

BACHELOR OF ARTS IN ENGLISH LANGUAGE

PURPOSE

This exciting program is designed to expose the student to the overall training that is suitable to language acquisition, under graduate writing, and Mastery in English Grammar, deep comprehension of poetic language, and the dexterity to comprehend rhetorical and literary devices of different authors in different eras.

This program will also learn itself copiously to the student in the area of English Grammar and Composition. Students will learn to produce standard Expository, Narrative, Descriptive, and argumentative essays. Since essays are written using words, lexical items, phrases, clauses, modals, moods, and sentences, the program will lay a solid grammatical foundation for the candidate. The candidate will learn types of phrases, and their uses, types of clauses, and their functions in sentences. Compound sentences, and complex sentences will be given a premium in the program. Since we live in business age, the candidate will learn to produce spectacular business letters and literature. The candidate will learn the journalistic and mass communication style in communication.

Program Requirements

A High School or GED Certificate with approved transcript. High School degree is required for the bachelor of English Language Arts program. It requires 120 credit hours. The student is required to take at least 100 credit hours and follow coursework procedure in order to accomplish her program successfully. Student is required to transfer 40 units from previous Education related to English Language Arts. Courses in English Phonetics, Morphology and Phonology of English, socio-Linguistics in English, oral Literature, dram, any course in films, and nature of language can be transferred to the program.

CURRICULUM

Overall, all core courses are required for completion of the program. Students must endeavor to take all core courses in addition to selected **electives**. Students must bear in mind that they are **NOT** required to do **Thesis** instead; all students are required to complete **100 or 120 units. If a student decides to opt for thesis, she must complete at least 75 units and additional 25 units for THESIS to complete 100 or 120 units required by the Seminary.**

COURSE OBJECTIVES AND DISTINTIVENESS

- Expose the student to several genres of English Language composition.
- To imbue the student with the dexterity of writing effectively and efficiently and meeting the challenges of 21st Century Language deficiency in some communities.
- To beef up the student's linguistic repertoire through college level vocabulary acquisition methods.

- Expose the student to figure of speech as rhetorical uses of Language (metaphor, metonymy, hyperbole, parallelism, litotes, allusions, assonance, anthropomorphism, and alliterations) in effective writing.
- Comprehend the dynamics of knowledge conventions ranging from structure and paragraphing to tone and mechanics and the use of transitional words and phrases in effective writing.
- Expose the student to the features of narrative, descriptive, expository and argumentative Essays.
- Assist the student to write concisely and effectively.
- To help the student adopt the skill of renowned media thesis Statements, such as Los Angeles Times, USA Today and a host of others.
- Use grammar and punctuation conventions properly and efficiently.
- To determine the student's efficiency and proficiency and depth of understanding of the foundations of English Grammar and composition in contemporary American society.

DEGREE DISTINCTIVENESS

- 1 Ability to apply English Language Arts to any field of endeavor to enhance, Elementary, Middle School, and High school programs.
2. Apply English language Arts in Biblical and Theological Research and Education.
3. Incorporate English Language Arts into Biblical and theological knowledge with research, and preaching skills to communicate academic knowledge to a myriad of students and ecclesiastical institutions.
4. To learn to produce standard and acceptable business letters using language skills.
5. Grow professionally, academically, scripturally, pastorally, and develop leadership skills as you do term papers, and undertake committed academic work.
- 6 Develop skills that lead to self-actualization in leadership, managerial abilities, to enhance business performance, academic training, and teaching skills that that improve student scores and performance in the classroom.
7. To ameliorate student performance in Ecclesiastical institutions and Churches, in the field of Church growth, and Church planting in America and in the world.
6. Articulate Evangelical, Charismatic, Pentecostal Reformed doctrinal beliefs with coherence, accuracy, relevance, and with clarity as student employs English Language Arts in day-to-day communication.
7. Articulate analytically in business and in Church teaching.

FIGURES OF SPEECH

Figures of speech constitute the tertiary level of multiple “senses of meaning.” Usually, they form the basic connotation of the word meaning, and then evolve into the secondary sense with less common meaning. Figures of speech are the various rhetorical uses

of language (such as metaphor, metonymy, hyperbole, chiasmus, parallelism, litotes, and allusions) that depart from customary construction, order, or significance. Similarly, they associate a concept with a pictorial or analogous representation of its denotation in order to add wealth to the statement.

<u>FIRST TERM COURSES FOR FIRST YEAR</u>		
CODE	TITLE	UNITS
HTC 200:	Morphology and Grammar of English (core)	4
LGC 201:	Thesis Statement and effective paragraphing writing (core)	4
PTC 202:	Writing narrative compositions	4
STC 203:	Figures of speech (metaphor, simile, anthropomorphism etc.	4
Total Term Units		16
<u>SECOND TERM COURSES</u>		
CODE	TITLE	UNITS
HTC 320	Writing Expository compositions (core)	4
LGC 210	Writing persuasive Compositions (core)	4
NTCZ 210	Writing a research paper (core)	4
OTCI30A	Writing business letters and completing forms	4
Total Term Units:		16
<u>THIRD TERM COURSES</u>		
CODE	TITLE	UNITS
<p>A dependence clause cannot stand-alone, instead it must be attached to an independent clause to be meaningful because something about it implies that there is more to come. On its own, a dependent clause is left hanging, its meaning incomplete. It must be combined with an independent clause in order to form a complete sentence. The dependent clause always begins with a subordinating conjunction.</p>		
CMS 320	Coordination and Subordination	3
BCA 210	Phrases; prepositional, appositives, infinitive phrases etc.	3
NTCZ 240	Clauses: independent, subordinate etc.	4
STC 450	subject, object complements, post positive use of adjectives	4
Total Term Units:		16
TOTAL HOURS FOR THE FIRST YEAR OF ENROLLMENT IS 45 UNITS AND ABOVE.		
<u>SECOND YEAR COURSES AFTER ENROLLMENT</u>		

FIRST TERM COURSES OFFERED IN THE SECOND YEAR

CODE	TITLE	UNITS
OTC 140B	Subject and the predicator, Direct and indirect objects (core)	4
PTE7L2	Literature and Textual analysis	3
NTCZ 210	Poetic analysis	4
QS950	Compare and contrast two writers' literary techniques	2

PMC 310: Plot, **setting, characters, point of view, Language, symbol, and theme, deductive and inductive reason, modernist poet, historicism, audience and purpose, rhetorical jargon, syllogism, impressionism, iambic pentameter, logos, pathos, ethos, topos.**

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Total Term Units: 16

SECOND TERM COURSES OFFERED IN THE SECOND YEAR

CODE	TITLE	UNITS
MSC 800	complex sentences, compound sentences, direct and indirect speeches	4
OTC 150A	Reading comprehension (core)	4
STC 430		3
STC 410	Hermeneutics	2
NTE 356	Exegetical Methods	3

Total Term Units: 16

THIRD TERM COURSES OFFERED IN THE SECOND YEAR

CODE	TITLE	UNITS
PMC 530	Christian Ethics (core)	4
PMC 540	Contemporary social problems	3
STC 430	History of Christian Thought	3
PTC 640	Pastoral Theology III	3
PTC 680	Preaching	3

Total Term Units: 16

1. Expository writing- is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books

and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. Expository writing uses a lot of great visual words to help you see the person, place or thing they are writing about. The writing can be poetic at times, and explain things in great detail. When you are reading descriptive writing you feel as if you are there or can actually picture in your mind what they are describing. Metaphors, similes and symbols are often used in descriptive writing.

[Narrative writing](#) is very common in novels, poetry and biographies. The author puts themselves in their character's shoes and writes as if they were that person. They tell life stories and involve plots and storylines. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you