***CURRICULUM VITAE***

**Personal Records**

 Name : George Appiah

 Postal address : C/o Dept. of Modern Languages, KNUST, Kumasi

 Place of birth : Accra

 Hometown : Bekwai-Ashanti

 Date of birth : 2nd June, 1972

 Sex : Male

 Marital status : Married

 Phone number : 024-4560992

**(1) Education**

 **Schools attended with dates and qualifications earned**

 2006-2009 - University of Education, Winneba

 Qualification Earned: Mphil Applied Linguistics

 2002-2006 - University of Education, Winneba

 Qualification Earned: B Ed Akan (Twi)

 1996-1999 - Offinso Training College (Offinso-Ash)

 Qualification Earned, Teacher Certificate ‘A’

 1988-1993 - Dompoase Secondary School (Dompoase-Ash)

 Qualification Earned, G.C.E. ‘O’ Level.

**( 2) University teaching and/or research experience with dates:**

 01/09/ 2011 to 01/08/2015 - Assistant Lecturer, KNUST

 01/09/2015 to date - Lecturer, KNUST

 **Courses taught**

 **Course code Course title**

 GLAK 163 Introduction to Akan customs and Institutions

 GLAK 166 Written Expression (composition)

 GLAK 261 Phonetics and phonology of Akan I

 GLAK 262 Phonetics and phonology II

 GLAK 372 Advanced Studies of Akan Customs and Institutions

 GLAK 468 Akan Drama II

 (3) **Details of Research or projects undertaken since last appointed to the**

 **University or promoted:**

 (a) **Research conducted (Topics with dates)**

 -Semantically Incorrect: an overview of some Akan constructions.

 George Appiah & Dr. Charles Marfo - July 2015

 -The Philosophy behind some Adinkra Symbols and their communicative values in Akan

 George Appiah, Dr. Melvin Nartey, and Rev. Kuwornu Adjaottor - Nov. 2015

 **-**Semantically ambiguous: an overview of some Akan and Krobo riddles.

 George Appiah & Dr. Melvin Nartey – Jan. 2015

 -Perspectives on aspects of Akan and Chinese Cultures

 Melvin Nartey & George Appiah – June 2013

 **(b) Publication arising out the research**

Appiah G. and Marfo C. (2015) Semantically Incorrect: an overview of some Akan

 constructions

 Appiah .G, Nartey M. and Kuwornu-Adjaottor J.E.T (2016), The philosophy behind some

 adinkra symbols and their communicative values in Akan

 **(c) Journals in which papers are published**

* Journal of Advances in Humanities
* Philosophical Papers and Review

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(4) **Conferences / Seminars and Workshops at which papers were read.**

 I attended CeCASt International Conference held on the 19th and 20th March, 2015 at the

 ICIL-KNUST. The theme of the conference was ‘***The relevance of culture in Science and***

 ***Technology Institutions’***. Below is the paper i presented at the conference;

 **‘Semantically ambiguous: an overview of some Akan and Krobo riddles’**

 -Perspectives on aspects of Akan and Chinese Cultures

**(5) Service to the Community**

 a) Former member, Transport Committee, Faculty of Social Sciences, KNUST.

 Oct. 2014 to Oct. 2015.

 b) Head, Akan section, Department of Modern Languages, KNUST.

 August 2014 to date

 c) Academic tutor, Level 100 Economics students, Department of Economics, KNUST.

 April 2016 to date

 d) Coordinator, undergraduate students’ thesis

 Referees

 Dr. Charles Ofosu Marfo

 Head, Department of Modern Languages

 KNUST, Kumasi

 Tel: 0246152445

 Dr. Melvin Nartey

 Department of Modern Languages

 KNUST, Kumasi

 Tel: 0206684284

 Prof. Opoku Agyemang K.

 Department of Modern Languages

 KNUST, Kumasi

 Tel: 0208227673

 C/o Department of Modern Languages,

 KNUST, Kumasi

 10th January, 2017

 The President,

 Christian Service University College

 Kumasi – Ghana

 Dear Sir,

 **APPLICATION FOR EMPLOYMENT AS A PART-TIME LECTURER**

 I write to seek for employment as a part time lecturer at the Department of Communication Studies, Christian Service University College, Kumasi-Ghana.

I am a lecturer at the Department of Modern Languages, Kwame Nkrumah University of Science and Technology and the head of Akan section of the Department. I have taught several Akan courses at the above mentioned Department for a period of five years and i believe i have gained enough experience in handling any group of Akan students in any higher learning institution.

I will be very grateful if this application is considered.

Attached are my curriculum vitae.

Yours sincerely,

 George Appiah

 (Lecturer, KNUST)

**(3) Supervision of students’ project work from 2012/2013 academic year to date**

**2014/ 2015 academic year**

|  |  |  |
| --- | --- | --- |
| **SN** |  **STUDENTS**  |  **TOPICS** |
| **1** | **Awortwe Joshua, Eva Appiah,** **Bogya Albert and Rachael Osei Amoh** | **Akwan a nkuraa a atwa Ɔtadeԑ Bosomtwe ho ahyia faa so nyaa wↄn din.** |
| **2** | **Nkrumah Gyamfi Mary, Agbolosoo Solomon Ishmael and Michael Atta Frimpong** | **Kasa a akyeame de di dwuma wↄ ahenfie ԑne nsunsuansoↄ a ԑwↄ wↄ ↄkasa no so.** |
| **3** | **Okumah Benjamin, Fordjour Peter and Agyeman-Duah** **Kwadwo** | **Afԑԑfԑdeԑ a ԑwↄ ahenfo afadeԑ mu** |

**2013/2014 academic year**

|  |  |  |
| --- | --- | --- |
| **SN** |  **STUDENTS**  |  **TOPICS** |
| **1** | **Osei Gyasi Evelyn and Esiaba Dorcas** | **Adwene anaa aba a ԑwↄ tete High-life nnwom ahodoↄ bi mu** |
| **2** | **Opoku Manu Ernest and Owusu Nimako Kwame** | **Akanfoↄ mmԑ ne wↄn nsԑmfua bi abↄseԑ** |
| **3** | **Oppong Amoako Clifford,****Kontor Beatrice Boahemaa and****Kodua Ama Boatemaa** | **Akwan ahodoↄ a yԑbԑfa so apagya anom kasadwini wↄ Akanman mu** |
| **4** | **Mensah Patrick Kwasi and** **Mensah Sampson** | **Sԑdeԑ Akanfoↄ amammerԑ ne wↄn ammaneԑ bi da adi, wↄ nwoma obeede mu** |

 **2012/2013 Academic year**

|  |  |  |
| --- | --- | --- |
| **SN** |  **STUDENTS**  |  **TOPICS** |
| **.** **1** | **Baafuwaa Frimpong Alice****Evelyn Lartekai Botwe and Priscilla Annor Owusua** | **Deԑ ԑhyԑ nnipa binom nkuran ma wↄka kasahodoↄ wↄ Asanteman mu (Kumase) ԑne ԑso nsunsuansoↄ** |
| **2** | **Kekemeh Eunice, Nsiah Kubi** **Francis and Felicia Ampong‘** | **Ɔkyeame Kwabena Adi nwoma Brako mu mpԑnsԑmpԑnsԑmu** |
| **3** | **Oppong Marfo Edward and** **Sarpong Akwasi Peter** | **Hip-Life nnwom ahodoↄ bi mu adwemupↄ n’atwerԑsu ne atiefoↄ adwenkyerԑ** |

**(7) My Evaluation of my performance in the following three areas of attainment**

 **with reasons and justifications.**

1. **Teaching:**

|  |  |  |
| --- | --- | --- |
| **SN** |  **ASSESSIBLE AREAS** | **WEIGHT** |
| 1 | **Lecture/Teaching load:**I teach an average of four courses in every semester with **the** sum total of 10 credit hours a week. Aside from this, I also supervise not less than 3 project work every academic year. I have never encountered any difficulty/problem in handling any of the courses allocated to me. | **10** |
| **2** | **Regularity and punctuality at lectures**: I have been veryregular and punctual at lectures since i was given an appointment to teach at the University. This attitude is very much appreciated by my Head of Department, Lecturers and the students at the Department. This is shown on ‘**SP 6a, b &c’** attached to this document. | **10** |
| **3** | **Preparation of lecture materials :((lecture notes, handouts, Powerpoint slides, etc.)**Sometimes getting teaching/learning materials for some of the Akan courses like Customs and Institutions, Oral literature, etc is difficult yet I do my best to improvise in where the materials are not available to facilitate teaching and learning. I adequately research on the topic I am going to teach before I enter the class. Sometimes I prepare handouts out of my lecture notes to the students especially where they find it difficult to get books written on the topics i teach. | **9** |
| **4** | **Provision of learning experience for students(practical,****Field trips etc.)**As Custom and Institution teacher, I usually make sure that topics like naming rite, puberty rite and marriage rite are practically taught in class.Also, I sometimes take students to places like Centre for National Culture (Kumasi) Manhyia palace museum, (Kumasi), and towns like Bonwire, Ntonso and Adanwomase where most of the Akan Artifacts can be found.  | **9** |
| **5** | **Ability to complete syllabus on Schedule:**I usually complete my syllabus two weeks to the examination time and use the week before the exams to do general discussions on the topics i taught with the students. Students appreciate this very much because it serves as a very good revision exercise for them. | **10** |
| **6** | **Quality of examination questions and marking schemes** I always set questions that are in line with the content of the syllabus. Sentences/words used in setting my questions are simple and are always free from ambiguities. I always base on my objective of teaching the course in setting the examination questions. Students hardly deviate in answering my questions. My marking schemes are self-explanatory; any examiner can use it in marking my scripts even in my absence.  | **9** |
| **7** | **Punctuality in setting examination questions and marking of examination scripts**I always submit my exams questions in time.I am always among the first batch of examiners who submit their questions to the H.O.D. if not the first, and i am also among the examiners who beat the deadline in submitting their marked scripts. My H.O.D. is a witness to this. | **10** |

|  |  |  |
| --- | --- | --- |
| **8** | **Comments of external examiners and moderators on applicant’s examination questions and marking schemes**I usually don’t get much comments on my examination questions as well as my marking schemes from the external examiners and the moderators, but any time i get some comments from them on my questions and marking schemes, i quickly do the corrections and send the corrected version back to the H.O.D. | **8** |
| **9** | **Supervision of project works of undergraduate students**Students see me to be very strict when it comes to the supervision of their project works, but after the project they realize that they have produce quality project under my supervision. I take my time to read through students’ projects, discuss the content chapter by chapter with them and offer relevant suggestions to them. I don’t hesitate to criticize them when the need arises. | **10** |
| **10** | **Students reaction to an assessment of applicant’s teaching and**  **Supervision** My methods of teaching coupled with my punctuality and my regularity at lectures and my general appearance in class makes my students like me so much. To some of them i am more of their counselor than their teacher. Students always rate me either ‘VERY GOOD’ or ‘GOOD’ in students’ evaluation of course and lecturer. (**see SP 6a, b, & c**) | **9** |
|  | **TOTAL** | **94** |

1. **Promotion of Knowledge**

 I have written about four papers since i was given appointment to teach at the

 University. One of them has been published. Two of them are under review,

 and one was presented in the last CeCASt

 International Conference held in KNUST on 18th – 20th March, 2015 and it is yet

 to come out as conference proceedings. The diagrams below show this;

|  |  |
| --- | --- |
| **SN** |  **PUBLICATIONS** |
| **1** | **Semantically Incorrect: an overview of some Akan constructions.( SP 1)**  |

|  |  |
| --- | --- |
| **SN** |  **CONFERENCE PAPER**  |
| **1** | **Semantically ambiguous: an overview of some Akan and Krobo Riddles. (SP 2)** |

1. **Service**

I have served on the transport committee for a period of one year and I have contributed

immensely to the development of the transport system in the Faculty of Social Sciences

I contributed immensely in designing a new format for vehicle acquisition in the Faculty. I also contributed greatly in drafting a document that will help the committee to monitor hired Faculty vehicles as well as vehicles that convey staff and/or students outside campus for a programme.

As the coordinator of the Akan Section of the Department of modern Languages,

 I have been able to coordinate the activities of both teaching staff and the students

 in the Akan section very well. I always make sure that information are quickly disseminated to lecturers and students in the Akan section and also make sure that problems facing the Akan Section are communicated to the H.O.D.

As an academic tutor to level 100 French students, I have been able to encourage and

and also offer advice to so many students which have helped them improve upon their

 academic performances.

As a coordinator of undergraduate students’ thesis, I usually guide students in

selecting topics that are very useful to the national development.

|  |  |
| --- | --- |
| **SN** |  **ACTIVITIES** |
| **1** | **Academic tutor to level 100 French students (2010/2011 Academic year to date) (SP 3)** |
| **2** | **Coordinator of Akan Section, Department of Modern Languages KNUST, Kumasi. (SP 4)** |
| **3** | **Member of the Transport committee, Faculty of Social Sciences, KNUST. (SP 5)** |
| **4** | **Coordinator of undergraduate students’ thesis (September 2013 to date)** |

**SIGNATURE OF APPLICANT……………………………………….................**

**DATE……………12/08/2015………………………………………………………**

**Referees**

Dr. Charles Ofosu Marfo

Department of Modern Languages

KNUST, Kumasi

Tel: 0246152445

Dr. Melvin Nartey

Head, Department of Modern Languages

KNUST, Kumasi

Tel: 0206684284

Prof. Opoku Agyemang K.

Department of Modern Languages

KNUST, Kumasi

Tel: 020822767

 Department of Modern Languages

 KNUST, Kumasi

 August 12, 2015

The Chairman,

College Appointment and Promotions’ Committee

 KNUST

Through

The Dean,

 Faculty of Social Sciences

 KNUST

Through

The Head,

Modern Languages Department

KNUST

Dear Sir,

APPLICATION FOR PROMOTION FROM ASSISTANT LECTURER TO LECTURER

I wish to apply for promotion from the rank of assistant lecturer to lecturer.

I have served in the Department of Modern Languages as assistant lecturer for four years and wish to be considered for promotion to the rank of lecturer.

Sincerely

George Appiah

Cc. The Registrar,

 Kwame Nkrumah University of Science and Technology