

## LITERATURE IN ENGLISH

### GENERAL OBJECTIVES

The aim of the Unified Tertiary Matriculation Examination (UTME) syllabus in Literature in English is to prepare the candidates for the Board's examination. 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 functions of language;
- appreciate literary works of all genres and across all cultures;
- apply the knowledge of Literature in English to the analysis of social, political and economic events in the society.

### DETAILED SYLLABUS

| TOPICS/CONTENTS/NOTES   | OBJECTIVES  |
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| <p><b>1. DRAMA</b></p> <p>a. Types:</p> <ol style="list-style-type: none"> <li>i. Tragedy</li> <li>ii. Comedy</li> <li>iii. Tragicomedy</li> <li>iv. Melodrama</li> <li>v. Farce</li> <li>vi. Opera etc.</li> </ol> <p>b. Dramatic Techniques</p> <ol style="list-style-type: none"> <li>i. Characterisation</li> <li>ii. Dialogue</li> <li>iii. Flashback</li> <li>iv. Mime</li> <li>v. Costume</li> <li>vi. Music/Dance</li> <li>vii. Décor/scenery</li> <li>viii. Acts/Scenes</li> <li>ix. Soliloquy/aside</li> <li>x. Lighting etc.</li> </ol> <p>c. Interpretation of the Prescribed Texts</p> <ol style="list-style-type: none"> <li>i. Theme</li> <li>ii. Plot</li> <li>iii. Socio-political context</li> <li>iv. Setting</li> </ol> | <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. identify the various types of drama;</li> <li>ii. analyse the contents of the various types of drama;</li> <li>iii. compare and contrast the features of different dramatic types;</li> <li>iv. demonstrate adequate knowledge of dramatic techniques used in each prescribed text;</li> <li>v. differentiate between styles of selected playwrights;</li> <li>vi. determine the theme of any prescribed text;</li> <li>vii. identify the plot of the play;</li> <li>viii. apply the lessons of the play to everyday living</li> <li>ix. identify the spatial and temporal setting of the play.</li> </ol> |

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| <p><b>2. PROSE</b></p> <p>a. Types:</p> <p>i. Fiction</p> <ul style="list-style-type: none"> <li>• Novel</li> <li>• Novella/Novelette</li> <li>• Short story</li> </ul> <p>ii. Non-fiction</p> <ul style="list-style-type: none"> <li>• Biography</li> <li>• Autobiography</li> <li>• Memoir</li> </ul> <p>iii. Faction: combination of fact and fiction</p> <p>b. Narrative Techniques/Devices:</p> <p>i. Point of view</p> <ul style="list-style-type: none"> <li>• Omniscient/Third Person</li> <li>• First Person</li> </ul> <p>ii. Characterisation</p> <ul style="list-style-type: none"> <li>• Round, flat, foil, hero, antihero, etc</li> </ul> <p>iii. Language</p> <p>c. Textual Analysis</p> <p>i. Theme</p> <p>ii. Plot</p> <p>iii. Setting (Temporal/Spatial)</p> <p>iv. Socio-political context</p> <p><b>3. POETRY</b></p> <p>a. Types:</p> <p>i. Sonnet</p> <p>ii. Ode</p> <p>iii. Lyrics</p> <p>iv. Elegy</p> <p>v. Ballad</p> <p>vi. Panegyric</p> <p>vii. Epic</p> <p>viii. Blank Verse, etc.</p> | <p>Candidates should be able to:</p> <p>i. differentiate between types of prose;</p> <p>ii. identify the category that each prescribed text belongs to;</p> <p>iii. analyse the components of each type of prose;</p> <p>iv. identify the narrative techniques used in each of the prescribed texts;</p> <p>v. determine an author's narrative style;</p> <p>vi. distinguish between one type of character from another;</p> <p>vii. determine the thematic pre-occupation of the author of the prescribed text;</p> <p>viii. indicate the plot of the novel; identify the temporal and spatial setting of the novel.</p> <p>ix. identify the temporal and spatial setting of the novel</p> <p>x. relate the prescribed text to real life situations.</p> <p>Candidates should be able to:</p> <p>i. identify different types of poetry;</p> <p>ii. compare and contrast the features of different poetic types:</p> |

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| <p>b. Poetic devices</p> <ol style="list-style-type: none"> <li>i. Structure</li> <li>ii. Imagery</li> <li>iii. Sound(Rhyme/Rhythm, repetition, pun, onomatopoeia, etc.)</li> <li>iv. Diction</li> <li>v. Persona</li> </ol> <p>c. Appreciation</p> <ol style="list-style-type: none"> <li>i. Thematic preoccupation</li> <li>ii. Socio-political relevance</li> <li>iii. Style.</li> </ol> <p><b>4. GENERAL LITERARY PRINCIPLES</b></p> <p>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.</p> <p>b. Literary principles</p> <ol style="list-style-type: none"> <li>i. Direct imitation in play;</li> <li>ii. Versification in drama and poetry;</li> <li>iii. Narration of people's experiences;</li> <li>iv. Achievement of aesthetic value, etc.</li> </ol> <p>c. Relationship between literary terms and principles.</p> <p><b>5. LITERARY APPRECIATION</b></p> <p>Unseen passages/extracts from Drama, Prose and Poetry.</p> | <ol style="list-style-type: none"> <li>iii. determine the devices used by various poets;</li> <li>iv. show how poetic devices are used for aesthetic effect in each poem;</li> <li>v. deduce the poet's preoccupation from the poem;</li> <li>vi. appraise poetry as an art with moral values;</li> <li>vii. apply the lessons from the poem to real life situations.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. identify literary terms in drama, prose and poetry;</li> <li>ii. identify the general principles of Literature;</li> <li>iii. differentiate between literary terms and principles;</li> <li>iv. use literary terms appropriately.</li> </ol> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>i. determine literary devices used in a given passage/extract;</li> <li>ii. provide a meaningful interpretation of the given passage/extract;</li> <li>iii. relate the extract to true life experiences.</li> </ol> |

## UTME

### HARMONIZED PRESCRIBED TEXT BOOKS (LITERATURE IN ENGLISH) 2016-2019

Drama:

African:

- i. Frank Ogodo Ogbече : Harvest of Corruption

Non African:

- i. William Shakespeare : Othello

Prose:

African:

- i. Amma Darko : Faceless  
ii. Bayo Adebawale : Lonely Days

Non-African:

- i. Richard Wright : Native Son

Poetry:

African:

- i. Birago Diop : Vanity  
ii. Gbemisola Adeoti : Ambush  
iii. Gabriel Okara : Piano and Drums  
iv. Gbanabam Hallowell : The Dining Table  
v. Lenrie Peter : The Panic of Growing Older  
vi. Kofi Awoonor : The Anvil and the Hammer

Non African:

- i. Alfred Tennyson : Crossing the Bar  
ii. George Herbert : The Pulley  
iii. William Blake : The School Boy  
iv. William Morris : The Proud King

## RECOMMENDED TEXTS

### 1. ANTHOLOGIES

Gbemisola, A. (2005) *Naked Soles*, Ibadan: Kraft

Hayward, J. (ed.) (1968) *The Penguin Book of English Verse*, London: Penguin

Johnson, R. et al (eds.) (1996) *New Poetry from Africa*, Ibadan: UP Plc

Kermode, F. et al (1964) *Oxford Anthology of English Literature*, Vol. II, London: OUP

Nwoga D. (ed.) (1967) *West African Verse*, London: Longman

Senanu, K. E. and Vincent, T. (eds.) (1993) *A Selection of African Poetry*, Lagos: Longman

Soyinka, W. (ed.) (1987) *Poems of Black Africa*, Ibadan: Heinemann

### 2. CRITICAL TEXTS

Abrams, M. H. (1981) *A Glossary of Literary Terms*, (4<sup>th</sup> 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.