UNIVERSITY OF IBADAN. IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES
CCMAS 2024/2025 SESSION
100 LEVEL COURSE CONTENT AND LEARNING OUTCOMES

Table 1.1: 100 Level First Semester Courses

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	
EDU 101	Introduction to Teaching and Foundations of Education	2	C	30	
LIS 111	Introduction to Library and Information Science	2	C	30	-
TS	4 Units of Teaching Subject in the areas of Arts, Social Science or Sciences	4	R	90	
	30% contribution				
LIS 104	Information Science I	2	C	15	45
LIS 114	Introduction to Digital Libraries	2	C	15	45
LIS 118	Introduction to Book Publishing	2	E	30	
	TOTAL UNITS	**16**			

Table 1.1: 100 Level Second Semester Courses

Course Code	Course Title	Units	Status	LH	PH
GST 112	Nigerian Peoples and Culture	2	C	30	
LIS 125	Introduction to Library Application Packages	2	C	15	45
TS	6 Units of Teaching Subject in the areas of Arts, Social Science or Sciences	6	R	30	
	30% contribution				
LIS 102	Library Routines	2	C	15	45
LIS 115	The Information User	2	C	15	45
LIS 129	Book Distribution and Sale	2	E	30	
	TOTAL UNITS	**16**			

Course Contents and Learning Outcomes

100 Level

GST 111 Communication in English   **(2 Units C: LH 15; PH 45)**
Learning Outcomes
At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. 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 and 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.

EDU 101: Introduction to Teaching and Foundations of Education   **(2 Units C: LH 30)**
Learning Outcomes
At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;

7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning; enumerate historical and current developments in sociology of education; and
9. highlight the historical and current developments in philosophy of education.

Course Contents
Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

LIS 104: Introduction to Information Science I   (2 Units C: LH 30)
Learning outcomes
On completion of the course, students should be able to:
1   explain the relationships between information and related terms
2   explain the different views by which people perceive information
3   understand the ubiquity and elusiveness of information
4   understand the classification of information
5   discuss the monetary value of information
6   discuss the origin, emergence and historical development of Information Science
7   explain the disciplinary focus of Information Science
8   understand the relationships between Information Science and some other disciplines
9   understand the multidisciplinary nature of Information Science
10   explain the problems associated with the training of Information Scientists in Africa
11   explain the alternative approaches to the training of information professionals.
12   discuss the ethics and moral issues involved in the Information Science profession

Course contents
Definitions of information and related terms; characteristics of information; the ubiquity and elusiveness of information; classification of information; parameters for determining the monetary value of information; definitions and origin of Information Science; emergence of Information Science in human societies; historical development of Information Science; locating Information Science in ' disciplinary space' ; disciplinary focus of Information Science and relationships to other disciplines; multidisciplinary nature of Information Science; the Information Science profession; problems of educating Information Science professionals in Africa; ethics and moral issues involved in the Information Science profession.

LIS 111: Introduction to Library and Information Science   (3 Units C: LH 30)
Learning Outcomes
At the end of the course, students should be able to:

1. define the basic concepts in the course;
2. discuss the relationship between library science and information science;
3. explain the philosophical foundations of the course;
4. explain its origin, growth and development;
5. discuss the contributions of great scholars to the field;
6. mention the need for its study and practice;
7. discuss LIS education in Nigeria;
8. explain the relationship between LIS and other fields; and
9. discuss the future of the course.

Course Contents
Definition of terms: Library, information, library science, information science and others. Relationship between library and information science. Theoretical and philosophical foundations of library and information science. Origin, growth and development of library and information science. Contributions of great scholars to library and information science. Need for the study and practice of library and information science. Library and information science education in Nigeria. Relationship between LIS and other fields of study. The future of library and information science.

LIS 114: Introduction to Digital Libraries   (2 Units C: LH 30)
Learning Outcomes
At the end of the course, students should be able to:
1. define the basic concepts in the course;
2. explain the origin and development of digital libraries;
3. identify the components of digital libraries;
4. enumerate the services of digital libraries;
5. explain the uses of digital libraries; and
6. discuss their advantages and disadvantages.

Course Contents
Definition of concepts: digital libraries, electronic libraries, virtual libraries, library without boundaries and others. Origin and development of digital libraries. Components of digital libraries: hardware, software, personnel, information resources and others. Services of digital libraries. Uses of digital libraries. Advantages and disadvantages of digital libraries.

UI-LIS 118: Introduction to Book Publishing: (2 Units: (Elective): 30H (Lecture)
Learning outcomes
At the end of the course, students should be able to:
1) define the concepts of language and communication;
2) describe writing and speech and differentiate between the two;
3) explain the print and electronic media;
4) describe periodical and non-periodical;
5) define publishing and book;
6) explain the significance of book;
7) describe the anatomy of book;
8) explain electronic publishing;
9) describe the structure of a publishing firm; and

10) explain the concepts of estimation and costing.

Course contents
Language and Communication. History and definition of writing. The Print and the Electronic Media. Periodical and Non-periodical. Concept of publishing. Definition of Book. Significance of Book. Anatomy of Book: cover, early matters, body text, and end matters. Electronic publishing. Organisational structure of a publishing firm. Introduction to Estimation and Costing.

GST 112:   Nigerian Peoples and Culture   (2 Units C: LH 30)
Learning Outcomes
At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. 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; Reorientation 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.

UI-LIS 102: Library Routines (2 Units C: LH 15) (PH 45)
Learning outcomes
By the end of this course, students will be able to:
1) identify various library routine demands and challenges at the work place;
2) mention five practical knowledge gained;
3) differentiate personal interests from organizational needs;
4) demonstrate how the various sections of the library operates;
5) document the activities carried out indicating the results and writing final report;
6) list ten basic library tools and show how they work;
7) choose an identified problem in the cause of the training and proffer solution;
8) list five library/information management automation systems facilities used;
9) pick a software to install and configure for organizational operations; and
10) state five types of networking and how it works in an organization.

Course contents
Basics of library and information science practices. Understanding the structure of organisations. Library functions and services. Project management concepts (considerations for units/sections). Accessioning register. Processing of library materials. Organization and charging system. Library rules and regulations. ICTs applications in library operations. Basic Computer hardware/software. Types of Window Operating Systems. Microsoft Office Applications. Basics of Networking and Internet Connectivity. Nature of E-Resources. Understanding integrated library system (KOHA Automated System, etc.). Installation and Configuration of Library Management System. Linux installation and Basic Commands. D-Base Installation and Configuration. Development and Use of Metadata Standards. Server Setting and Configuration. Email Server Configuration. Web Design and Hosting. Latest Trend in Library Science and ICTs.

UI-LIS 115: Information User   (2 Units C: LH 30 PH -)
Learning outcomes
By the end of the course students should be able to:
define the basic concepts of the course
1. define the basic concepts of the course
2. identify and explain the categories of information
3. enumerate the various qualities of good information
4. examine the various user categories
5. describe characteristics, information need of different user categories
6. mention the sources of information and major examples of each source
7. discuss the philosophy of information behaviour, information need and information seeking behaviour
8. explain information user community
9. discuss user education
10. identify and describe the importance of libraries
11. enumerate factors affecting the development and provision of information resources and services in libraries in Nigeria.

Course contents
Definition of information: categories of information, qualities of good information and uses of information. Information life-cycle, Information user characteristics I. Information user

characteristics II, Information sources: primary, secondary and tertiary sources/resources. Information behaviour. Information need. Information seeking behaviour. Information user community analysis. User education. Importance of library and other information centres in the 21st Century.

LIS 125:   Introduction to Library Application Packages   (2 Units C: LH 30)
Learning Outcomes
At the end of the course, students should be able to:

1.   define the basic concepts in the course;
2.   identify types of library application packages;
3.   discuss the different categories of library application packages and what they are used for;
4.   describe the features of library application packages; and
5.   explain the limitations of library application packages.

Course Contents
Definition of terms-programs, software, application packages and others. Types of library application packages, such as VTLS, CD/ISIS, EOSIS Q Series,x-Lib. Open source packages, such as Koha, Greenstone and othersc. Packages for institutional repositories such as Dspace, Fedora, Eprint and others. Features of library application packages. Uses of library application packages. Limitations of library application packages.

UI-LIS 129: Book Distribution and Sale (2 Units: (Elective): 30H (Lecture)
Learning outcomes
On completion of the course, students should be able to:
   1.   discuss book publishing in Africa and Nigeria;
   2.   discriminate books for various categories of readers;
   3.   list and discuss the different categories of readers;
   4.   understand the activities of the multinational publishers in book marketing in Nigeria;
   5.   analyse the activities of the indigenous publishing firms in book trade;
   6.   explain the involvement of the government at various levels in book business in Nigeria;
   7.   have knowledge of the tools and principles of bookselling;
   8.   explain the roles of bookshops in book distribution and sale;
   9.   discuss the problems of book distribution in Nigeria; and
   10. understand the relations between authors, publishers and booksellers in book business.

Course Contents
Book publishing in Africa. Book publishing in Nigeria. Books for various categories of readers. Categories of book readers. Activities of the multinational publishers in book marketing in Nigeria. Activities of the indigenous publishing firms in the Nigerian book trade. Government and book business in Nigeria. Principles of book marketing and sale. The roles of bookshops in book distribution and sale. The problems of book distribution in Nigeria. The relations between authors, publishers and booksellers in book business.

Lecturer-in-charge of the Courses

Course Code	Course Title	Lecturer-in-charge
GST 111	Communication in English	
GST 112	Nigerian Peoples and Culture	
EDU 101	Introduction to Teaching and Foundations of Education	
LIS 104	Information Science I	Dr O. O. Folorunso
LIS 111	Introduction to Library and Information Science	Prof. K.I.N. Nwalo/Dr O. A. Awujoola
LIS 114	Introduction to Digital Libraries	Prof. Airen E. Adetimirin
LIS 118	Introduction to Book Publishing	Dr C. A. Akangbe/Dr O. E. Igudia
LIS 102	Library Routines	Prof. K. I. N. Nwalo
LIS 115	The Information User	Dr A. M. Adegbore/Dr O. A. Awujoola
LIS 125	Introduction to Library Application Packages	Dr A. M. Adegbore
LIS 129	Book Distribution and Sale	Dr O. E. Igudia
Ten (10) units of teaching subjects in areas of Arts, Social Sciences or Science.		

Dr C. A. Akangbe
Ag. Head