programme;
- (b) a shift from the dominance of Metropolitan French civilisation and literature to African and Negro-African civilisations and literatures;
- (c) A more practical/labour and national oriented degree French programme, through emphasis on Translation, Practical Writing, Creative Writing and Entrepreneurial French and the marketing of their products.

Admission and Graduation Requirements

General University Requirements, plus

UTME Entry

Five (5) credits at G.C.E. 'O' Level, SSCE, NECO or 'BEPC' (for Francophone students) including English Language for the 4 - year (8-Semester) programme. The UME subjects must include French.

Six (6) credits at two sittings including English Language.

Direct Entry

- (i) N.C.E. with credit passes in French and any other Arts or Social Sciences subject
- (ii) 'Baccalauréat' (For Francophone candidates)
- (iii) G.C.E. Advanced Level or passes in French and any other subject in Arts or Social Sciences or its equivalents
- (iv) Diploma in French from any recognised institution

Inter-University Transfer

Students can transfer to 200 Level provided such students have the relevant qualifications and meet the minimum CGPA as approved by the receiving University.

Graduation Requirements

- (i) A full time student will normally be required to register for a maximum of 24 credit units in each semester.
- (ii) A student shall pass a minimum of 120 credit units for the four year programme or 90 credit units for the three year programme including all the compulsory courses
- (iii) A student will spend the third year of studies (for the UTME candidate) and second year of studies (for the Direct Entry candidate) at the Nigeria French Language Village, Badagry or in a French-speaking country for the One-Year-Abroad French Language Immersion Programme.
- (iv) A student must have obtained a minimum CGPA of 1.00.

Global Course Structure

For the teaching of the French Language, the following number of courses and their credit units would apply:

French (FRE): 100Level

Course Code	Course Title	Units	Status	LH	PH
GST 101	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
FRN 101	Introduction to a Second Foreign Language	2	C	30	
FRN 102	Laboratory Exercise	2	C	30	
FRN 103	Introduction to French Grammar	2	C	30	
FRN 104	Introduction to Composition Writing in French	2	C	30	
FRN 105	Initiation into Translation	2	C	30	
FRN 106	Introduction to Literary Appreciation	2	C	30	
FRN 107	Introduction to French Literary Genres-Prose	2	C	30	
FRE 108	Introduction to Negro-African Literature in French	2	C	30	
FRE 109	Nigeria and Her Francophone Neighbours	2	C	30	
FRE 110	History of the French Language	2	C	30	
Total-Core		24			

COURSE CONTENTS AND LEARNING OUTCOMES

100 LEVEL

GST 111- Communication in English (2C; LH=15; PH=45)

Learning Outcomes

At the end of this course, students should be able to:
identify possible sound patterns in English Language;

- i. list notable Language skills;
- ii. classify word formation processes;
- iii. construct simple and fairly complex sentences in English;
- iv. apply logical and critical reasoning skills for meaningful presentations;
- v. demonstrate an appreciable level of the art of public speaking and listening; and
- vi. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive

Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112- Nigerian Peoples and Culture (2 C; LH=30)

Learning Outcomes

At the end of the course, students should be able to:

- i. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
- ii. list and identify the major linguistic groups in Nigeria;
- iii. explain the gradual evolution of Nigeria as a political unit;
- iv. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
- v. enumerate the challenges of the Nigerian State towards Nation building;
- vi. analyse the role of the Judiciary in upholding people's fundamental rights;
- vii. identify acceptable norms and values of the major ethnic groups in Nigeria; and
- viii. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

FRN 101: Introduction to a Second Foreign Language

Learning Outcomes

The course will enable the student to:

- i. appraise the necessity for a 2nd foreign language for a student of French;

- ii. practice the basics grammatical rules of the second foreign language;
- iii. demonstrate ability to make sentences in the second foreign language;
- iv. compare the 2nd foreign language with the French language.

Course Contents

Importance of a 2nd foreign language for a student of French. Alphabet of second foreign language. Acquisition of sounds of 2nd foreign language. Basic grammatical rules of second foreign language. Tenses of second foreign language. Making simple sentences. Aural and oral comprehension in 2nd foreign language. Conversation in 2nd foreign language. Writing simple composition in 2nd foreign language. Simple dialogue in second foreign language.

30) FRE 102: Laboratory Exercise: (2 Units C) (LH: 30)

Learning Outcomes

The course enables the student to:

- i. identify the items of equipment used in the language laboratory and how to use them;
- ii. recognise the importance of phonetics as a subject and its place in his/her studies;
- iii. distinguish between various French sounds.

Course Contents

Familiarisation with a French language laboratory, its function in the student's studies and how to use the items of equipment therein. Meaning and function of phonetics. Sound acquisition in French through listening to texts by native French speakers. Sound acquisition through reading French texts. Sound acquisition through listening to French songs and poems by native speakers. Sound acquisition through viewing French films. Sound acquisition through dialogue. Sound acquisition through debate. Sound acquisition through listening to and viewing video tapes and VCDs.

FRE 103: Introduction to French Grammar: (2 Units C) (LH: 30)

Learning Outcomes

The course enables the student to:

- i. explain parts of speech in French;
- ii. identify basic grammatical mistakes and how to correct them;
- iii. discuss lexical development in French;
- iv. analyse simple sentences in the 'présent, passé composé and 'imparfait'.

Course Contents

Lexical acquisition. Definite and indefinite articles in French. Identification of verbs, nouns, adjectives, adverbs and prepositional etc phrases and their functions in the French sentence. Conjugation of verbs in the present tense. Conjugation of simple verbs in the 'passé composé', 'futur' and l'imparfait'. Making of simple sentences in the 'passé composé', 'futur' and l'imparfait'. Agreement of tenses. Gender agreement. Sentences in the negative, interrogative and imperative forms. Plural formation. Interference of English with French in terms of structure, spelling, etc. Problem of 'faux amis'

FRE 104: Introduction to Composition Writing in French (2 Units: LH 30)

Learning Outcomes

The course enables the student to:

- i. describe what a composition is in French;
- ii. identify the constituent parts of a good composition;
- iii. explain the importance of logical thinking and coherence in the organisation of ideas;
- iv. identify types of composition in French;
- v. explain the importance of the use of appropriate form of words and expressions in composition writing in French.

Course Contents

What is composition writing in French? Importance of a composition in French. What is logical thinking and coherence in the organisation of ideas? Main parts of a composition in French. Content of an introduction. Content of the body of a composition. Content of the conclusion of a composition. Types of composition in French- argumentative, narrative and descriptive compositions. Grammatical elements and their proper use in a composition. Importance of proof-reading. Simple essays on the student's live, family, community and academic environment.

FRE 105: Initiation into Translation:

(2 Units: LH 30)

Learning Outcomes

The course enables the student to:

- i. define translation and its importance in French studies;
- ii. translate simple words and sentences from the French language to the English language and vice versa;
- iii. translate simple materials in the social sciences disciplines;
- iv. translate simple materials in the sciences disciplines.

Course Contents

Meaning of Translation. Importance of translation as a subject. Translation of simple words from French to English. Translation of simple words from English to French. Translation of simple sentences in the present tense from French to English. Translation of simple sentences in the present tense from English to French. Translation of simple sentences in the passé composé. Translation of simple sentences in the 'futur'. Translation of simple sentences from French Metropolitan prose or proses from other Francophone literary sources. Translation of simple terms in the social sciences disciplines. Translation of simple terms in the sciences disciplines.

FRE 106: Introduction to Literary Appreciation:

(2 Units: LH 30)

Learning Outcomes

The course enables the student to:

- i. define and explain the meaning of literature;
- ii. list and explain clearly the three literary genres;
- iii. identify types of literature: French, African, Caribbean, etc.;
- iv. analyse simple extracts taken from literary texts.

Course Contents

Meaning of literature. Importance of literature. What are the three main literary genres? Introduction to the novel. What is a play? Meaning of poetry and its characteristics. Introduction to French Metropolitan literature. Introduction to French Caribbean

literature. Introduction to Francophone African literature. Principles, concepts and theories associated with literary appreciation. Objectivity in literary appreciation. Analysis of extract of representative texts from French Metropolitan literature. Analysis of extract of representative texts from French Caribbean literature. Analysis of extract of representative texts from Francophone African literature.

FRE 107: Introduction to French Literary Genres: Prose: (2 Units: LH 30)

Learning Outcomes

The course enables the student to:

- i. explain the origin and evolution of French Metropolitan literature;
- ii. distinguish between the genres of French Metropolitan literature;
- iii. explain the meaning of a novella, a flash fiction and a short story in French;
- iv. distinguish between the singular first person, the singular third person, the dairy and the epistolary forms of novel in French;
- v. compare the French Metropolitan prose writers;
- vi. analyse simplified extracts of works published by the French prose writers;
- vii. analyse the themes of the French prose.

Course Contents

Introduction to French Metropolitan literature? Genres of French Metropolitan literature. Evolution of the French novel. Origin and evolution of the Metropolitan French play. Origin, evolution and characteristics of French poetry. Meaning of a novella. Difference between a novel and a novella in French. What is flash fiction in French? The short story in French. Characteristics of singular first person prose. Singular third person prose. The dairy form of novel. The epistolary novel. Representative writers of these forms of prose in French Metropolitan literature. Appreciation of extracts of works of the French writers of the various forms of prose.

FRE 108: Introduction to Negro-African Literature in French: (2 Units: LH 30)

Learning Outcomes

The course enables the student to discuss:

- i. the historical relationship between Francophone African writers and Francophone Caribbean writers;
- ii. slavery and its effect on the development of Africa;
- iii. colonialism and its effect on the development of Africa;
- iv. the review called *Légitime defence* and the journal called *Présence Africaine*;
- v. the origins of negro-African literature in French;
- vi. the meaning of negritude;
- vii. founders of negritude;
- viii. themes treated by the negritude writers;
- ix. aesthetic value of the works of the negritude writers.

Course Contents

Origins of negro-African literature in French. The common historical origins of Francophone Caribbean and Francophone continental African writers. Slavery and its effects on the development of Africa. Colonialism and its effects on the development of Africa. The review *Légitime Défense* as prelude to the Negritude movement. What did the journal *Présence Africaine* stand for? What is negritude? Who are the negritude writers- Aimé Césaire, Léon Damas and Léopold Sédar Senghor. Contributions of the trio to the negritude movement and negro-African literature generally. Other writers on Negritude- Guy Tirolien, Bernard Dadié. Aesthetic value of works of negro-African writers.

FRE 109: Nigeria and her Francophone Neighbours:

(2 Units: LH 30)

Learning Outcomes

The course will enable the student to:

- i. describe the location of Nigeria among her Francophone neighbours in West Africa and in Africa generally;
- ii. analyse the various forms of affinity between Nigerians and citizens of neighbouring Francophone African countries;
- iii. assess the volume of informal and formal trade between Nigeria and her Francophone neighbours;
- iv. assess the prospects of educational cooperation between Nigeria and her Francophone neighbours;
- v. appraise the roles played by Nigeria's Francophone neighbours in ECOWAS, AU and the UN;
- vi. evaluate the benefits derivable from a rapprochement between Nigerians and citizens of neighbouring Francophone countries;
- vii. discuss areas of future cooperation between Nigeria and her Francophone neighbours.

Course Contents

Location of Nigeria among neighbouring Francophone countries. Historical and cultural relationship between Nigeria and her Francophone neighbours. Informal trade between Nigeria and her Francophone neighbours. Formal trade between Nigeria and her Francophone neighbours. Educational cooperation between Nigeria and her Francophone neighbours. Nigeria and her Francophone neighbours in politics of ECOWAS. Nigeria and her Francophone neighbours in politics of the African Union (A.U.). Nigeria and her Francophone neighbours in international politics. Benefits derivable by individual Nigerians and individual citizens of Nigeria's Francophone neighbours from cooperation between their countries. Benefits in terms of national interests. Survey of possible areas of future cooperation between Nigeria and her Francophone neighbours.

FRE 110: History of the French Language:

(2 Units: LH 30)

Learning Outcomes

The course enables the student to discuss the:

- i. origins of the French language;
- ii. transmutations that the French language has undergone from its origins to the present day;

- iii. contributions made by other languages to the development of the French language;
- iv. status and importance of French in West Africa and Africa;
- v. status and importance of French in the contemporary world;
- vi. varieties of the French Language today.

Course Contents

Evolution of the French language from its origin in Vulgar Latin. First known document on the origin of the French language. Major influences on the French language over the centuries-political, cultural, scientific influences. Various manifestations of regional dialects and local circumstances on French. Contribution of Latin to French vocabulary and grammar. Contribution of Ancient Greek, Italian, Occitan to the development of the French language. Contribution of Arabic, English etc to the lexical development of French. Status of French in West Africa. Importance of French in Africa. Status and importance of French in contemporary world. Varieties of French in the world today e.g. Standard French, Canadian French, Ivorian French, Beninese French etc.

UI-FRN 111: INTRODUCTION TO TEXTUAL ANALYSIS

(2 Units Elective; L=15; Practical= 45)

Senate-Approved Relevance

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' That is, this course on textual analysis will contribute immensely to the university's efforts to meet the need of the immediate and larger society to imbibe the culture and skills of reading and analysing texts in the French language. Also, the course will contribute towards the mission of the university which goes thus: 'To contribute to the transformation of society through creativity and innovation.' The course is highly innovative because it will enhance the students' skills in acquisition of vocabulary in French with the use French texts.

Overview

French, being a global language and also spoken by neighbouring countries in Africa is the second official language in Nigeria. Introduction to textual analysis initiates students of French to reading of the text correctly in French; answering of comprehension questions; identifying of the grammatical elements in French; using of expressions that are related to the French language and writing of simple composition in French. Therefore, this course dwells on the nature of French usage within the context of French texts. Specifically, textual analysis includes acquisition of registers in different fields of learning. The course, therefore, examines the French language in particular in Textual Analysis.

Objectives

The objectives of the course are as follows:

- To read texts correctly in French;

- To answer comprehension questions in French;
- To identify the grammatical elements in French;
- To make use of expressions that are related to the French language;
- To write simple composition in French.

Learning Outcomes

On the completion of the course, students should be able to:

- (k) read the text correctly in French;
- (l) answer the comprehension questions in French;
- (m) identify the grammatical elements in French;
- (n) demonstrate the use of expressions that are related to the French language;
- (o) write simple composition in French.

Course Contents

Introduction to textual analysis contains practice in reading and analysis of simple general texts in French. Emphasis is on comprehension and acquisition of vocabulary.

Minimum Academic Standards

Computers (20 students)

French learning software

Books on various registers

UI-FRN 112: CONTEMPORARY FRANCE

(2 Units Elective; L=15; Practical= 45)

Senate-Approved Relevance

This course is relevant to the overall vision of the University of Ibadan, ‘To be a world-class institution for academic excellence geared towards meeting societal needs.’ That is, this course on textual analysis will contribute immensely to the university’s efforts to meet the need of the immediate and larger society to imbibe the culture and to be accustomed with foreign policies in Europe especially in France. Also, the course will contribute towards the mission of the university which goes thus: ‘To contribute to the transformation of society through creativity and innovation.’ The course is highly innovative because it will enhance the students’ skills in getting acquainted with contemporary happenings in France.

Overview

Given the contemporary occurrences in Europe, France especially, Contemporary France is needed is worth exploring. The course includes history of France; colonisation and its effects on Francophone Africa; independence of France; the system and levels of education in France and state constitutional principles guiding access to public employment in France. Therefore, this

course dwells on the nature of French history within the context of France. The course, therefore, examines France in its contemporariness.

Objectives

The objectives of the course as follows:

- To write about history of France;
- To write on colonisation and its effects on Francophone Africa;
- To discuss independence of France;
- To list the system and levels of education in France;
- To state constitutional principles guiding access to public employment in France.

Learning Outcomes

On the completion of the course, students should be able to:

- vii. write about history of France;
- viii. write on colonisation and its effects on Francophone Africa;
- ix. discuss independence of France;
- x. list and discuss the system and levels of education in France;
- xi. state constitutional principles guiding access to public employment in France.

Course Contents

Contemporary France is a course on politics, social and economic forces, foreign policies of France since the beginning of the 5th Republic.

Minimum Academic Standards

Computers (20 students)

French learning software

Books on Contemporary France

UI-GES 108: Introduction to French

(2 Units Elective; L=15; Practical= 45)

Senate-Approved Relevance

For a complete well-equipped knowledge of students, the General Studies Programme cannot be overemphasised as the courses taught are well robust which serve not only as supplementary course but also cover wide range of topics cutting across various academic disciplines. Practically, these academic disciplines would be evident in student's socio-cultural lives which would further prepare students for real life functions in the society. Every society has a language and this is what sustains communication/ interaction of people from one generation to another and from one place to another. Language is the vehicular means through which communication is established, hence, the need for French language in the General Studies Programme. The

General Studies Programme is in line with the National Universities Commissions (NUC) guidelines and principles for effective education. The GES 108 (Introduction to French) introduced by the General Studies Programme serves as a medium to achieving National policy for Human Capital Development within and outside Nigeria.

Overview

This French pictorial book takes one into the Francophone culture and civilization. It has been carefully compiled and arranged by erudite scholars ranging from the fields of Grammar, Literature, Phonetics & Phonology, Translation and Culture & Civilization as it relates to French language and its linguistic applicability to practice in real world societies. The contents in this book GES 108 (Introduction to French) is highly practical and so interactive and the images coupled with Nigerian names employed in the dialogues would appeal to students' interest thereby relating with the book as though they take part in the dialogue; and this brings students to real time aspiration for career pursuit as it relates to their immediate environments. This book is designed for use by the newly admitted undergraduates that include 100 & 200 level direct entry students. The main objective of this book is to sustain and maintain linguistic & cultural competences with the Francophone world. Linguistic plurality is of essence for globalisation and universality. For students who must have been introduced to French language during Secondary school education, this book would be of great value to help greasing the wheels of knowledge of French language and maintaining continuity. However, those who are being introduced to French language for the first time need not to be anxious as this book is exhaustively compiled and arranged for beginners.

Objectives

The objectives of the course as follows:

- state linguistic and cultural competences with the francophone world
- demonstrate to greet and express themselves in simple French;
- describe their immediate surroundings in French;
- name hills, valleys, mountains, seas, oceans, and canals in French;
- discuss the registers around stock exchanges and also in other disciplines.

Learning Outcomes

On the completion of the course, students should be able to:

1. discuss linguistic and cultural competences with the francophone world;
2. demonstrate to greet and express themselves in simple French;
3. describe their immediate surroundings in French;
4. name hills, valleys, mountains, seas, oceans, and canals in French;

5. discuss the registers around stock exchanges and also in other disciplines.

Course Contents

Salutations in French, description of places in French, introduction of self, introduction of another person, inviting someone to an outing, registers about court, bank, cybercafé, hospital, farming, narration, tourism, visit to market and bargaining in French, expressing one's taste in French.

Minimum Academic Standards

Computers (20 students)

French learning software

GES 108 Textbook: Introduction To French

Minimum Academic Standards Segment

List of Minimum Equipment

Five categories of equipment are needed for teaching purposes, for office use and for administrative work (staff research etc).

a) Equipment for General Teaching Purposes

Equipment needed for general teaching purposes include:

- (i) smart boards in all classrooms;
- (ii) desktop computers and laptops;
- (iii) projectors.

b) Equipment for French Language Laboratory

- (i) adequate number of booths
- (ii) adequate number of headsets
- (iii) computers
- (iv) internet facilities
- (v) television sets
- (vi) over- projectors
- (vii) radio/tape recorders
- (viii) video cameras
- (ix) French language learning software

c) Office Equipment

H.O.D's Office

- (i) 1 good photocopying machine and scanner
- (ii) 1 type-setting machine

- (iii) 2 filing cabinets
- (iv) Air conditioner
- (v) 1 set of upholstered chairs
- (vi) 2 office chairs
- (vii) 2 bookshelves
- (viii) 1 refrigerator
- (ix) 1 executive table and chair
- (x) A wall to wall carpeting
- (xi) 1 car
- (xii) 1 notice board
- (xiii) 1 blackboard
- (xiv) 1 desktop computer

Each Lecturer's Office

- (i) 1 table
- (ii) 4 chairs
- (iii) 1 air conditioner
- (iv) 1 filing cabinet
- (v) 2 bookshelves
- (vi) 1 refrigerator
- (vii) 1 desktop computer
- (viii) 1 set of upholstered chairs for Professor's Office
- (x) 1 wall to wall carpeting for Professor's Office

d) Equipment for Staff Common Room

- (i) at least 3 sets of sofa
- (ii) 10 centre tables or side stools with chairs
- (iii) 1 refrigerator
- (iv) 1 electric kettle
- (v) at least 30 teacups, plates, tumblers, etc
- (vi) at least 4 sets of cutlery
- (vii) 4 trays
- (viii) 1 cupboard
- (ix) TV set with Receiver

e) Equipment for Administrative Work

For administrative work, staff research etc. the following items of equipment are required:

- (i) One 25-seater bus
- (ii) A station wagon
- (iii) One video camera
- (iv) One tape- recorder

ii. Minimum Standards for Staffing

Personnel

a) Academic Staff

The guideline on staff/student ratio of 1:30 for Arts programmes shall apply. However, there should be a minimum of six full-time staff for the commencement of any of the academic programmes. There should be a reasonable number of staff, of not less than 70%, with Ph.D. degrees as well as with sufficient professional experience where necessary. With a minimum load of 15 units per semester for students and a minimum of six full-time equivalents of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

In employing staff, the following criteria are suggested:

Qualifications for Appointments/Promotion of Academic Staff

	LEVEL	QUALIFICATIONS
i.	Graduate Assistant	A good Bachelor's Degree (with a minimum Second Class Upper Division) This is a training position, and staff in this category are expected to complete their Master's degree within two years of their appointment.
ii.	Assistant Lecturer	A Master's Degree in addition to a good Bachelor's Degree.
iii.	Lecturer II	<ul style="list-style-type: none">• A PhD Degree for direct appointment;• By promotion from Assistant Lecturer rank after a minimum of three years in addition to fulfilling other promotion requirements
iv.	Lecturer I	In addition to the qualifications specified for Lecturer II, Lecturer I should have had at least three years post-doctoral teaching experience and demonstrated ability for research work and evidence of scholarship.
v.	Senior Lecturer	A PhD Degree in addition to meeting the requirements for publications, teaching and other conditions stipulated in the guideline.
vi.	Reader (Associate Professor)	Basic qualifications set out for Senior Lecturer plus at least three years of experience. Must have considerable publications resulting from research as well as demonstrated academic leadership ability. A Reader should have evidence of participation in University

		administration and community activities. External assessment is required for promotion to the level of a Reader.
vii	Professor	Basic qualifications as for Reader/Associate Professor. Must have had at least three years of experience as Reader/Associate Professor in addition to meeting the necessary publications. A Professor should demonstrate clear evidence of scholarship as well as academic and administrative/professional leadership.

Staff-Mix by Rank should be 20:35:45, for Professor/Reader, Senior Lecturer and Lecturer I and below respectively.

b) Academic Support Personnel

Teaching Assistants/Demonstrators to help lecturers in the conduct of tutorials and handle other related duties. These staff members should be bilingual (French and English) and computer literate.

c) Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the Departmental and Faculty offices. At the Departmental level, it is important to recruit very competent senior staff members that are bilingual (French and English) and computer literate.

d) Technical Support Personnel

The services of technical support staff, which are indispensable to the proper running of the laboratories, are required. It is important to recruit very competent senior technical staff members to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance. The technical support personnel should be bilingual (French and English) and computer literate.

iii. Minimum Standards for Library

The bilingual nature of the French programme demands that it should have a rich and reliable departmental library. The library should be well stocked with classical and current books in French and English for use of staff and students. The online materials must be centrally handled by the University's main library. The library personnel should be a mixture of senior and intermediate staff members who must be bilingual and computer literate. The Departmental library must be provided with adequate equipment and facilities to enable it function properly as the centre of academic activities in the Department. The following are required in the French Department library:

Library Personnel

4 librarians- 2 in the senior staff and 2 in the intermediate staff categories. All departmental librarians must be bilingual (English/French) in order to ease the task of cataloguing, classification and location of materials in the library.

Library Equipment and Facilities

- i) 2 computers/ computer work stations
- ii) 2 printers
- iii) 2 scanners
- iv) 2 photocopiers
- v) 2 manual fire-extinguishers, 1 fire-bucket

Library Reading Materials: Books and Journals (Hard Copies), Online Books and Journals

Physical Holdings in the Departmental library

1. current French dictionaries and encyclopaedias e.g. *Le petit Larousse, Le petit Robert*;
2. current bilingual (English/French) dictionaries and encyclopaedias e.g. *Larousse-anglais-français, Larousse-français-anglais*;
3. classical and current creative works in the three genres of French Metropolitan literature;
4. classical and current critical works on the three genres of French Metropolitan literature;
5. classical and current research/teaching materials on creative and critical works of French Metropolitan literature;
6. classical and current books on the geography, history, politics, civilisation and culture of France;
7. classical and current books in French and English on French grammar, linguistics, translation, creative and practical writings;
8. classical and current books on the three genres of Francophone Caribbean literature;
9. classical and current books on Francophone Caribbean history, culture, civilisation and politics;
10. classical and current books on Maghrebian creative works, history, culture, civilisation, politics;
11. classical and current books on the three genres of Francophone African literature and on Francophone African history, culture, civilisation and politics;
12. classical and current books on African history, culture, civilisation and politics;
13. classical and current books on the geography, history, culture, civilisation and literatures of other Francophone entities.e.g. in Canada, Belgium, Switzerland etc.;
14. classical and current books on French studies from other Francophone sources;
15. copies of current journals of Departments of French of Nigerian Universities;
16. general reading materials on literature, linguistics, history, culture and civilisation with bias for French studies.

University E-Library

- a) The university must subscribe to JSTOR. Constant internet connectivity essential.

- b) online reading, research and teaching materials on creative and critical works on French Metropolitan literature;
- c) online materials on French history, politics, civilisation and culture;
- d) online materials in French and English on French linguistics, translation, creative and practical writings;
- e) online materials on the three genres of Francophone Caribbean literature;
- d) online materials on Francophone Caribbean history, culture, civilisation and politics;
- e) online materials on Maghrebian creative works, history, culture, civilisation and politics;
- f) online materials on the three genres of Francophone African literature and Francophone African history, culture, civilisation and politics;
- g) online general reading materials on African history, culture, civilisation and politics;
- h) online materials from other Francophone sources;
- i) online versions of current journals of Departments of French of Nigerian Universities;
- j) online materials on French studies from sources other than Francophone.

iv. Minimum Standards for Classrooms, Laboratories, Workshops and Offices

There should be adequate spacing to cater for the needs of the Department which should include at least the following; an office for the H.O.D, one office per lecturer, a Departmental conference room and a staff common room, offices for the non-academic staff depending upon their number and responsibilities.

There should be adequate classroom spaces for the departmental courses and at least one large lecture theatre to fit 500 students. The NUC recommends the following physical space requirement:

	m ²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85
Laboratory Space	- 7.50