

METHODIST UNIVERSITY COLLEGE GHANA
QUALITY ASSURANCE UNIT

FOUR-YEAR DEGREE PROGRAMME

The following are the course descriptions, grading system and requirements for graduation, under the four-year degree programme.

1. COURSE DESCRIPTIONS

(i) MURE 110: Academic Writing I 3 Credits

(To be taken by all students)

The main objective of Academic Writing I is to equip students with the language skills that will enable them to read and write effectively. It is designed to teach students skills in organisation, composition, editing and documentation of academic papers, introduce them to referencing skills required for their academic research and to avoid plagiarism. The course will be taught in small groups. Class activities will be characterised by group work, oral presentations and extensive practical assignments.

Reading List

- Achampong, A.P. (2005). *A guide to English grammar and usage*. (2nd ed.). Accra: Dutan Publishing Company.
- Ebest, S. B. (2000). *Writing from A to Z*. (3rd ed.). London: Mayfield Publishing Company.
- Kiniry, M. & Mike R. (1995). *Critical strategies for academic thinking and writing*. (2nd ed.). Boston: Bedford Books of St Martin's press.
- Lester, J. D. (1999). *Writing research papers: A Complete Guide* (9th ed.). New York: Addison Wesley Educational Publishers.
- Marius, Richard. (1995). *A Writer's Companion*. (3rd ed.). New York: Mc *Graw Hill.

(ii) MURM 110: Introduction to Mathematics 3 Credits

(To be taken by all students in the Humanities except students offering Economics, Computer Science, Mathematics, Statistics and General Agriculture)

This course is designed for students to acquire basic numeracy skills needed for solving real life problems. It involves the following: review of basic algebraic skills; rates (fractions, proportions and percentages), approximating numbers (rounding up of numbers and significant numbers), mathematical reasoning, (deductive and inductive reasoning), statements; truth tables, necessary and

sufficient conditions; basic set theory, nature and uses of statistics, sources of data, data types and measurement scales, methods of data manipulation (aggregation and interpretation), basic probability with illustrations from various disciplines, establishing relationships between variables, and the use of basic computer packages such as Excel in analysing data.

Reading List

- Einstein, A. (1961). *Relativity: The special and general theory*. New York: Crown
- Feynman, R. P., Moringo, F. B. & Wagner, W. G. (1995). *Feynman lectures on gravitation*. Addison Wesley.
- Landau, L. D & Lifshitz, E. M. (1975). *Classical theory of fields*. (4th Revised English Edition). Oxford:Pergamon.
- Misner C., Thorne K. S. & Wheeler, J. A. (1973). *Gravitation*. San Francisco: Freeman W. H.

(iii) *MURC110: Introduction to Computers
(MUCG Required Course)

3 Credits

This course introduces the fundamental and powerful role that information technologies play in the modern global business environment. Main topics will include the following: Business and Information Technology, Organisations and Information Technology, Computer Hardware, Computer Software, Managing Organisational Data and information, Internet and Intranet, Functional and Enterprise Systems, Data Knowledge and Decision Support, Intelligent Systems in Business, Strategic Information Systems and Reorganization.

Reading List

- ITL Education Solutions Limited (2004). *Introduction to computer science*. Singapore: Pearson Education Pte. Ltd.
- Mata-Toledo, R. & Cushman, P.K. (2010). *Introduction to computer science*. London: McGraw Hill.
- Thomas, W. (2001). *Introduction to computers*. New York, NY: Chapman and Hall.
- Wetherill, S.B. (2000). *Introduction to computer science*. London: Academic Press.
- Wilson, T.(2009). *Introduction to computers*. London: McGraw Hill.

Second Semester

(iv) MURR 110: Logic and Practical Reasoning
(To be taken by all students)

3 Credits

Students are guided to recognise the contrast between *inductive* and *deductive* reasoning and the different types of support yielded by each, to evaluate the quality of evidence confirming an empirical hypothesis about human conduct, to maintain individual professional and scholarly discretion in the face of peer pressure and mob mentality. Those enrolled in this course will be provided the vocabulary and techniques to employ critical thought and practice within the academic arena and beyond. Students will further be taught to discriminate logically between: rhetorical ploys that give *motives* vs. arguments providing *good logical reasons* for believing an assertion.

Reading List

- Ballard K. E. (1972). *Study guide for copy: Introduction to logic*, MacMillan Company, New York.
- Bello A.G.A. (2000). *Introduction to Logic*, University of Ibadan Press
- Copi, Irving (1993). *Introduction to logic*. New York: Macmillan.
- Crossley, David and Cohen, Carl (1979). *How to argue: an introduction to logical thinking*. New York: Random House.
- Ehrlich, L. H. & George P. (1987). *Principles of reasoning*. Cambridge, Mass: MIT Press, A Bradford Book.
- Greg, B. et al. (2002). *Critical thinking: A student's introduction*, McGraw-Hill Companies, Inc.

(v) **MURB 110: Behavioural Studies**

3 Credits

(To be taken by all students)

This module is designed to introduce students to human behaviour and the social environment. It offers students the opportunity of understanding the environment within which people live and work in Ghana. The module places emphasis on the extent to which geographical, political, socio-cultural, economic and international forces have shaped life in Ghana over time. The module will also teach students the basic concepts of culture, resources and development and expose students to the concepts of good governance and the information society, including the rule of law, probity, transparency and accountability.

Reading List

- Browne, K. (2011). *An introduction to sociology* (4th ed.). Polity Press, UK.
- Fritz, B. (2006). *Problematic relationships in the workplace*. London: Macmillian
- Gale, M. (2011). *Studies in organizational sociology*. London: Academic Press.
- Moore S. (2001). *Sociology alive*, Nelson Thornes Ltd, UK.
- Warriner, G. (2012). *Contemporary studies in sociology*. Reading: Macmillian.
- Wilson, P. and Kidd, A. (2006), *Sociology for GCSE*, Collins.

- (vi) **MURS 110: Science and Technology In Our Lives** **3 Credits**
(To be taken by all students)

This course deals with the application of science to everyday life. The course will, therefore, include material to assist students to appreciate the foundations of scientific thought, the application of science and technology and demands of changing societies for scientific and technological advancement. The course is expected to foster broad familiarity with key advances in science and technology. The course will be delivered through lectures, tutorials, class exercises, homework assignments, and examinations. The course is divided into two modules. All students are required to take both modules. Module I will give a general overview of the application of science and technology to everyday living, and will last for five weeks. In Module II, students will select one out of the six on offer. The six areas are: Earth Resources, Geohazards, Chemistry and Life, Food and Nutrition in everyday life, Everyday Physics, and Animals as Friends of Humans.

Reading List

- Bauchspies, W., Croissant, J & Sal, R. (2005). *Science, Technology and Society: A Sociological Approach*. Wiley-Blackweel.
- Jasanoff, S. Markle, Gerald, Peterson, James & Pinch, T. (eds.). (1994). *Handbook of science and technology studies*. Thousand Oaks, CA:Sage
- Latour, B. (2004). *Politics of nature: How to bring the science into democracy*. Cambridge: Harvard University Press.
- Restivo, S. (ed.-in-chief) (2005). *Science, Technology and Society: An Encyclopaedia*. New York: Oxford.
- Rosenberg, N. (1992). *Exploring the black box: Technology, Electronics and History*. Cambridge: Cambridge University Press.

LEVEL 200

First Semester

- (vii) **MURE 210: Academic Writing II** **3 Credits**
(To be taken by all students)

Academic Writing II is a follow-up on Academic Writing I and builds upon the skills acquired in the first year. Students will be required to read and critique a variety of academic essays in their areas of study. Writing activities will derive from these reading tasks and students will be guided to develop their writing through process writing which involves: pre-drafting, drafting, re-writing and revising. In this broad context, students will revise and consolidate their grammar through proof reading and editing activities. The course will also involve training

students to write from multiple sources as a preparation for doing research-based writing. Activities will be geared towards getting students to develop the skills of extracting and sorting information from multiple sources and synthesizing them into coherent arguments in an essay. Students will be required to write such a synthesis essay for assessment. Subsequently, students will be introduced to academic presentation skills.

Reading List

- Ebest, S. B. (2000). *Writing from A to Z*. (3rd ed.). London: Mayfield Publishing Company.
- Kiniry, M. & Mike R. (1995). *Critical strategies for academic thinking and writing*. (2nd ed.). Boston: Bedford Books of St Martin's press.
- Lester, J. D. (1999). *Writing research papers: a complete guide*. (9th ed.). New York: Addison Wesley Educational Publishers.
- Schifforst, G. J. and Pharr, D. (1997). *The Short Handbook for Writers*. (2nd ed.). New York: McGraw-Hill Companies.
- Woodward, J. A. (1997). *Writing Research Papers: Investigating Resources in Cyberspace*. Chicago: NTC: Publishing Group

(viii) MURL 210: Introduction to Literature

3 Credits

(To be taken by all students except B.A English and B.A French students. It may be taken as an alternative for Functional French or Functional German)

This course will engage students in careful reading and analysis of a challenging selection of literary works from a range of genres including the novel, the short story, poetry and drama. The focus will be on intensive reading and discussion of the literature to inculcate in students the skill of interpretation. Students are expected to be active readers as they analyse and interpret textual detail, establish connections among their observations and draw logical inferences leading toward an interpretive conclusion. Students will read, discuss and write about texts while developing skills such as the sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting and editing analytical essays. At the completion of this course, the students will be able to make warranted and reasonable assertions about an author's arguments, recognize and use literary terms apply literary terminology to fiction, drama, and poetry, analyze different genres of literature, particularly short stories, novels, drama and poetry, read literary texts closely, read, understand and write analytical literary essays, and recognise and assess the elements of different literary genres.

Reading List

Achebe, C. (1975) "The Novelist as a Teacher". *Morning, yet on Creation Day*.

London: Heinemann

Aidoo, A.A. (2002). *The girl who can*. Edinburgh: Heinemann

Brooks, C. & Warren, R. P. (1980). *Understanding poetry*. New York: Harcourt, Brace & World, Inc.

Djoleto, A. (1975). *Money galore*. Oxford: Heinemann

Orwell, G. (1996). "Politics in the English language" in *20th Century Literary Criticism*. London: Longman

Shakespeare, W. (1965). *Macbeth*. London: Longman Group.

Teiko, N. O. (2011). *Themes and Characterisation in Amu Djoleto's Money Galore*. Accra: Akrong Publication.

(ix) *MURX 210: Religion and Christian Ethics
(MUCG Required Course)

3 Credits

This course is a general introduction to the role religion plays in society. It gives an overview of the major religions in Ghana. It then surveys Old and New Testament ethical teachings and discusses the Christian ethical perspectives on issues such as work, sex, marriage, abortion, gambling, science and technology.

Reading List

Anderson, K. (2005). *Christian ethics in plain language*, Nashville, Tennessee: Thomas Nelson Inc.

Banner, M. C. (2009). *Christian Ethics: A Brief History*. Wiley-Blackwell.

Cunningham, D. S. (2008). *Christian ethics: the End of the Law*. Routledge.

Fletcher, Joseph (1966). *Situation Ethics: New Morality*. England: Westminster, John Knox Press.

Hoose, B. (1998). *Christian ethics: An introduction*. Liturgical Press.

Wogaman, J. P. (2009). *Moral dilemmas: an introduction to Christian ethics*. Westminster John Knox Press.

Yalley, Dirus (2008). *A Christian Perspective of Sexual Morality among the Youth in Ghana*. Tema: Raqem Press.

(x) *MURF 210: Functional French
(MUCG Required Course)

3 Credits

(To be taken as an alternative to Introduction to Literature. This course may be taken as an alternative for those who do not take Literature, MURL 210)

This course is intended to equip students with proficiency in a second foreign language apart from English as their first foreign language through the communicative approach and dialogues. Phonetics, basic grammar, vocabulary and oral situational expressions will be taught. Students will also be provided with information on the French people, especially with reference to iconic landmarks. This will enable students to communicate with French-speakers, especially their neighbours as the case may be and to use their language skills for

tourism, business, further studies, jobs requiring the relevant foreign language, research and easy communication.

Reading List

- Bescherelle. (1997). *La conjugaison pour tous*. Paris. Hatier
- Boularès M. et Frérot J-L. (1997): *Grammaire progressive du français*. Paris: CLE International
- Capelle G., Menard R. (2009). *Le nouveau Taxi 1*. Paris: Hachette Livre
- Dominique, P., Girardet, J., Verderlhan M. et Verderlhan M. (1993): *Le nouveau sans frontières*. 1. Paris: CLE International.
- Martins, C. et Mabilat, J-J. (2003): *Conversations pratiques de l'oral*. Paris: Didier
- Menand, R. (2009): *Le nouveau Taxi 2*. Paris Hachette Livre
- Collins R. (2006). *French dictionary*: Glasgow: Collins Harper.

(xi) *MURG 210: FUNCTIONAL GERMAN 3 Credits
(MUCG Required Course)

This course is intended to introduce students to a second foreign language, apart from English as their first foreign language, through the communicative approach and dialogues. Phonetics, basic grammar, vocabulary and oral situational expressions will be taught. Apart from that, students will be provided with information on the German people, especially with reference to iconic landmarks. This will enable students to communicate with German-speakers, especially tourists, business people and researchers.

Reading List

- Braun, K. und Heinsen, P. (1990): *Auf Deutsch bitte!*
Max Hueber Verlag, München
- Braun, K., Nieder, Lorenz und Schmoie (1997): *Deutsch als Fremdsprache*, 1B
Neubearbeitung, Klett Edition Deutsch, Stuttgart.
- Herman Funk, Christina Kuhn, Silke Demme u.a. (2005) : *Studio DA'1 Deutsch als Fremdsprache*. Kurs und Übungsbuch Teilband 1, Cornelsen Verlag, Berlin.
- Lanzer, Harriet (1995): *The key to German grammar*. Mary Glasgow Publications, England

Second Semester

(xii) MURA 210: African Studies 3 Credits
(To be taken by all students)

The Introduction to African Studies course seeks to provide basic background knowledge of Africa, its histories, people and cultures. After a general introduction to African Studies, General Studies and Leadership in Africa,

students will be required to take one of these five modules: Gender and Culture, Gender and Development, Leadership in Africa, African Art, its Philosophy and Criticism, and Philosophy in African Cultures.

(xiii) ***MURT 210: Entrepreneurship** **3 Credits**
(MUCCG Required Course)

(To be taken by all students)

This course provides an overview of the entrepreneurship process. The process involves identifying and evaluating ideas, learning the steps and competencies required to launch a successful new business. Emphasis will be placed on developing students' mindset into considering entrepreneurial careers. Issues covered will include characteristics of successful entrepreneurs, the innovation process, business plans, and evaluation of new business opportunities.

Reading List

Burns, P. (2010). *Entrepreneurship and small business: start-up growth and maturity*. (3rd ed.). London, Palgrave Macmillan.
 Deakins, D. & Freel, M. (2000). *Entrepreneurship and small firms*. (4th ed.). London, McGraw-Hill Companies.
 Kuenyehia, N. (2012). *Kuenyehia on entrepreneurship, a contemporary approach*. (5th ed.). Philadelphia, Harcourt College Publishers.
 Stokes, D., Wilson, N. & Mador, M. (2010). *Entrepreneurship*. Australia, South Western Cengage Learning.
 Voohra, M. (2006). *Entrepreneurial development*. New Delhi, Anmol Publication, PVT, Ltd.

2. GRADING SYSTEM

We have adopted the grading system for the four-year degree programme of the University of Ghana as follows:

Student performance in a course shall be graded as follows:

Letter Grade	Marks	Grade Point	Interpretation	Requirements
A	80 – 100	4.0	Outstanding	<ul style="list-style-type: none"> - Thorough knowledge/grasp of subject matter - Original ideas and perceptive insight - Coherently organized and logically presented material/paper - Ideas clearly expressed with minimal blemishes (grammatical and

				<p>typographical errors)</p> <ul style="list-style-type: none"> - In sum, work leaves reader in no doubt about its exceptional quality and striking sense of completeness
B+	75-79	3.5	Very Good	<ul style="list-style-type: none"> - Impressive knowledge of subject matter but falls slightly short of an outstanding answer - Coherently organized and logically presented material/paper - Ideas clearly expressed but with a few blemishes (grammatical and typographical errors)
B	70 – 74	3.0	Good	<ul style="list-style-type: none"> - Clearly above average knowledge/grasp of subject matter - Well organized and presented material/paper - Flashes of brilliance - Tolerable level of linguistic flaws (grammatical and typographical errors)
C+	65 – 64	2.5	Fairly Good	<ul style="list-style-type: none"> - Above average command of subject matter - Fairly well organized and presented material/paper - a tolerable level of linguistic flaws (grammatical and typographical errors)
C	60 – 64	2.0	Average	<ul style="list-style-type: none"> - Average grasp of subject matter - Average level of organization and presentation of material/paper - Some linguistic flaws (grammatical and typographical errors)
D+	55 – 59	1.5	Below Average	<ul style="list-style-type: none"> - Weak command of subject matter - Weak level of organization and presentation of material/paper - Some linguistic flaws (grammatical and typographical errors)
D	50 – 54	1.0	Marginal Pass	<ul style="list-style-type: none"> - Very weak grasp of subject matter - Faulty organization and presentation of material/paper - Some linguistic flaws (grammatical and typographical errors)
*E	45 – 49	0.5	Unsatisfactory	<ul style="list-style-type: none"> - Unsatisfactory performance in terms of grasp of subject matter, level of organization, presentation of ideas and language

				- Overall, answer falls slightly short of a Marginal Pass
F	0 – 44	0	Fail	- Poor knowledge/grasp of subject matter - Poor organization and presentation of material/paper - Some linguistic flaws (grammatical and typographical errors)

Note: *Although this is a failure grade, it may still be accepted as fulfilling prerequisite for other courses.

Other Grades

Grade	Interpretation	Grade Point
X	Fail	0
Z	Disqualification	0
I	Incomplete	0
Y	Continuing	0
Audi	Audit	0

Each Grade is assigned an equivalent grade point as indicated above. The number of (grade) points earned by a student, for each course completed, is computed as the product of the number of credits for the course and the grade point equivalent letter of the grade obtained in that course, this constitutes the **Grade Point (GP)**.

The student's cumulative grade point average is calculated by dividing the total number of grade points obtained, up to any specified time, by the total number for credits of all courses for which the student has registered up to that time. This is the **Cumulative Grade Point Average (CGPA)**.

The **Final Grade Point Average (FGPA)** is the CGPA for all courses under consideration calculated up to the end of a student's academic programme.

Grades A to D constitute **Pass** grades, whilst Grades E, F, X., Z constitute **Failure** grades.

- A grade Y (for **Continuing**) shall be awarded at the end of a semester to any student who is taking a course which continues into the next semester.
- A grade AUDI shall be awarded for attendance at lectures but where no examination is taken, or where an examination is taken but no mark can be returned, for good reasons. The Grade AUDI is not taken into account in the calculation of the FGPA.

- A grade I (**for Incomplete**) shall be awarded to a student who is unable to complete a course for reasons adjudged by the Board of Examiners as unsatisfactory. Such a student shall be expected to complete the course the very next time the course is available.
- A grade Z denotes **Disqualification** from an examination as a result of an examination malpractice or offence, and shall be awarded whenever it is established that a candidate had attempted to gain an unfair advantage in an examination, be it in a Principal subject or an Ancillary or any other paper. A candidate awarded a grade Z may be debarred from taking a University Examination for a stated period, or indefinitely, or may be expelled from the University altogether. A grade Z may be awarded only by the Board of Examiners.

3. CLASSIFICATION OF DEGREES

The classification system for the four-year degree programme of the University of Ghana has been adopted as follows:

All end-of-semester examination results from Level 100, including University and Faculty required courses shall be taken into account in the computation of the Final Grade Point Averages (FGPAs) for the classification of the Bachelor's degree. The Grade Point Averages (GPAs) from Level 100 to 400 shall have equal weighting. In the determination of the FGPA, a weighted average of all repeat courses shall be used.

The full scheme of classification shall read as follows:

CLASS OF DEGREE	RANGE OF FGPA
First Class	3.60 - 4.00
Second Class (Upper Division)	3.00 - 3.59
Second Class (Lower Division)	2.00 - 2.99
Third Class	1.50 - 1.99
Pass	1.00 - 1.49
Fail	0.00 - 0.99

Design of the Four-Year Academic Programme

- Students in the Faculty of Business Administration will be required to indicate their options by the end of the third semester, or the middle of the second year of study.
- Students in the Faculties of Social Studies, Arts and General Studies, and Department of Agriculture shall be required to study the programmes for which they have been admitted.

4. REQUIREMENTS FOR GRADUATION

A student shall be deemed to have satisfied the requirements for graduation if he/she has fulfilled all General University and Faculty requirements and has accumulated the

minimum number of credits required by the Faculty, including core and prescribed electives as follows:

(i) Faculties of Business Administration, Social Studies, and Arts and General Studies

Level 100 Entrants

- (a) A student may take a maximum of 136 credits and must pass at least 120 credits.
- (b) He/she must not have failed more than 16 credits of core and prescribed electives, provided the fail grades are not lower than Grade E.

Level 200 Entrants

- (a) A student may take a maximum of 118 credits and must pass at least 102 credits.
- (b) He/She must not have failed more than 16 credits of core and prescribed electives, provided the fail grades are not lower than Grade E.

(ii) Department of Agriculture

Level 100 Entrants

- (a) A student may take a maximum of 142 credits and pass at least 132 credits.
- (b) He/She must not have failed more than 10 credits of core and prescribed electives, provided the fail grades are not lower than Grade E.

Level 200 Entrants

- (a) A student may take a maximum of 117 credits and must pass at least 107 credits.
- (b) He/She must not have failed more than 10 credits of core and prescribed electives, provided the fail grades are not lower than Grade E.

(iii) Long Essay/Project Work

Long Essay/Project Work, however applicable, shall be submitted for assessment before the date of the last paper in the second semester/third trimester examination. In default, the candidate shall be asked to submit the Long Essay/Project Work the following semester/trimester and it shall be treated as a Repeat Examination, with all its implications.

5. ENTRY LEVELS FOR APPLICANTS

Applicants will be admitted as follows:

Qualification		Level to be Admitted
(i) SSSCE/WASSCE	-	100
(ii) 'A' Level	-	100
(iii) ABCE	-	100
(iv) HND	-	200
(v) University Diploma	-	200
(vi) Mature Applicants	-	100

6. ACADEMIC PROGRAMMES

The following are the various bachelor's degree programmes run by the University College as follows:

Faculty of Business Administration

- BBA, Accounting
- BBA, Banking and Finance
- BBA, Human Resource Management
- BBA, Management Studies
- BBA, Marketing

Faculty of Social Studies

- B.Sc Economics
- B.Sc Mathematics and Statistics
- B.Sc Economics and Statistics
- B.Sc Information Technology
- B.A Psychology
- B.Sc Actuarial Science

Faculty of Arts and General Studies

- B.A English Studies
- B.A French
- B.A Music
- B.A Religious Studies and Ethics
- B.A Religion, Ethics and Psychology

Faculty of Applied Sciences

- B.Sc General Agriculture

Professor J. B. Ofose
Director, Quality Assurance Unit