M I N I S T R Y O F E D U C A T I O N



Republic of Ghana

TEACHING SYLLABUS FOR LITERATURE IN ENGLISH

(SHS 1 - 3)

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TEACHING SYLLABUS FOR LITERATURE IN ENGLISH

RATIONALE

Literature helps in our understanding of human nature and how we respond to the challenges of life given different cultural backgrounds. The subject provides a variety of responses to human challenges and therefore helps to increase our appreciation of life through the literary texts we read in different genres, periods and cultures. The knowledge and experiences gained in the study of the subject helps us deal with our own varied human problems.

Literature thus promotes in the individual, the ability to appreciate any literary work set in prose, drama and poetry. The subject encourages the desire and love for reading for pleasure and knowledge. This love for reading directly leads to the enhancement of our competency in the use of the English language.

GENERAL AIMS

The syllabus is designed to guide students to:

1. develop further the literary skills and competencies acquired earlier in JHS and SHS Core English classes
2. develop further their love for reading
3. make critical and informed responses to texts in their forms, styles and contexts
4. evaluate the different ways in which writers achieve their effects.
5. appreciate human nature in their imaginative and intellectual response to the different texts.
6. appreciate the reactions of humans to critical and dramatic situation in life

SCOPE OF CONTENT

Literature is made up of three genres - Prose, Poetry and Drama. Students are required to read, understand and appreciate any literary work presented in any of the three forms/genres.

PRE-REQUISITE SKILLS

The study of Literature-In-English requires basic ability to read, understand and appreciate any written material.

ORGANIZATION OF THE SYLLABUS

The syllabus is structured to cover the last three (3) years of Senior High School. The syllabus is divided into three sections with each section containing a number of units. The sections correspond to the three genres of Literature – Prose, Drama and Poetry. It is therefore, suggested that parts of each section are taught in a term.

The sections and unit topics for the three year course are presented on the pages following:

ORGANISATION AND STRUCTURE OF THE SYLLABUS

	SECTION 1 Term 1	SECTION 2 Term 2	SECTION 3 Term 3
	PROSE	**DRAMA**	**PROSE**
Year 1	Unit 1 : Literature (General Overview) - Definition - Types - Branches Unit 2: Prose - Fiction and Non-Fiction - African and Non-African - Types of Prose	Unit 3: Drama - Definition - Types i. Comedy ii. Tragedy iii. Tragi – Comedy iv. Melodrama v. Mime Unit 4: Poetry - Definition - Types i. Lyric ii. Sonnet iii. Ballad iv. Romantic v. Epic vi. Ode, etc.	Unit 5: The Novel (study of prescribed texts alongside the following elements): Aspects of the Novel i. Setting ii. Plot iii. Subject matter /themes (major and minor) iv. Character v. Characterization vi. Narration techniques
Year 2	Unit 1: Drama: Study of prescribed texts alongside the following elements Aspects of Drama - Acts - Scenes - Interlude - Prologue/Epilogue - Chorus - Cast, etc.	Unit 2: Poetry: Study of prescribed texts alongside the following elements: Aspects of Poetry - Rhyme/Rhyming- Scheme - Mood/Tone - Persona - Verse - Run-on-lines - End-stopped-lines (enjambment) - Rhythm etc.	Unit 3: The Novel (Study of prescribed texts alongside the following elements): Literary Terms: - Protagonist - Villain/ Foil - Diction - Suspense - Flashback - Foreshadowing

	SECTION 1 Term 1	SECTION 2 Term 2	SECTION 3 Term 3
	DRAMA	**REVISION**	
Year 3	Unit 1: Study of prescribed texts alongside the following elements: Literary Terms: - Drama - Dramatic /Irony - Verbal/Situational/Irony - Conflict - Soliloquy/Aside - Monologue - Tragic hero - Tragic flaw/hubris - Harmatia - Comic Relief - Suspense - Theme/Themes - Subject matter - Plot - Setting - Litotes - Epigram - Transferred Epithet - Motif - Assonance - Metonymy - Alliteration - Paradox - Irony - metaphor - simile - symbolism - apostrophe - rhetorical question - sarcasm - Pun - Satire etc.	Unit 1: Prose: Study of the prescribed text alongside the requisite literary devices Unit 2: Drama: Study of the prescribed text alongside the requisite literary devices Unit 3: Poetry: Study of the prescribed text alongside the requisite literary devices	

TIME ALLOCATION

The Elective Literature course is designed to be taught/studied for three (3) years:

Year 1 - 6 periods per week of 40 minutes per period
Year 2 - 6 periods per week of 40 minutes per period
Year 3 - 6 periods per week of 40 minutes per period

SUGGESTIONS FOR TEACHING THE SYLLABUS

Literary Appreciation should be considered as part of the teaching of the text. The teacher should select relevant extracts for students to recognise how effectively the literary terms have been used.

It is recommended that a text on literary appreciation is set at the end of each unit. The text exercise should focus on the literary terms studied so far.

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives specify the skills and behaviours the student should acquire after learning the units of a section. The general objectives are directly linked to the general aims for teaching Literature-in-English listed on page (ii) of this syllabus and form the basis for the selection and organization of the themes and their unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work focuses on a number of units of a Section and each Section deals with a genre. A section consists of a fairly homogenous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You may follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5. or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For example, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way of communication among teachers and other educators. It further provides an easy way of selecting objectives for test construction. For instance, Unit 2 of Section 2 has five specific objectives: 2.2.1 -2.2.5. Teachers may want to base their test

items/questions on objectives 2.2.3 and 2.2.4 and not use the three other objectives. In this way, a teacher could sample the objectives within units and within sections to be able to develop a test that accurately reflects the objectives of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *What the student will be able to do after instruction and learning in the unit.* Hence specific objective starts with the following: "The student will be able to." This, in effect, you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The content column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some others, you could add more information to the content presented. There are some content spaces that have been left blank for you to develop.

Column 4 - Teaching and Learning Activities (TLA): Teaching and Learning activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to use their knowledge in Literature-In-English in a variety of ways. There may be a number of units where you need to re-order specific objectives to achieve such effects. The emphasis is to encourage students to develop the skills for critical thinking, and analysis and to appreciate any type of literary work. The activities should also help to unearth and develop their creative potentials.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work, role play, dramatization. Try to ask questions and set tasks and assignments that will challenge your students to develop excellent skills in literary appreciation as a result of having undergone instruction in this syllabus. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If, for instance, you take 80% as the mastery level, ensure that each student's answer to questions asked in class achieve this level of mastery.

This syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours and abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective like, “The student will be able to describe” contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the action verbs in the specific objectives of the syllabus describe the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

In the case of Literature-In-English, the emphasis is to produce persons who can read widely, understand, appreciate and analyse any type of literature and communicate their ideas effectively. Read each objective carefully to know the profile dimension towards which you have to teach.

Two profile dimensions and four skills have been specified for teaching, learning and testing in this subject. The profile dimensions are:

Knowledge and Understanding	-	30%
Use of knowledge	-	70%

The four (4) skills are as follows:

Comprehension skills	-	30%
Communicative skills	-	20%
Creative skills	-	25%
Analytical skills	-	25%+

The profile dimensions and the skills may be combined as follows:

Comprehension skills	-	Knowledge and Understanding
Communicative skills	-	Use of knowledge
Creative skills	-	Use of Knowledge
Analytical skills	-	Use of Knowledge

The study of Literature-In-English involves the acquisition of two major abilities and behaviours. These are "Knowledge and Understanding" and the "Use of Knowledge", "Knowledge and Understanding" may be taught through "Reading and Comprehension" while "Use of Knowledge" may be taught through the development of "Analytical, Communicative and Creative Skills" 'Reading' and 'Comprehension' are 'Receptive Skills', while, "Communicative, Analytical and Creative Skills' are 'Productive'.

Each of the dimensions and the skills, as you would have noticed, has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills show the relative emphasis that the teacher should give to the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that literature is taught and studied effectively in schools.

The explanation of the key words involved in each of the profile dimensions is as follows:

Knowledge and Understanding (KU)

Knowledge	The ability to: Remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to: Explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, innovation or creativity, and evaluation and may be taught separately. The dimension "Use of Knowledge' is a summary dimension for all four learning levels. Details of each of the four levels are as follows:

Application	The ability to: Apply rules, methods principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover etc.
Analysis	The ability to: Break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminate thinking.
Innovation/Creativity	The ability to Put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, produce new poems, drama, fiction and non-fiction stories, design and create new things.
Evaluation	The ability to: Appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some standards and criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

Explanation and meaning of the four skills are as follows:

Comprehension:	The ability to read and understand what is conveyed in a piece of writing. The student must be able to read coherently and answer questions arising from the text studied.
Communication:	The ability to express oneself clearly either orally or in writing.
Analysis:	The ability to study a given text, break it down to its component parts, identify and distinguish significant details, make inferences and deductions from facts.
Creativity	The ability to imagine and read a deeper meaning into a given text, be able to mentally visualize the picture presented and experience the emotions so created to be able to come out with something new.

FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment must be based on the profile dimensions and the skills required by the subject. The following assessment structure may therefore be considered.

Distribution of Examination Marks Across Profile Dimensions

Profile Dimensions	PAPER 1 (Receptive Skills)	PAPER 2 (Productive Skills)			Total Marks	% Weight of Dimensions
	Comprehension	Communicative Skills	Analytical Skills	Creative Skills		
Knowledge and Understanding	30	-	-	-	30	30
Use of Knowledge	-	20	25	25	70	70
Total Marks	30	20	25	25	100	-
% Contribution of Skills	30	20	25	25	100	100
% Weight of Dimensions in Examination Papers	30%	70%			100	100

The marks in the last column and in the last but one row are the weights of the profile dimensions and each of the four skills namely: Comprehension, Communication, Analysis and Creativity

We have used a total mark of 200 for the two examination papers in this example. Paper 1 is intended to be used for testing knowledge and understanding of concepts in literature. Paper 2 is a more demanding paper and is intended to be used for assessing the productive skills of communication, analysis and creative writing.

The total marks in the last but one row shows the marks allocated to each of the four skills. Paper 1 is marked over 30 meaning 30% of the total mark. The remaining marks in that row show the distribution of marks for the three skills assessed in Paper 2.

The last but one column also shows the marks allocated to each of the profile dimensions. You will note that the marks allocated to the profile dimension and to the four skills conform to the percentage weights of the profile dimensions and the skills indicated on page (vii).

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

School-based assessment should be used for measuring performance in all the four skills already indicated. SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year,

   The projects may include the following:

   i) investigative study (including case study)
   ii) practical work assignment

   A report must be written for each project undertaken.

2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA

3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

4. End-of-Tem Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating students' class performance, and as a means for encouraging improvements in learning performance.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results.

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point , hence totaling 18 marks, and then give the remaining 2 marks or part of it for organisation of answer. For objective test papers you may develop an answer key to speed up the marking.

SENIOR HIGH SCHOOL - YEAR 1

TERM 1

SECTION 1

PROSE I

General Objectives: The student will be able to:

1. distinguish one type of literature from another.
2. develop the ability to appreciate any piece of literary work in prose form.
3. develop the ability to critically analyze any prose material.
4. develop skills for creative writing.
5. develop the ability to relate literature to real life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERATURE: (General overview)** **- definition** - **types** **- branches**	The student will be able to: 1.1.1 define literature.	**<u>DEFINITION</u>** **<u>Literature</u>** - Any written material on a definite subject, topic or theme e.g. religious literature, medical literature, literature on photography etc. - Any fictive (creative) writings and sayings of individuals or a people e.g. Ghanaian literature, English literature, African literature etc.	Help students to come out with their own ideas on what literature is	Students in pairs/groups, identify different literature materials based on their subject matter.
	1.1.2 identify and differentiate the two types of literature.	**<u>Types of literature</u>** **Ora**l - Folklore, dirges, proverbs, appellations. etc. **Written** – story books, poems, plays, etc	Guide students to discuss the two types of literature. In pairs/groups students should come out with their own examples of oral and written literature.	Students individually identify the two types of literature using their own examples.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **LITERATURE** - **definition** - **types** - **branches** - **basic features**	The student will be able to: 1.1.3 distinguish between the three branches (genres) of literature. 1.1.4. distinguish between literary work and other forms of writing	**<u>Branches (Genres) of Literature</u>** : Prose - direct narration of a story either fictive or real Poetry - literary work set in verse form Drama - a story in a play form that can be acted on stage. Literature – Written information on any subject, any work or art, oral or written, that has form and uses devices and figures of speech e.g. imagery, diction, form, literary devices/figures of speech e.g simile, metaphor, personification, irony. (Refer to the Core Literature-In-English sections of the English Language syllabus.	Guide students in groups, to examine examples of the different branches of literature and present their findings for class discussion. Refer Core English Language syllabus.	Individually, students find out the features of the three branches and come out with an example of each. <u>Home work</u> Students write a short piece on any branch of literature
UNIT 2 **PROSE** - **Fiction** - **Non-Fiction** - **African** - **No-African**	1.2.1 identify any literary work set in prose	Prose- Any literary work that uses the direct narrative form as distinct from the verse or play format. **<u>Types of prose:</u>** i). <u>Fiction</u> – African -- <u>Weep Not Child</u>, <u>Money Galore etc.</u> Non-African -- <u>Great Expectations</u>, <u>Gulliver's Travels etc</u>. ii). <u>Non-fiction</u> -- scientific, journalistic, historical, biography, autobiography etc.	Students bring to class various prose texts for study and discussion. Guide students to distinguish the two types of prose and explain the distinction Students give examples of each type of prose.	Individually in pairs/in groups, students classify a collection of novels according to type and give reasons.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) TYPES OF PROSE FICTION - **The Fable** - **Allegory** - **Satire** - **Adventure Stories**	The student will be able to: 1.2.2 identify and distinguish between the various types of prose fiction.	Types of Prose Fiction: **The Fable:** A short allegorical story which has as its characters animals and great fictitious people and teaches a moral lesson e.g. Ananse stories **Allegory:** A short story that has two levels of meaning, the superficial and the deeper in which characters symbolize virtues and vices e.g. John Bunyan's Pilgrims' Progress, George Orwell's Animal Farm **Satire:** A literary work that exposes and criticizes the foibles of man and society in a humorous manner, e.g. Oliver Twist **Adventure Stories:** Stories that talk about the escapades of individuals or a group e.g. Gulliver's Travels' "King Solomon's Mine's".	Let students mention titles of story books they have read or know of to be written on the board. Through discussion, students classify the various books under types: Fable, Allegory, Satire, Adventure stories etc. and justify their decisions	Students narrate/write summaries of the stories from the books they have mentioned.

SENIOR HIGH SCHOOL - YEAR 1

TERM 2

SECTION 2

DRAMA

General Objectives: The student will be able to:

1. develop the ability to understand and appreciate any literary piece set as drama.
2. develop the ability to understand and appreciate the use of literary devices/terms associated with drama.
3. develop the skill for writing short scripts/plays.
4. develop the skill for acting plays.
5. develop the ability to relate literature to life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **DRAMA** Definition Types i. Comedy ii. Tragedy iii. Tragi – comedy iv. Melodrama v. Mime	The student will be able to: 2.3.1 define what drama is. 2.3.2. identify the various types of drama.	**Drama** - Any literary work set in a form of a play and meant to be acted with different characters playing various roles. **Comedy**: Literary work full of humorous characters and scenes and normally ending on a happy note. **Tragedy**: A type of drama in which the main character meet with a disastrous end due to a flaw in their character and other factors. **Tragi-comedy**: - A drama with humorous and tragic scenes and episodes but which ends on a happy note in spite of the initial misfortunes. **Melodrama**: - A type of drama with simple characters, scenes and situations designed to create sensation and excitement and usually ends happily as a result of an eleventh hour rescue. **Mime:**- A type of play in which characters use actions and gestures instead of words to communicate meaning	In pairs/groups, let students identify a particular literary work as drama by bringing out the features/elements of drama for class discussion. Students give examples of plays/pieces of drama they know of and classify them accordingly giving reasons for their classification in a class presentation.	Individually, students identify a particular literary work/text as drama In pairs/groups students study a specific drama type and come out with the features that distinguishes it.

SENIOR HIGH SCHOOL - YEAR 1

TERM 2

SECTION 3

POETRY

General Objectives: The student will be able to:

1. appreciate any literary piece in verse
2. acquire the skills for analyzing human nature and emotions as reflected in poetry
3. develop the skills for writing poems
4. develop the ability to relate poetry to real life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **DEFINITION OF POETRY**	The student will be able to: 3.4.1 define what poetry is.	**<u>DEFINITION</u>** A piece of literary work that expresses deep feelings, thoughts and human experiences and may use any of the following: imagery, figurative language, sound devices and rhythm to create effects. Poetry is normally arranged in lines or groups known as stanzas.	Students recite known poems and rhymes that they know Student read aloud a poem to feel effects and other sound devices. Students memorize whole or segments of poems which have thematic or stylistic appeal.	
. `	3.4.2 identify and explain the various types of poems.		Guide students to select some of the poems recited in class and classify them according to type.	In pairs/groups students study a specific poem and identify the type and justify it.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **DEFINITION OF POETRY** **TYPES:** - **Sonnet** - **Romantic** - **Epic** - **Ode,** - **Free Verse** - **Blank Verse**	The student will be able to:	**Types of poems** **Sonnet:** A poem of fourteen (14) lines with a special rhyme scheme and structure. The Italian or Petrachan sonnet has one Octave (the first eight lines) and a Sestet (the last six (6) lines). The English or Shakespearean Sonnet is made up of three (3) quatrains and a couplet. Romantic A romantic poem generally deals with nature and expresses straining emotions about events and experiences encountered etc. Epic Long narrative poem that describes brave feats and heroic achievements of a character(s) in grand style. Ode A poem addressed to a person, thing or an abstract idea to which the poet has strong emotional attachment. Free Verse A poem that has no regular pattern in terms of end rhyme, rhythm or length. Blank Verse A poem that has all the regular features of a poem but has no rhyme.	Assist students to discuss and identify various types of poems by their form, structure and content In pairs/groups, students select and study some poems and classify them under the various types.	Individually students classify some poems and justify their decision.

*** Advise students to read the prescribed texts.**

SENIOR HIGH SCHOOL - YEAR 1

TERM 2

SECTION 4

PROSE II

General Objectives: The student will be able to:

1. distinguish one type of literature from another.
2. develop the ability to appreciate any piece of literary work in prose form.
3. develop the ability to critically analyze any prose material.
4. develop skills for creative writing.
5. develop the ability to relate literature to real life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ASPECTS OF THE NOVEL** **Subject matter** **Themes – major/ minor** **Plot – Major/ Minor** **Characterisation** **Setting**	The student will be able to: 4.1.1 identify the various aspects of the novel.	**These terms should be studied alongside the *prescribed* texts.** **Aspects of the Novel:** Subject Matter - the over all statement of what a story/novel/passage is about. It leads to the unravelling of the theme **Theme:** - the central idea in a story/text/passage. A story can have more than one theme. **Plot**: - the sequence of events/episodes/ incidents in a story/novel as they unfold. In a story/novel, we may have the main plot and sub-plots. **Character**:- A person in a novel/story/play who performs certain well defined roles. These may be major or minor characters. Characters may also be round or flat. Ref. SHS English syllabus 5:2 5 page 70.	In pairs/groups, students read short passages/stories and identify the subject matter and theme for class discussion Guide students to identify and discuss themes/ideas that have links with current national/international issues e.g. HIV/AIDS, Drug Abuse, Human Rights, Poverty Alleviation, Conflict Resolution, Corruption etc. In pairs/groups, students read short passages/stories and identify the main episodes for class discussion. Guide students put these episodes together in a logical sequence to form the plot of the passages or stories. From a given text/film, students identify the main character(s) and the minor character(s) and explain why they are major or minor. Guide students to identify and discuss characters that may be round or flat.	In pairs, students identify subject matter and theme in given stories/texts/ passages

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **ASPECTS OF THE NOVEL** - **Characterisation setting** - **Technique of narration**	The student will be able to:	**These terms should be studied alongside the *prescribed* texts.** **<u>Characterisation</u>:-** The method(s) a writer uses to develop the personality of a character through what the character says, what he does, what is said about him, his reactions to situations and inferences drawn from these interactions with other characters. **Setting:** - Time and place in which the events of a story/novel may occur. It is the background of the story.	Guide students to discuss the methods used to portray characters. Let students give reasons for their explanation and provide necessary quotations to support their stand.	In pairs, students identify the episodes/events in stories/passages/texts Students then rearrange them in the right sequence. <u>LITERARY APPRECIATION</u> Provide two (2) unseen passages and let students to: i) identify the theme of each ii) identify the subject matter of each iii) compare the subject-matter and theme
	4.1.2 discuss the role each aspect plays in a good story	**Aspects and their functions**: - Aspects determine the way the story/novel develops by giving it direction and unity.	Through leading questions, guide students to point out the role played by each of these aspects in the development of a given story/novel.	In pairs/groups, students study selected texts/passages and discuss the following: characters (major and minor), characterisation and setting. In pairs, students identify the roles of aspects of a story/novel for class discussion

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **ASPECTS OF THE NOVEL** - **technique of narration**	The student will be able to: 4.1.3. comment on the effectiveness of style.	**These terms should be studied alongside the prescribed texts.** i) Techniques of narration: The different angles from which a story is told leads to the different techniques of narration. The different techniques are as follows: *Omniscient narrator*:- Narrator takes an active part in telling the story, describes what happens and gives comments e.g. Things Fall Apart, Ancestral Sacrifice, Weep Not child etc. *First Person Narrator*: This technique involves presentation of a story in the first person and may relate to the events in the story in various ways. Here the 'I' is the hero/protagonist or could be a minor character or a mere observer of events. e.g. Gulliver's Travels, Sinbad the sailor etc. *Naive narrator*: Here the narrator fails to see the effects of events being narrated. The reader sees the effects and implications much more. In this kind of narration, the story is mainly seen through the eyes of a naïve character.	In pairs/groups, students examine/ discuss the point of view from which a story in told e.g. First Person Narrator; Omniscient Narrator; Naïve Narrator.	Groups to examine the chapter individually bringing out the style for class discussion. In pairs/groups, students give two examples of each style of narration and justify their choice. LITERARY APPRECIATION Provide a text(s) that contains the devices/terms studied under this unit for appreciation

SENIOR HIGH SCHOOL - YEAR 2

TERM 1

SECTION 1

DRAMA

General Objectives: The student will be able to:

1. develop the ability to understand and appreciate any literary piece set as drama.
2. develop the ability to understand and appreciate the use of literary devices/terms associated with drama.
3. develop the skill for writing short scripts/plays.
4. develop the skill for acting plays.
5. develop the ability to relate literature to life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ASPECTS OF DRAMA** - Acts - Scenes - Interlude - Prologue	The student will be able to: 1.1.1 identify and comment on the various aspects of drama.	**These terms should be studied alongside the prescribed texts.** **Acts** - Major divisions of a play or drama **Scenes** - They are the minor divisions of an Act of a play. **Interlude** - It is a break between scenes of a play. **Prologue** - An introductory scene or statement at the beginning which may be a comment on the play.	In groups, students identify various aspects of drama using a given text and comment on them in a class discussion. In groups, students act scenes from a given text and discuss the devices depicted in the scenes bringing out their effectiveness or otherwise.	Using a given text, students on their own identify the various aspects of drama and report on them. Project Work: In groups, students write a short scene using some of the devices discussed. .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (COND'T) **ASPECTS OF DRAMA** - Epilogue - Chorus - Cast, etc.	The student will be able to:	**These terms should be studied alongside the prescribed texts.** **Epilogue**: - These are concluding words found at the end of a play **Chorus**: - A character/characters who comment on developments in the plot of a play. **Cast**-: The whole group of actors/actresses in a play. **Subject** - matter, theme, plot, etc. (Refer to section on Prose) Other aspects of drama worth noting are: Characters, props, cues, lines, prompting, stage-direction etc.		Using selected text, students discuss 3 dramatic elements that make the text interesting. LITERARY APPRECIATION Provide a text(s) that contain the devices/terms studied under this unit for students to identify yhem.

SENIOR HIGH SCHOOL - YEAR 2

TERM 2

SECTION 2

POETRY

General Objectives: The student will be able to:

1. appreciate any literary piece in verse
2. acquire the skills for analyzing human nature and emotions as reflected in poetry
3. develop the skills for writing poems
4. develop the ability to relate poetry to real life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ASPECTS OF POETRY** - Rhyme/Rhyming-Scheme - Mood/Tone - Persona - Verse	The student will be able to: 2.1.1 identify the various features of a poem.	**These terms should be studied alongside the prescribed selected poems** **Rhyme** When two or more words end with the same vowel or consonant sound they are said to rhyme e.g. ride, tide; note, boat; file, style; coat, rote; feed, seed; etc. **Rhyming Scheme** The pattern of end rhymes normally indicated by letters of the alphabet. **Mood/tone** A general state of emotion created and felt on reading a literary piece. e.g. anger, joy, fear, sadness, etc. **Persona** The speaker in a poem or novel. **Verse/Stanza**: Units of a poem separated by a space in the printed text.	Students to recite some rhymes they know (Selected ones can be written on the board for students to identity the rhyming words in the verses).	**LITERARY** Provide unseen pieces for students to identify the forms/features of poetry studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (COND'T) **ASPECTS OF POETRY** - Rhyme/Rhyming-Scheme - Run-on-lines - End-stopped-lines (Enjambment) - Rhythm	The student will be able to:	**These terms should be studied alongside the selected poems** **<u>End-Stopped Lines (Enjambment)</u>** This is when the idea/sense being expressed ends with the line **<u>Rhythm</u>**: A sound of movement produced in speech or a line of poetry combining stressed and unstressed syllables.	Students to recite some rhymes they know (Selected ones can be written on the board for students to identity the rhyming words in the verses).	**<u>LITERARY</u>** Provide unseen pieces for students to identify the forms/features of poetry studied.

SENIOR HIGH SCHOOL - YEAR 2

TERM 3

SECTION 3

PROSE

General Objectives: The student will be able to:

1. distinguish one type of literature from another.
2. develop the ability to appreciate any piece of literary work in prose form.
3. develop the ability to critically analyze any prose material.
4. develop skills for creative writing.
5. develop the ability to relate literature to real life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERARY DEVICES/ TERMS** - **Protagonist** - **Villain** - **The Foil** - **Diction**	The student will be able to: 3.1.1 identify and explain the use of some literary devices/ terms associated with prose.	**These terms should be studied alongside the prescribed literary texts.** **Protagonist**: This is the main character in a novel/short story around whom most of the action centres. The protagonist may also be referred to as the hero or heroine. **Villain**: The principal evil character of a novel/play who through his/her intentions tries to destroy other characters. **The Foil:** A character who is used to constrast the good or bad qualities of another character. **Diction:** The choice and use of a word(s) in a piece of writing to produce a certain meaning and effect.	List devices/terms on the chalkboard. In pairs/groups, students explain the meanings of the devices/terms given to each group for class discussion. Using relevant passage(s), guide students to identify the literary devices/terms used, stating their effectiveness and presenting them in a class discussion. Make reference to a particular device/ term within a context. Students select some devices and use them appropriately in their own short stories/ creative writing. Guide students to identify some devices used in a given text or passage.	Students identify particular term/device for class discussion. Students identify and comment on some devices used in a given text/passage. LITERARY APPRECIATION Provide a text(s) that contains the devices/terms studied under this unit for appreciation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **LITERARY DEVICES/ TERMS** - **Suspense** - **Flashback** - **Foreshadowing**	The student will be able to:	**These terms should be studied alongside the prescribed texts.**		
- **Suspense** - **Flashback** - **Foreshadowing**	3.1.2 appreciate the effectiveness of these literary devices//terms in context. 3.1.3 use devices in their short stories/ creative writing.	**Suspense**: A device in a story/novel/play that keeps the reader/audience interested and anxious to know what happens next. **Flash back**: It is a device used in a story/novel/play to recall an event that took place in the past. **Foreshadowing**: This is a device used to give the reader an idea of what will happen later in a story/novel/play. It is to create interest and suspense. Other literary terms/devices are: tragedy, comedy, allusion, symbolism, paradox, hyperbole, interior monologue etc. - Information on the background of the writer and social milieu at the time. - The setting; its effect on the subject - matter and plot of the story.		

SENIOR HIGH SCHOOL - YEAR 3

TERM 1

SECTION 1

DRAMA

General Objectives: The student will:

1. develop the ability to understand and appreciate any literary piece set as drama.
2. develop the ability to understand and appreciate the use of literary devices/terms associated with drama.
3. develop the skill for writing short scripts/plays.
4. develop the skill for acting plays.
5. develop the ability to relate literature to life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERARY DEVICES/TERMS** - **Theme(s)** - **Subject-Matter** - **Plot** - **Setting etc**	The student will be able to: 1.1.1 identify and explain the use of some literary devices/terms associated with poetry.	**These terms should be studied alongside the selected poems** **Theme(s)**: Central idea(s). Refer to 1.4.1. **Subject Matter**: What the poem is about. Refer to 1.4.1. **Plot:** The sequence of ideas/events in a poem. Refer to 1.4.1. **Setting:** The background of a poem.	Through questions help students identify the literary devices/terms used in a selected poem. In groups, students identify the devices used in a given poem for class discussion. Using a selected poem, help students identify the subject-matter, theme, setting etc.	Individually, students identify the literary devices/terms used in a selected poem. **Project Work:** Students write their own poems on selected topics. Individually, students identify the literary devices used in a given poem.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
Litotes **Epigram** **Transferred Epithet** **Motif** **Assonance** **Metonymy** **Alliteration** **Paradox** **Irony** **metaphor** **simile** **symbolism** **apostrophe** **rhetorical question** **sarcasm** **Pun** **Satire etc.**	The student will be able to: 3.1.2 appreciate the effectiveness of literary devices/terms in context. 3.1.3 use literary devices to write their own poems.	**These terms should be studied alongside the selected poems** **Litotes:** An understatement that makes use of double negatives. e.g. I was not unhappy **Epigram:** A short witty and satirical saying or a short poem with such an ending. **Transferred epithet:** The use of an adjectival with a different word rather than the word it rightly belongs to e.g. He had to hang his tired gloves **Refer to SHS Core English Language Syllabus.**	In pairs/groups, students identify and state the effectiveness of literary devices used in a selected poem. Guide students to write their own poems using literary devices.	**LITERARY** Provide- identify theme and subject matter and comment on their effectiveness.

SENIOR HIGH SCHOOL - YEAR 3

TERM 2

REVISION

PROSE

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **ASPECTS OF THE NOVEL** - **Characterisation** - **Setting**	The student will be able to:	**These terms should be studied alongside the *prescribed* texts.** **Characterisation:-** The method(s) a writer uses to develop the personality of a character through what the character says, what he does, what is said about him, his reactions to situations and inferences drawn from these interactions with other characters.	Guide students to discuss the methods used to portray characters. Let students give reasons for their explanation and provide necessary quotations to support their stand.	In pairs, students identify the episodes/events in stories/passages/texts Students then rearrange them in the right sequence. LITERARY APPRECIATION Provide two (2) unseen passages and let students to: i) identify the theme of each ii) identify the subject matter of each iii) compare the subject-matter and theme
	1.1.1 discuss the role each aspect plays in a good story	**Setting:** - Time and place in which the events of a story/novel may occur. It is the background of the story. **Aspects and their functions**: - Aspects determine the way the story/novel develops by giving it direction and unity.	Through leading questions, guide students to point out the role played by each of these aspects in the development of a given story/novel.	In pairs/groups, students study selected texts/passages and discuss the following: characters (major and minor), characterisation and setting. In pairs, students identify the roles of aspects of a story/novel for class discussion

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (Cont'd) **ASPECTS OF THE NOVEL** - **Technique of Narration**	The student will be able to: 1.1.2. comment on the effectiveness of style.	**These terms should be studied alongside the prescribed texts.** i) Techniques of narration: The different angles from which a story is told leads to the different techniques of narration. The different techniques are as follows: *Omniscient narrator*:- Narrator takes an active part in telling the story, describes what happens and gives comments e.g. Things Fall Apart, Ancestral Sacrifice, Weep Not child etc. *First Person Narrator*: This technique involves presentation of a story in the first person and may relate to the events in the story in various ways. Here the 'I' is the hero/protagonist or could be a minor character or a mere observer of events. e.g. Gulliver's Travels, Sinbad the sailor etc. *Naive narrator*: Here the narrator fails to see the effects of events being narrated. The reader sees the effects and implications much more. In this kind of narration, the story is mainly seen through the eyes of a naïve character.	In pairs/groups, students examine/ discuss the point of view from which a story in told e.g. First Person Narrator; Omniscient Narrator; Naïve Narrator.	Groups to examine the chapter individually bringing out the style for class discussion. In pairs/groups, students give two examples of each style of narration and justify their choice. LITERARY APPRECIATION Provide a text(s) that contains the devices/terms studied under this unit for appreciation

SENIOR HIGH SCHOOL - YEAR 3

TERM 2

REVISION

DRAMA

General Objectives: The student will be able to:

1. develop the ability to understand and appreciate any literary piece set as drama.
2. develop the ability to understand and appreciate the use of literary devices/terms associated with drama.
3. develop the skill for writing short scripts/plays.
4. develop the skill for acting plays.
5. develop the ability to relate literature to life situations

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERARY DEVICES/TERMS** - Dramatic Irony - Atmosphere - Conflict - Dialogue - Monologue	The student will be able to: 2.1.1 identify literary devices and state their effect in context.	**These terms should be studied alongside the prescribed texts.** **Dramatic Irony**: A dramatic technique by which the audience is given some piece of information unknown to the characters in the play. **Atmosphere:** The general feeling created and conveyed to the audience/reader by the play/text. The atmosphere may be gloomy, happy, gay, tensed etc. **Conflict**: A term used to describe the struggle or disagreement between two opposing forces that are at the centre of the plot. The conflict could be external or internal. **Dialogue:** Verbal interaction or conversation between two or more characters. **Monologue:** A rather long speech by a character in a play or a drama in which only one actor speaks.	Assist students to discuss the meaning and uses of the devices listed in content. (Refer to content). Using relevant passages, students identify the literary devices/terms noting their effectiveness and present them for class discussion. Using relevant text/extracts guide students to identify. Dialogue, Monologue, Soliloquy and Aside Students to: --List problems confronting the youth (Examples: peer influence, broken home, building self esteem, examination malpractices, corruption etc).	Project Work: In groups, students select some problems of the youth and write a short play on them making use of some literary devices. In groups, students write and role play their short plays using the speech devices discussed in class for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERARY DEVICES/TERMS** - Soliloquy - Aside - Tragic hero	The student will be able to:	**These terms should be studied alongside the prescribed literary texts.** **Soliloquy**: A device in a play by which a character reveals his thoughts and intentions to the audience by talking aloud to himself. **Aside**: A device used to make a character in a play speak to the audience without the other characters hearing what he/she says. **Tragic Hero:** A tragic hero is the protagonist who suffers a reversal of fortune e.g. a change from happiness to misery, riches to rugs, wealth to poverty etc.	--In pairs/groups, select one social problem and write a short play using some of the devices discussed.	

SENIOR HIGH SCHOOL - YEAR 3

TERM 2

REVISION

POETRY

General Objectives: The student will be able to:

1. appreciate any literary piece in verse
2. acquire the skills for analyzing human nature and emotions as reflected in poetry
3. develop the skills for writing poems
4. develop the ability to relate poetry to real life.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LITERARY DEVICES/TERMS** - **Theme(s)** - **Subject-Matter** - **Plot** - **Setting etc**	The student will be able to: 3.1.1 identify and explain the use of some literary devices/terms associated with poetry.	**These terms should be studied alongside the selected poems** **Theme(s)**: Central idea(s). Refer to 1.1.1. **Subject Matter**: What the poem is about. Refer to 4.1.1. **Plot:** The sequence of ideas/events in a poem. Refer to 1.1.1 **Setting:** The background of a poem.	Through questions help students identify the literary devices/terms used in a selected poem. In groups, students identify the devices used in a given poem for class discussion. Using a selected poem, help students identify the subject-matter, theme, setting etc.	Individually, students identify the literary devices/terms used in a selected poem. **Project Work:** Students write their own poems on selected topics. Individually, students identify the literary devices used in a given poem.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
Litotes **Epigram** **Transferred Epithet**	The student will be able to: 3.1.2 appreciate the effectiveness of literary devices/terms in context. 3.1.3 use literary devices to write their own poems.	**These terms should be studied alongside the selected poems** **Litotes:** An understatement that makes use of double negatives. e.g. I was not unhappy **Epigram:** A short witty and satirical saying or a short poem with such an ending. **Transferred epithet:** The use of an adjectival with a different word rather than the word it rightly belongs to e.g. He had to hang his tired gloves	In pairs/groups, students identify and state the effectiveness of literary devices used in a selected poem. Guide students to write their own poems using literary devices.	**LITERARY** Provide- identify theme and subject matter and comment on their effectiveness.

SUGGESTED REFERENCE BOOKS

1.	*Understanding Literature*	:	*Mayhead, H*
2.	*Literature in English study Notes and Commentary*	:	*Joseph Amuah and Etornam . s. Ohene*
3.	*Understanding Core Literature*	:	*Anthony Gyampo*
4.	*Literature in English for Senior High Schools*	:	*Ike Kwofie*
5.	*Roses Without Petals*	:	*Richard Amoako Baah*
6.	*A harvest of Literary Terms*	:	*F. A. Pritchard*
7.	*African Poetry in English*	:	*S. H. Burton*
8.	*Poetry: An Introduction*	:	*Miller and Greenberg*
9.	*Mother is Gold: A study in West African Literature*	:	*Adrian A. Roscoe*
10.	*Understanding Unseens: An Introduction of English*	:	*M. J. Murphy*
11.	*An Introduction to the Novel*	:	*Eustace Palmer*
12.	*Contemporary Literature in Ghana 1911 – 1996*	:	*Angmor Charles*
13.	*A Handbook for Teaching African Literature*	:	*Gunner, Elizabeth*
14.	*The Growth of the African Novel*	:	*Palmer Eustace*