



## National Universities Commission

### Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS)

# Communication and Media Studies

## 2022

### Ten Unique Features

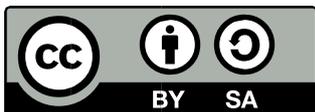
1. With the delineation of the discipline and field of communication and media studies into eight distinct programmes, it provides for in-depth coverage of each of the relevant professional and academic aspects of the discipline.
2. Emphasis has been placed on acquisition of relevant professional skills that can make the graduates from each programme competitive in the global marketplace.
3. The curricula for all the programmes will expose the students to the relationship between the means of public communication, society and politics within the Nigerian context.
4. The production of media and cultural products as business and industrial enterprise for employment generation.
5. The curricula for all the programmes address the entrepreneurial needs of students and the Nigerian society and economy.
6. The specification of learning outcomes for each course will enhance teaching and learning.
7. The emphasis on the use of ICT's will enhance the relevance and participation of the graduates in the emerging digital economy.
8. The innovative courses introduced will help bridge the gap between the town and gown.
9. All the programmes reflect the intersection of theory and practice from global best practices and local realities.
10. All the programmes recognise the dynamic nature of the social-technological factors which have shaped human communication in the 21st century.

**Executive Secretary: Abubakar Adamu Rasheed**

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**For more information, please contact:**

Executive Secretary, National Universities Commission  
26 Aguiyi Ironsi Street, P.M.B. 237 Garki GPO, Maitama, Abuja, Nigeria  
Telephone: +2348027455412, +234054407741. Email: [info@nuc.edu.ng](mailto:info@nuc.edu.ng).  
Website: [www.nuc.edu.ng](http://www.nuc.edu.ng)

**Lead Consultant:** Peter A. Okebukola

**Coordinating NUC Director:** Dr. Noel Biodun Saliu

**Formally unveiled by**

**His Excellency, Professor Yemi Osinbajo, SAN, GCON**  
*Vice President, Federal Republic of Nigeria*

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## List of Reviewers

<b>Title</b>	<b>Surname</b>	<b>First Name</b>	<b>Institution</b>	<b>Programme</b>
Professor	OSO	Lai	Lagos State University	<b>Chairman/</b> Information and Media Studies
Professor	PATE	Umaru	Federal University, Kashere Gombe State	Journalism & Media Studies
Professor	EKWUAZI	Hyginus	University of Ibadan	Film & Multimedia
Professor	MUSA	Muhammed	UAE University	Strategic Communication
Professor	MUHAMMED	Bashir Ali	Kaduna State University	Advertising
Professor	ABAH	Steve	Ahmadu Bello University, Zaria	Development Communication
Professor	OKORO	Nnayelugo	University of Nigeria, Nsukka	Broadcasting
Professor	UDEZE	Sunny	Enugu State University of Science & Technology	Public Relations
Professor	OGWEZZY-NDISIKA	Abigail	University of Lagos	Mass Communication
Professor	OLOYEDE	Bayo	Redeemer's University, Ede	Journalism & Media Studies

## National Universities Commission Representatives

<b>Title</b>	<b>Surname</b>	<b>First Name</b>	<b>Programme</b>
Mrs.	ONUOHA	Florence	<b>Discipline Rep/</b> Broadcasting and Strategic Communication
Mrs.	OYEDELE	Margaret A.	Film & Multimedia
Mrs.	EMEROLE	Justina O.	Mass Communication
Mr.	YEYE	Olufemi	Advertising
Mrs.	AZUBUIKE	Pamela	Development Communication
Mr.	OGBONNAYA	Okoronkwo	Journalism & Media Studies
Mr.	ZAMANI	Aaron	Information & Media Studies
Mr.	OGUGUA	Harry	Public Relations

## Foreword

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In furtherance of the “change” mantra of the present administration, I published a roadmap to guide my Ministry on ways of addressing the multiple problems that faced the education sector of the country shortly after my assumption of office in 2016. Known as the National Education Strategic Plan (NESP) 2016-2019, the content of the document reaffirms government’s commitment to strengthening institutional structures and establishing innovative approaches that would quickly revamp the education sector.

The nations’ universities hold a pride of place in the execution of such a strategy, being at the peak of the educational system and charged in an overall manner, with the responsibility of catalysing the sustainable and inclusive growth and prosperity that the “change” mantra envisions. Thus, a “rapid revitalization of the Nigerian university system”, which is proceeding apace, became imperative. Improvement in research, teaching and learning facilities, deepening ICT penetration and the provision of enhanced power supply in our university campuses are some of the areas receiving stringent attention. In the same vein, the need was felt to radically review the curricula which universities had used for more than a decade so as to put in place one that would more directly address local issues, meet international standards and is fit for purpose for the training of 21st century graduates.

The National Universities Commission has concluded the review of the former *Benchmark Minimum Academic Standards (BMAS)* of 14 disciplines into those of *Core Curriculum and Minimum Academic Standards (CCMAS)* of 17 disciplines. I am therefore pleased to present these documents to the universities, the general public and the international community as I am sure that their application would tremendously uplift scholarship in our universities. I thank all and sundry who worked assiduously to bring this seminal enterprise to fruition.

**Malam Adamu Adamu**  
**Hon. Minister of Education.**

**December 2022.**

## Preface

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Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other degree awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (NUS) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (MAS) for all programmes in Nigerian universities. The MAS documents were subsequently approved by the Federal Government for use as a major instrument for quality assurance in the Nigerian University System (NUS). The documents were employed in the accreditation of programmes in the NUS for over a decade.

In 2001, the Commission initiated a process to revise the documents because the said MAS documents were essentially content-based and merely prescriptive. In 2004, the Commission developed outcome-based benchmark statements for all the programmes through a workshop that allowed for exhaustive deliberations by relevant stakeholders. Following comments and feedback from the universities to the effect that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curriculum and inadequate for the purpose of accreditation, the Commission, in 2007 put in place a mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards, which birthed the Benchmark Minimum Academic Standards (BMAS). The resultant BMAS, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly articulated the learning outcomes and competencies expected of graduates of each academic programme in Nigerian Universities without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy. In all, the BMAS documents were developed for the thirteen existing disciplines namely, **Administration and Management, Agriculture, Arts, Basic Medical Sciences, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Pharmaceutical Science, Sciences, Social Sciences and Veterinary Medicine.**

The Commission, in 2016, in its sustained commitment to make the NUS adaptable to global trends in higher education, constituted a group of relevant academic experts to develop a BMAS in **Computing**, thus increasing the number of disciplines in Nigerian Universities to fourteen.

In keeping to its mandate of making university education in Nigeria more responsive to the needs of the society, the National Universities Commission commenced the journey to restructure the BMAS in 2018, introducing in its place, the **Core Curriculum and Minimum Academic Standards (CCMAS)**, to reflect the 21<sup>st</sup> Century realities, in the existing and new disciplines and programmes in the Nigerian University System.

The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academics, government (represented by NUC),

professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). In order to enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign and renowned universities served as major working materials for the various panels constituted for that purpose.

Bearing in mind the need to adhere to covid-19 protocol as prescribed by the National Centre for Disease Control (NCDC), the Commission was compelled by prevailing circumstances to finalise the curriculum virtually. General Assemblies were also held via Zoom, comprising, the NUC Strategic Advisory Committee (STRADVCOM), Chairpersons/Co-Chairpersons of the various disciplines and Panel Members of the respective programmes. Each Discipline and Programme had NUC representatives who assisted panellists with all the tools and working materials. Several online meetings were held at programmes level, where the real business of developing the CCMAS took place. The products of the various programme-based virtual meetings were submitted to the corresponding discipline group and then to the National Universities Commission. These documents were further scrutinised and fine-tuned by a smaller group of versatile subject matter specialists and relevant private sector practitioners.

In line with the dynamism in higher education provisioning, the Commission took cognisance of complaints by the universities on the high number of General Studies (GST) courses in the BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation and Entrepreneurship, and innovation found generous space. In addition, the new curriculum unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the Bachelor of Architecture Programmes, while establishing some emerging specialisations in these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose graduates. The Allied Health Sciences was also carved out as a new Discipline from the existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organised by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were produced for the following academic disciplines in the NUS:

- i. Administration and Management
- ii. Agriculture
- iii. Allied Health Sciences
- iv. Architecture
- v. Arts
- vi. Basic Medical Sciences
- vii. Computing
- viii. Communication and Media Studies
- ix. Education
- x. Engineering and Technology

- xi. Environmental Science
- xii. Law
- xiii. Medicine and Dentistry
- xiv. Pharmaceutical Science
- xv. Sciences
- xvi. Social Sciences
- xvii. Veterinary Medicine

The CCMAS documents are uniquely structured to provide for 70% of core courses for each programme, while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. In addition to the overall learning outcomes for each discipline, there are also learning outcomes for each programme and course. In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.

Consequently, the Commission is optimistic that the 2021 CCMAS documents will serve as a guide to Nigerian Universities in the design of curriculum for their programmes with regards to the minimum acceptable standards of input and process, as well as, measurable benchmark of knowledge, 21<sup>st</sup> century skills and competences expected to be acquired by an average graduate of each of the academic programmes, for self, national and global relevance.

**Professor Abubakar Adamu Rasheed**, *mni, MFR, FNAL*  
Executive Secretary

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# Introduction

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Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the **National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004.**

*This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria.*

The second, **Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004,**

*empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.*

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Sciences, Sciences, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

## **Current Review of the BMAS**

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels.

A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

- i. Academic staff of Nigerian universities;
- ii. Representatives of the Academies;

- iii. Representatives of Professional bodies/associations; and
- iv. Representatives of the private sector.

In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalise the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21<sup>st</sup> Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

### **The Core Curriculum Minimum Academic Standards (CCMAS)**

The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS)**;
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Landscape Architecture, Architectural Technology, Interior Architecture design Architectural Technology and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Science;

8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:
  - i. Communication in English;
  - ii. Nigerian People and Culture;
  - iii. Philosophy, Logic and Human Existence;
  - iv. Entrepreneurship and Innovation;
  - v. Venture creation; and
  - vi. Peace and Conflict resolution.
  
9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship;
  
10. The number of academic disciplines has been increased from 14 to 17 as follows:
  - i. Administration and Management
  - ii. Agriculture
  - iii. Allied Health Sciences
  - iv. Architecture
  - v. Arts
  - vi. Basic Medical Sciences
  - vii. Communications and Media Studies
  - viii. Computing
  - ix. Education
  - x. Engineering and Technology
  - xi. Environmental Sciences
  - xii. Law
  - xiii. Medicine and Dentistry
  - xiv. Pharmaceutical Science
  - xv. Science
  - xvi. Social Science
  - xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

## Glossary of Course Codes

These are the 3-letter codes for the identification of courses offered in the various programmes in Communication and Media Studies discipline as well as courses offered in other disciplines covered in the BMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved:

**Category A:** Course codes for the general courses offered by all students registered in the various programmes in Communication and Media Studies Discipline.

**Category B:** Course codes for courses offered by the various programmes in Communication and Media Studies Discipline.

**Category C:** Course code for Common Courses offered by the various programmes in Communication and Media Studies Discipline.

**Table 1. Category A: (General Studies)**

<b>The Programme offering the Courses</b>	<b>Course Code</b>
General Studies Courses offered at the University Level for students registered for courses in all the disciplines in the university.	GST
General Entrepreneurship courses offered at the University level for all students in all the discipline in the university	ENT

**Table 2. Category B: (Courses in Communication and Media Studies)**

<b>The Programme offering the Courses</b>	<b>Course Code</b>
Advertising	ADV
Broadcasting	BCJ
Development Communication Studies	DCS
Film and Multimedia	FMM
Information and Media Studies	ISM
Journalism and Media Studies	JMS
Mass Communication	MCM
Public Relations	PRS
Strategic Communication	STC

**Table 3. Category C: (Common Courses)**

<b>The Programme offering the Courses</b>	<b>Course Code</b>
Courses in the Faculty offered as Common Courses by the various programmes in Communication and Media Studies Discipline.	CMS

## Preamble

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The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Communication and Media Studies in Nigerian University System. Presented in this section are the basic operational elements that serve to define the minimum academic standards required to achieve the cardinal goal of producing graduates in Communication and Media Studies with sufficient academic background to face the challenges of a developing economy in an increasingly globalized economy.

It is pertinent to note that this CCMAS document is expected to guide institutions in the design of curricula for their Communication and Media Studies programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the CCMAS while bringing necessary innovation to the content and delivery of their programmes towards achieving the overall goal of Communication and Media Studies education and training in the country.

### Programmes and Degrees

Presented in the table below is the list of programmes covered in the current CCMAS Document. Communication and Media Studies Discipline is a new discipline that emerged as the result of the unbundling of the Mass Communication programmes. Hence, the emergence of nine (9) programmes to respond to the local and global dynamics.

**Table 4. List of Programme(s) and Degree(s) in View**

<b>S/N</b>	<b>Programmes</b>	<b>Degree(s) In View</b>
1.	Advertising	B.Sc
2.	Broadcasting	B.Sc
3.	Development Communication Studies	B.Sc
4.	Film and Multimedia	B.Sc
5.	Information and Media Studies	B.Sc
6.	Journalism and Media Studies	B.Sc
7.	Mass Communications	B.Sc
8.	Public Relations	B.Sc
9.	Strategic Communication	B.Sc

The approved programmes promote interface between Communication and Media Studies, Social Sciences and other Disciplines in order to response to global and local needs.

The programmes are designed, in general, to be broad-based to equip the graduates with the diverse tools of the profession. In order to expand the scope of programmes and promote multidisciplinary studies, universities may leverage on the CCMAS to introduce programmes that draw on resources across the Communication and Media Studies and Social Sciences. The requirements should, however, be properly defined, following established norms.

The degree of Bachelor of Science (B.Sc) shall be awarded in all Faculties of Communication and Media Studies in Nigerian Universities. Classes of degree are to be awarded depending on the Cumulative Grade Point Average (CGPA) obtained by students. The classes of degree

that may be awarded are First Class (Honours), Second Class Honours (Upper Division), Second Class Honours (Lower Division) and Third-Class Honours.

### **Philosophy of the Disciplines**

The philosophy and mission statement underlying the programmes of Communication and Media Studies is to produce graduates imbued with the ability to understand and make contribution to the development of Nigeria and the global community. Communication and Media Studies have the mission to foster an understanding of the rapidly changing world including issues of globalization and a 'borderless world' as well as relationships between various worlds. This broad objective can be achieved by equipping students with a solid foundation as well as specialized knowledge in a particular discipline; preparing graduates to meet the human resources needs; fostering in graduates' entrepreneurial knowledge, the ability to apprehend current changes as well as a sense of public responsibility and a spirit of self-reliance.

### **Objectives**

Accordingly, Communication and Media Studies training should:

1. develop the student's understanding of communicative problems at the various levels of the Nigerian and global society;
2. develop in the student ability for objective and critical judgment and to observe, understand, analyse and synthesize socio-economic, political and environmental problems using Communication and Media Studies methods and techniques;
3. create an enabling environment for desirable behaviour change which would help the student to develop values that are in consonance with hard work, probity, commitment, discipline and patriotism;
4. enable the graduate of Communication and Media Studies to fit into various fields of human endeavour both in the private and public sectors of the economy and equip him/her with entrepreneurial skills and a sense of self-reliance.

### **Basic Admission Requirements and Expected Duration of the Programmes**

There are two different pathways by which candidates can be admitted into programmes in the discipline:

- Unified Tertiary Matriculation Examination (UTME)
- Direct Entry

#### **Unified Tertiary Matriculation Examination (UTME) Pathway**

Admission through UTME shall take the student to 100 level. To be eligible for admission, candidate is expected to pass both the UTME and the University screening test (where applicable). The candidate must have in addition a minimum of credit pass in five subjects at not more than two sittings in SSCE. The credit passes are required in the following subjects: English language, Mathematics, Literature in English and any other two subjects.

#### **Direct Entry**

Candidates with two A level passes at the Advanced Level in one or more relevant subjects; National Diploma or its equivalent, may undertake the three – year degree programme from 200-level.

### **Duration of the Programme**

The minimum duration of Communication and Media Studies programmes is four academic sessions or eight (8) consecutively-run semesters for candidates who enter through the UTME Mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions or six (6) consecutively-run semesters.

### **Graduation Requirements**

The following regulations shall govern the conditions for the award of a honours degree.

- 1) candidates admitted through the UTME mode shall have registered for a minimum of 120 and maximum of 150 units of courses during the 4-year degree programme.
- 2) candidates must have registered and passed all the compulsory courses specified for the programmes.
- 3) candidates admitted through the Direct Entry mode must register for a minimum of 90 and maximum of 120 units of courses, including all compulsory courses, to qualify for graduation during the 3-year degree programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme but not less than 1.00.

### **General definition of common terms and principles governing the course unit system and graduation**

#### **Course System**

All programmes in the Nigerian University System (NUS) shall be run on a modularised system, commonly referred to as Course Unit System. All courses should therefore be sub-divided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester.

Credits are weights attached to a course. One credit is equivalent to one hour per week per semester of 15 weeks of lectures or three hours of laboratory/studio/ workshop work per week per semester of 15 weeks. In addition to the current 15 weeks semester system, universities should be encouraged to inaugurate a blended system which is based partly on physical contacts and partly using virtual or online platforms.

#### **Definition of Course System**

This should be understood to mean a quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses are arranged in progressive order of complexity or in levels of academic progress, e.g., Level I courses are 100, 101 and Level II courses are 200, 202. The second aspect of the system is that courses are assigned weights allied to Units.

#### **Units**

Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student work load.

1. as a measure of course weighting for each Unit course (e.g.) CMS 101, ADV 203, STC 404), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.

2. as a measure of work load, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply:
3. two hours of seminar: three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable.

A glossary of all the course codes are presented under Glossary of Codes

**Note:** Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

The maximum length of time allowed obtaining an honours degree in the faculty shall be twelve semesters for the 4-year degree programme and ten semesters for students admitted through the direct entry mode

### Grading of Courses

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point as shown in Table 5.

**Table 5. Grade Point System**

Mark %	Letter Grade	Grade Point
70 – 100	A	5.0
60 – 69	B	4.0
50 – 59	C	3.0
45 – 49	D	2.0
40– 44	E	1.0
0- 39	F	0.0

### Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 6.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

**Table 6. Calculation of GPA or CGPA**

Course	Units	Grade Point	Units x Grade Point (UGP)
C <sub>1</sub>	U <sub>1</sub>	GP <sub>1</sub>	U <sub>1</sub> x GP <sub>1</sub>
C <sub>2</sub>	U <sub>2</sub>	GP <sub>2</sub>	U <sub>2</sub> x GP <sub>2</sub>
-	-	-	-
-	-	-	-
C <sub>i</sub>	U <sub>i</sub>	GP <sub>i</sub>	U <sub>i</sub> x GP <sub>i</sub>
-	-	-	-
-	-	-	-
C <sub>N</sub>	U <sub>N</sub>	GP <sub>N</sub>	U <sub>N</sub> x GP <sub>N</sub>
<b>TOTAL</b>	<b>TNU</b>		<b>TUGP</b>

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i \quad CGPA = \frac{TUGP}{TNU}$$

**Degree Classifications**

The following regulations shall govern the conditions for the award of an honours degree.

1. candidates admitted through the UTME mode shall have registered for and passed at least 120 units of courses during the 4-year degree programme.
2. candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree as summarized in the Table below. It is important to note that the CGPA shall be calculated and expressed correct to two decimal places.

**Table 7. Degree Classification**

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 – 5.00	1 <sup>st</sup> Class Honours
3.50 – 4.49	2 <sup>nd</sup> Class Honours (Upper Division)
2.40 – 3.49	2 <sup>nd</sup> Class Honours (Lower Division)
1.50 – 2.39	3 <sup>rd</sup> Class Honours
1.00 – 1.49	Pass

Students who transfer from other universities shall be credited with only those courses deemed relevant to the programmes, which they have already passed prior to their transfer. Such students shall however be required to pass the minimum number of units specified for graduation for the number of sessions he/she has spent in the faculty; provided that no student shall spend less than two sessions (4 semesters) in order to earn a degree. Students who transfer from another programme in the faculty or other faculties for any approved reason shall be credited with those units passed that are within the curriculum of the programme to which he/she has transferred. Appropriate decisions on transfer cases shall be subjected to the approval of Senate on the recommendation of the Faculty Board.

### **Probation**

A student whose Cumulative Grade Point Average is below 1.50 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:

1. the regulation in respect of student work-load is complied with; and
2. the pre-requisite courses for the higher-level courses have been passed.

### **Withdrawal**

A candidate whose Cumulative Grade Point Average is below 1.5 at the end of a particular year of probation shall withdraw from the University. However, in order to minimize waste of human resources, consideration should be given to withdrawal from programme of study and possible transfer to other programmes within the same University.

### **Evaluation**

Evaluation shall be done from different perspectives: First, students would be assessed through continuous assessment, examination including external examination, fieldwork etc. Second, students will evaluate courses, staff, equipment, space, and other aspects of the programme.

### **Techniques of Student Assessment**

#### **Tutorials**

The timetable for courses shall be designed to make provision for tutorials of at least one hour for every four hours of lecture. Thus a 3-unit course of 45 hours per semester should attract about 10 hours of tutorials.

#### **Continuous Assessment**

Continuous assessment shall be done through essays, tests, and practical exercises.

Scores from continuous assessment shall normally constitute 30 – 40 per cent of the full marks for courses which are primarily theoretical.

For courses which are partly practical and partly theoretical, scores from continuous assessment shall constitute 40% of the final marks.

For courses that are entirely practical, continuous assessment shall be based on a student's practical work or reports and shall constitute 100% of the final marks.

#### **Examinations**

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

Final Examination: 70% - 60%

Continuous assessment (Quizzes, Homework, Tests, Practicals): 30% - 40%

Each course shall normally be completed and examined at the end of the semester in which it is offered.

## **External Examination System**

The involvement of external examiners from other universities is a crucial quality assurance requirement for all courses in Nigerian University System. In this regard, external examiner should go beyond mere moderation of examination questions to examining of examination papers to scope and depth of examination questions vis a vis the curricular expectation.

## **Students' Evaluation of Courses**

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course system; serving as feedback mechanism for achieving the following:

### **Improvement in the effectiveness of course delivery.**

Continual update of lecture materials to incorporate emerging new concepts.

Effective usage of teaching aids and tools to maximize impact of knowledge on students.

Improvement in students' performance through effective delivery of tutorials, timely presentation of continuous assessment and high-quality examination.

The evaluation should be conducted preferably before the final semester examinations. It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analysed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

## **Maintenance of Curricular Relevance**

Using the minimum standards document as guide, the curriculum of each programme shall be reviewed from time to time to determine the continued relevance and fitness for purpose. NUC, in its role as the national quality assurance agency on university programmes, shall subject the benchmark statements to review periodically. It is recommended that Universities review their programmes, at least once in five years, using the current quality assurance benchmark statements.

Unless otherwise essential for particular programmes, all programmes in a university should be reviewed at the same time. Indeed, because even students from other faculties normally take some of their special electives in the humanities, it would be expedient if all courses in the University are reviewed at the same time.

A committee of staff senior enough and competent to carry out an effective review, shall do each curriculum review. The review shall include an assessment as to whether the goals and objectives of the programme, as formulated are still relevant in dynamic, professional and social contexts.

Reviews shall endeavour to incorporate the opinions of relevant stakeholders such as students, staff, external examiners, employers, professional bodies, and policy makers.

Each curriculum so revised shall be subjected to consideration and approval at the levels of Department, Faculty/Colleges, and Senate in the University. Specifically, a good review should examine the curriculum and resources in accordance with the following criteria:

Re-assessment/re-formulation of goals and objectives of the programme in relation to the needs of the learners and the market requirements, taking into account the broader aspects of the discipline.

The market demands of the graduates now and in the future, in terms of skills needed to function as competitive professionals in the current labour market on a global scale.

Relevance of the current content in terms of knowledge, skills and attitudes being taught/developed and how these meet the needs of the present and future requirements of the clientele.

- How the teaching and learning methods meet or fall short of current and future standards of comparable programmes.
- The quality of teaching and learning material used.
- Outcomes of learning in terms of success, experience of learners (pass rate, knowledge and skills acquisition, professional capability and integrity) as contributed by the programme.
- The views of employers and community members on the quality and relevance of the curriculum.

### **Performance Evaluation Criteria**

The accreditation of Communication and Media Studies degree programme means a system of recognizing educational institutions (universities and programmes offered by them) for a level of performance, integrity and quality which entitles them to the confidence of the educational and professional community, the public they serve, and employers of labour.

### **The objectives of the accreditation exercise are to:**

1. Ensure that at least the provisions of the minimum academic benchmark statements are attained, maintained and enhanced.
2. Assure employers and other members of the community that graduates of these institutions have attained an acceptable level of competence in their areas of specialization.
3. Certify to the international community that the programmes offered in these universities are of high standards and that their graduates are adequate for employment and for further studies.

## B. Sc Advertising

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### Overview

Mass Communication education is now considered outmoded as changes in communication technology have changed our communication behaviour, institutions and practices. Emerging systems of communication present new opportunities that will require new skill sets and unbundling into different silos for effective inter-professional and cross-disciplinary trainings. Effective collaboration between training institutions and professionals in communication education and training requires a complete redesign of educational paradigms, facilities, and organisational structures as well as the manner in which educational programs interface with the practicing community and media systems. At the same time, the environment of media and communication education is evolving rapidly to respond to new generations of learners, emerging technology and infrastructure, communication policies and regulation, and the need for more efficient curriculum delivery.

### Philosophy

The philosophy underlying the Bachelor of Social Sciences (B.Sc. Honours) degree in Advertising is to produce graduates imbued with the ability to understand and make contribution to the development of Nigeria and the global community. The B.Sc. Advertising degree is designed to produce highly knowledgeable, skilful and socially responsible, and self-reliant graduates, who are equipped with entrepreneurial knowledge and skills in advertising and other components of integrated marketing communication to enhance development in all sectors of the Nigerian society.

### Objectives

The aim of the programme is to expose graduates of Advertising (ADV) to the fundamental nature of the society with a sense of critical inquiry as it relates to the role of advertising and media in society. Accordingly, the objectives of the programme are to:

1. train students who have a good knowledge of the theoretical framework/foundation of advertising and can practically apply the same to solve real life issues for public, private and not-for-profit organisations;
2. train and equip students with requisite knowledge and skills required to function as professionals in advertising, direct marketing, sales promotions, business and integrated marketing communications in present day knowledge society;
3. provide the advertising students with the opportunity to master the arts and sciences of communicating with publics that transcend all disciplines in communication and media studies for the promotion of corporate or business practice and national development;
4. train and sensitise students to be more effective communicators, able to think, research creatively and write, produce and disseminate information using the tools of advertising in different sectors of the society using available media channels and tools;
5. train students who would act as trustees of the public trust, be socially responsible to the communities they serve; are accurate, fair, balanced and objective in their engagements of societal issues; and are able to protect the basic principles of people's right to public information, commercial free speech and advertising as an agent of social change and development; and
6. guide students such that at the end of the degree programme in advertising, graduates should be able to establish their own business organisations in the area of advertising, event management, social communication, lobbying and related areas of practice.

### **Unique Features of the Programme**

The following are the unique features of the whole Advertising programme:

1. advertising and marketing communication;
2. typography, layout and design of advertising messages;
3. editing and graphics in advertising;
4. advertising media planning;
5. advertising and communications laws;
6. ethics of advertising and communication;
7. principles and practice of advertising theory and concepts of advertising, media and development;
8. communication models; research methods in advertising and communication;
9. advertising campaign planning and execution;
10. concepts of misinformation, disinformation, and propaganda in advertising and media;
11. techniques, strategies, planning and tactics of advertising copy writing and promotion;
12. brands and branding;
13. integrated marketing communication;
14. digital marketing;
15. multinational advertising; and
16. public service advertising and core theories and concepts in all branches of advertising, including theories of persuasion, propaganda, consumer psychology, semiotics and media effects.

### **Employability Skills**

The programme of advertising should be able to equip the graduates with the following competencies and skills: copywriting skills, effective PowerPoint presentation, effective oral presentation skills, media and information literacy, computer graphics and designs, animation skills, and other entrepreneurial skills suitable for other creative industries. The graduates can be employed for product marketing and sales promotion and can fit into the value chain of all industrial and commercial operators in Nigeria. They should also be able to stand on their own and become successful operators in the country's creative industry.

### **21<sup>st</sup> Century Skills**

The advertising programme in the 21st Century will emphasise the following skills with a view to resolving the accompanying challenges and changes by:

1. enhancing critical thinking;
2. creating conducive environment for teamwork;
3. utilising new media technologies;
4. innovation;
5. penetrating the global market; and
6. exploring sources of investments.

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### Direct Entry Mode

Any one of the following qualifications is acceptable for the three-year Advertising degree programme.

1. A pass at merit level in a relevant diploma programme (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

### Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree:

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates admitted through the Direct Entry mode must register for and pass at least 90 units of courses, including all compulsory courses, to qualify for graduation.
3. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the cumulative grade point average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

More so, it is expected that evidence is provided on which the assessment of students' achievement (and class of degree awarded) should be based by using the following criteria: continuous assessments (C.A.); tutorial performances; studio reports; oral presentation in seminars and conferences; planning, conduct and reporting on project work; demonstration of skills in relation to conceptual analysis, problem identification and solving, numeracy, computer and social skills; industrial training (I.T.) reports; attainment of not less than 75% of class attendance; completion of the final year projects; and taking and passing all compulsory courses.

### Global Course Structure

#### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
CMS 111	Introduction to Human Communication	2	C	30	
CMS 121	Writing for the Media	2	C	30	
ADV 111	Introduction to Advertising & Marketing Communication	2	C	30	
ADV 121	Introduction to Strategic Planning	2	C	30	

ADV 112	Advertising, Marketing & Society	2	C	30	
ADV 122	Advertising Development in Marketing Communications	2	C	30	
<b>Total</b>		<b>16</b>			

## 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic & Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 211	History of Nigerian Media	2	C	30	
ADV 211	Fundamentals of Integrated Marketing Communication	2	C	30	
ADV 221	Digital Marketing	2	C	30	
ADV 212	Copy Writing & Media Planning	2	C	15	45
ADV 222	Brand Development	2	C	30	
ADV 213	Consumer Insights	2	C	30	
ADV 223	Creative Content Marketing for Advertising	2	C	30	
ADV 214	Business Writing & Presentation Skills	2	C	15	45
<b>Total</b>		<b>22</b>			

## 300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolutions	2	C	30	
ENT 312	Venture Creation	2	C	15	45
CMS 311	Theories of Communication	2	C	30	
CMS 321	Foundation of Communication Research	2	C	30	
CMS 312	Data Analysis in Communication Research	2	C	30	
ADV 311	Advertising & Market Research	2	C	30	
ADV 321	Advertising Production Techniques (Multimedia/Interactive)	2	C	15	45
ADV 312	Media Planning, Buying & Execution	2	C	30	
ADV 322	Brands and Brand Building	2	C	30	
ADV 313	Creative Content Development & Product Launch in Advertising	2	C	30	
ADV 323	Art Direction and Design	2	C	30	
ADV 314	Advertising Campaign & Execution Workshop	2	C	15	45
ADV 315	Power, Personal Influence & Advertising	2	C	30	
ADV 325	Quantitative Thinking in Advertising	2	C	30	
ADV 316	Entrepreneurship in Advertising	2	C	30	

ADV 326	Internship	3	C	45	
<b>TOTAL</b>		<b><u>33</u></b>			

#### 400 Level

Course Code	Course Title	Units	Status	LH	PH
CMS 401	International Communication	2	C	30	
CMS 402	Communication and Society	2	C	30	
ADV 411	Critical Issues in Advertising	2	C	30	
ADV 421	Economics and Management of Advertising Agency	2	C	30	
ADV 412	Advertising Laws and Ethics	2	C	30	
ADV 422	Social Marketing	2	C	30	
ADV 413	Seminar in Advertising	2	C	30	
ADV 423	Case Studies in advertising	2	C	30	
ADV 424	Advertising Project (Phase I & II)	3	C	45	
<b>TOTAL</b>		<b><u>19</u></b>			

#### Course Contents and Learning Outcomes

##### 100 Level

##### **GST 111: Communication in English**

**(2 Units C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc., mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

## **GST 112: Nigerian Peoples and Culture**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for Independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), green revolution, austerity measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

## **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

### **Course Contents**

A global overview of the history, institutions and functions of communication in human society. An examination of the concepts, levels/categories and elements of human communication. Survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. Identify various types of communication, communication process, communication modes, African communication systems, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation. Factors that have influenced the development of human communication. Communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

#### **Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The basics of writing for print, broadcast, public relations and advertising. Writing formats for newspapers, magazines, radio and television as well as for online media. Introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **ADV 111: Introduction to Advertising and Marketing Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the fundamentals of advertising and marketing;
2. outline the basics of promotional culture within the context of consumer marketing; and
3. discuss fundamental components of marketing and promotion.

#### **Course Contents**

Fundamentals of advertising and marketing as well as advertising and marketing strategies, ad appeals, creative techniques, the use of demographics, marketing research and psychographics. Overview of advertising industry, its functions and practices, and an appreciation of its place within the broader communications context. Marketing mix, product differentiation and market segments; branding, packaging and labelling; price theory and price problems; promotions – promotional mix; marketing information – marketing research and intelligence. Analyse and discuss forms of advertising and marketing, discovering best practice in the advertising industry, and exploring the processes involved in creating campaigns. Examine advertising practice and processes: advertising agencies, advertising professional roles, clients, target audiences, the media, strategic and creative thinking. An historical analysis on the important role social forces have played in the evolution of advertising.

**ADV 121: Introduction to Strategic Planning****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss changes in marketing communications and have a grasp of strategic planning tools;
2. outline the tools of strategic planning like SWOT, TOWS, PEST, Porter's five forces, etc.; and
3. explain strategic thinking approach and modelling to creative design and execution of advertising communication.

**Course Contents**

Purpose of strategic planning as regards the rapid evolution in marketing and communications brought on by the shift in technology, change in traditional media and the launch of powerful new communications platforms via social media. Emphasis on communications strategy -- where it's been, where it's going with a focus on executing strategies through social media platforms that align with overall business (brand) goals and objectives. The tools of strategic planning like SWOT, TOWS, PEST, Porter's five forces, and others.

**ADV 112: Advertising, Marketing and Society****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the nexus between advertising, marketing and society and how they impact on one another;
2. analyse the effect of advertising in the society and on consumer culture; and
3. outline theories and the empirical evidence that explained the impact of advertising communication in society and on consumer behaviour.

**Course Contents**

Advertising tools essential to the success of the economy, politics and society. The influences of marketing communication tools on segments of gender, children, the environment, politics and so on. Ethical issues in advertising. An overview of advertising in macro society for socio-economic environment; freedom of expression; economic and socio-cultural impact of advertising; deception and other ethical issues; advertising and propaganda; advertising and minority groups are also examined. Marketing advances, the growth of goods and services within an economy and by extension the growth of society; how it helps alleviate societal problems but more specifically the application of marketing frameworks in contexts such as charities marketing and fundraising, political marketing, the use of advertising techniques in discouraging certain consumption practices and the promotion of ethical production and consumption. Some undesirable consequences of marketing, such as encouraging overconsumption and materialism, and the commercialisation of childhood. Impact of societal and cultural elements on both people and marketing practice.

## **ADV 122: Advertising Development in Marketing Communications (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain how to develop and promote adverts using marketing research and communication;
2. outline the effects of advertising on economies; and
3. discuss how people respond to advertising psychologically, how their responses can be predicted and measured, and the implications for advertising strategy, remuneration and evaluation.

### **Course Contents**

The effects of advertising on economies, markets and brands. The sales effectiveness of advertising is considered and how this can be understood, observed and interpreted. Identify various responses to advertising psychologically, how these responses can be predicted and measured and the implications for advertising strategy, remuneration and evaluation. The place of advertising within the marketing communications techniques available to marketers, whilst understanding the effects advertising has on the consumer and the debates that emanate from those effects.

## **200 Level**

## **GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)**

### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

## **ENT 211: Entrepreneurship and Innovation**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factor that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

### **Course Contents**

Major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. Examination of factors that influenced their development, their roles in the Nigerian society. Place emphasis on the use of press and broadcasting as well as film, advertising, PR, in social media.

**ADV 211: Fundamentals of Integrated Marketing Communication  
(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the different levels and forms of marketing suitable for different advert campaigns in different media platforms;
2. outline the benefits of using integrated approach to marketing communications; and
3. explain the implications of integrated marketing communication, advertising and promotion.

**Course Contents**

The fundamentals of Integrated Marketing Communications (IMC). Brief introductions on various components of IMC including advertising, public relations, sales promotion, word-of-mouth, direct marketing, events management and others. Acquire basic knowledge of the workings and expectations of the IMC programme; traditional media in IMC; digital media in IMC; importance and techniques of integration of communication strategies in corporate and public communications.

**ADV 221: Digital Marketing**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the developments of online and digital media;
2. explain how to use digital media to develop and effectively execute advert campaigns; and
3. outline the techniques of digital marketing and advertising.

**Course Contents**

The knowledge and skills in digital/online media advertising planning, placement, monitoring, and evaluation. Factors influencing media planning, along with the use of statistics, computer and other relevant tools. Media research and regulatory agencies are also discussed.

**ADV 222: Brand Development**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. analyse, audit, and manage a brand in today's competitive marketplace and its challenges;
2. explain the challenges and opportunities that organizations face when advertising their brands; and
3. discuss effective branding, brand positioning and brand communication in the context of digital and data-driven marketing.

**Course Contents**

Explores strategies and creative decisions to manage, build, and measure brands. Brand management issues investigated include consumer perceptions, competitive analysis, new product development, crafting communication messages, and crisis management and development. Knowledge, skills and tools to successfully analyse, audit and manage a brand in today's competitive market place, digital marketing and how it can be used to communicate and engage effectively with customers in the brand management process. Developing critical understanding of the challenges and opportunities that organisations face when advertising their brands.

**ADV 212: Copy Writing and Media Planning****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. plan advertisements, their placements, monitoring, and evaluation in media;
2. explain the metrics of media buying, media profiling and effective media relations; and
3. outline how to write advertising copies.

**Course Contents**

Developing skills on the creative aspects of advertising. Methods and procedures in writing ads as well as develop advertising plans and executions. Methodology on how to research for information on the product, the consumer, and apply this information in developing campaign strategy. Methods of writing advertising messages for print and broadcast, design print ad layouts, and plan and prepare broadcast story boards. Internet advertising. The knowledge and skills in advertising media planning, placement, monitoring, and evaluation. Factors influencing media planning are discussed, along with the use of statistics, computer and other relevant tools. Media research and regulatory agencies are also discussed.

**ADV 213: Consumer Insights****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss consumer behaviour theories;
2. explain the determinants of consumer decision making; and
3. outline the principles of target advertising and marketing and segmentation.

**Course Content**

Keys to success of all advertising efforts. Major determinants of consumer behaviour, conceptual framework, psychological, sociological and related theories of consumer behaviour, determinants of consumer behaviour; and consumer decision making and adoption processes. Innovations and product attractions, consumerism, consumer rights protection and ethical/regulatory issues in consumer affairs are also addressed. Major determinants of consumer behaviour, conceptual framework, psychological, sociological and related theories of consumer behaviour, determinants of consumer behaviour; and consumer decision making and adoption processes. Innovations and product attractions, consumer rights protection and ethical/regulatory issues in consumer affairs are also addressed.

**ADV 223: Creative Content Marketing for Advertising****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. analyse different audio-visual techniques sell ideas, products or brands across multi channels;
2. outline the effective copy writing skill s to sell ideas, products and services; and
3. discuss how to embed appeals in creative contents for advertising communication.

### **Course Contents**

Focuses on content marketing as strategic marketing approach, that attract and retain clearly defined audience and ultimately drives profitable customer action. Exposure to various processes, techniques and skills of writing to sell ideas, products or brands across multi channels.

### **ADV 214: Business Writing and Presentation Skills (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge and skills for business writing and presentation in advertising and marketing;
2. outline the values of business writing and presentation; and
3. discuss the legal and ethical requirements in business writing and exhibitions.

### **Course Contents**

Acquisition of knowledge and skills for business writing and presentation. This includes writing for internal communications in business, government and non-governmental organisations. It also equips students with skills for speech delivery, writing newsletters, business proposal writing and making pitches in PR, advertising and other promotional areas.

### **300 Level**

#### **GST 312: Peace and Conflict Resolution**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; the Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of international organizations in conflict resolution. (a) The United Nations, UN and its conflict resolution organs. (b)The African Union & peace security council (c) ECOWAS in peace

keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis

### **ENT 312: Venture Creation**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

#### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organisations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), blockchain, cloud computing, renewable energy etc., digital business and e-commerce strategies).

### **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience). the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

### **CMS 302: Foundations of Communication Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

#### **Course Contents**

Introduction to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. Discuss qualitative and quantitative research methods (focus group discussion, interview, participant observation, ethnography, content analysis, textual analysis, survey, sampling) and research ethics.

### **CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

#### **Course Contents**

Introduction to analysis of both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g. SPSS. Presentation and interpretation of data, and draw relevant inferences using these techniques.

### **ADV 311: Advertising and Market Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss marketing research skills in preparation for implementation at subsequent levels;
2. explain the range of qualitative and quantitative research methods used in marketing and advertising; and
3. outline data generation and interpretation techniques in a data-driven communication environment.

### **Course Contents**

Emphases on quantitative data analysis in marketing research. Emphases on core statistical techniques, the application of statistical software and the interpretation of statistical outputs. Ethical issues in marketing research are also discussed. SPSS software is required. Develop practical and critical skills, preparing them for (possible) work placements and graduate careers in the field of marketing and advertising.

### **ADV 321: Advertising Production Techniques (Multimedia/Interactive) (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

The students will be able to:

1. explain the process of advert production starting from pre-production stage to production and post-production stages;
2. create relevant ideas for media production; and
3. apply the principles of advert production.

### **Course Contents**

Plan, produce and present communication campaigns suitable for the various challenges of advertising.

### **ADV 322: Media Planning, Buying and Execution (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. evaluate different forms of media planning, buying and control;
2. outline effects on the advertisers and consumers; and
3. outline media planning, buying and control as performed by advertising agencies, clients, and the media.

### **Course Contents**

Examines media planning, buying and control as performed by advertising agencies, clients, and the media. Research sources providing data on media audiences and product usage are evaluated. Examines contemporary trends in communications media and their effects on advertisers. Buying and execution are strategic issues in procurement and supply management, covering analysis, planning and management of supply activities. To enhance understanding of typical situations procurement managers are dealing with and the impact of their decisions on the overall performance of the advertising media supply chain. The course uses practical cases and in class discussions along with models for analysis.

### **ADV 313: Brands and Brand Building (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss how to conceptualize, build and manage brands in the age of multimedia platforms;
2. explain the process of building brand identity, image and franchise, understanding brand loyalty, brand positioning and brand acceleration; and
3. outline the impact of current advertising/marketing issues from business, economic, political, social, legal, and ethical perspectives.

### **Course Contents**

The process of building brand identity, image and franchise, understanding brand loyalty, brand positioning and brand acceleration. The impact of current advertising/marketing issues from business, economic, political, social, legal, and ethical perspectives.

### **ADV 323: Creative Content Development**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the process of advert content creation, development, production starting from pre-production stage to production and post-production stage;
2. identify products of their choice and develop, design and carry out an advert campaign for the (identified) products that can be published in any print media; and
3. apply practical mock events to showcase their talent in product launching.

### **Course Contents**

Creative process in advertising, including concept development, copywriting, layout, and campaign strategies. Emphasis on print advertising, radio and television commercials. Develop the conceptual, analytical and decision-making skills and knowledge of industry best practices needed to successfully develop and launch new products and services. Topics include opportunity identification and selection; concept generation; concept evaluation; product/service development and product testing and marketing testing, and managing the product/service launch. Consumer and trade advertisements for both new and mature products.

### **ADV 314: Art Direction and Design**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcome**

At the end of the course, students should be able to:

1. analyse professional graphics design and how to incorporate them in developing advert campaigns;
2. explain the role of the art director/creative director in developing and realizing ideas; and
3. apply visual and graphics design tools in creating art and graphic contents for advertising communication.

### **Course Contents**

Practical aspects of graphic design, related to the communication of concepts. Role of the art director/creative director in developing and realising ideas through leadership, management and commissioning of individuals and teams of designers, photographers, filmmakers, advertisers, illustrators or other media specialists in the creative industries.

### **ADV 324: Advertising Campaign and Execution Workshop** **(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. execute advert campaigns;
2. apply hands-on experience of designing advertisements; and
3. demonstrate practical rudiments of writing advert campaign proposals.

### **Course Contents**

Practical production of student-initiated project in the chosen area of concentration under close supervision by academic staff. Different types of projects to be produced by students individually and/or in groups, depending on the concentration.

### **ADV 315: Sales Promotion and Sponsorship**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the different types of sales promotion techniques;
2. outline the roles of sales promotion and sponsorship in marketing communication; and
3. discuss the techniques of sale promotion and the contractual obligations in sponsorships and in relationship with sponsors.

### **Course Contents**

The role of sales promotion within the context of IMC are discussed along with types of sales promotions and their strengths and weaknesses. Sales promotion planning strategies and execution are also presented. The role of sponsorships and promotion in marketing communication. Choosing sponsorship assets and manage them and events to communicate and build brands. Method on how a sponsorship campaign is developed, managed, evaluated and applied to modulate consumer behaviour. Planning, executing and evaluating an organised event are also learnt. Students will be required to produce any event (product launch, branding, re-branding, product improvement, promotion, etc.).

### **ADV 325: Power and Influence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. compare and contrast effective and ineffective uses of power in different organizational contexts and career stages;
2. analyse the difficult ethical questions associated with the use of power and influence in advertising profession; and
3. discuss the theories of power in the context of promotional culture.

### **Course Contents**

Conceptual models, tactical approaches, self-assessment tools and simulation exercises. Understand the concept of influence as well as develop influence style and understand political dynamics. Effective and ineffective uses of power in different organisational contexts and career stages. Introduce difficult ethical questions associated with the use of power and influence in advertising. What constitute the ethical exercise of power and influence in life and how this is modulated and moderated in advertising. Build and maintain high-quality relationships to further maximise informal power and ability to influence others. Distinguish between influence and manipulation and learn how to protect self and audiences from unethical influences while learning how to use this powerful tool for attitude and social change. How influence strategies lead to more confident and influential leader, presenter, decision-maker as well as effective communicator. Pitching business ideas to superiors, influencing customers, and building coalitions across stakeholders. Strategic guidance on how to develop and maintain a network for influence and power but will also equip the student with specific tactics and strategies that are proven to work for gaining power and influencing people.

**ADV 316: Quantitative Thinking in Advertising****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss utilisation of theoretical and mathematical tools in solving management problems in advertising business;
2. explain matrix algebra, linear programming, quality control, network analysis, queuing models, queuing theory, time series and capital investment appraisal; and
3. explain data mining, data phishing and the information systems in the context of digital media as applied in consumer research and micro-marketing.

**Course Contents**

Provide theoretical knowledge and the use of mathematical tools in solving management problems in business. Matrix algebra, linear programming, quality control, network analysis, queuing models, queuing theory, time series and capital investment appraisal are discussed and analysed in details.

**ADV 326: Entrepreneurship in Advertising****(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. outline the business of advertising;
2. explain how to identify opportunities, plan and get access to financing; and
3. discuss to execute projects in advertising.

**Course Contents**

Opportunities in business and social investments and their exploitations in advertising. Exposure on how to fish for opportunities, plan, get access to finance and execute projects in advertising for results.

**400 Level****CMS 401: International Communication****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

**Course Contents**

Overview of the world's media systems. Emphasis on the flow of information between the industrialised and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication. Acquire knowledge of the politics and ideological nature of international communication. Examine issues like globalisation, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international news agencies and such other media organisation like CNN, BBC, Al-Jazeera in global politics. Critical look at Africa's place in the digital/cyber world.

Discuss relevant theories of imperialism and dependency technological determinism. Discussions relating to news including all the products of the media and cultural industries. The role of the English language.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatisation.

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatisation of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatisation of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. Discuss media representation of gender and minorities.

## **ADV 411: Critical Issues in Advertising**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. critique current economic, social and political trends in advertising globally and locally;
2. analyse how these trends impact on the advertising profession and practice; and
3. discuss societal issues regarding gender, obscenity, race, etc. in advertising and how to address them.

### **Course Contents**

Accessing knowledge on current trends in this developing area of influencing decision especially around brands, issues, movements and attitudes, as well as in understanding political, economic and social issues as they relate to the area of advertising, among others. Focus on practical work, enhance deeper understanding of communication issues as they relate to their chosen concentration. Principles and practice of advertising within the global context, including forces shaping advertising in globalisation, strategies for multinational

advertising; standardisation of advertising; adaptation; localisation and localisation of advertising, and so on.

**ADV 421: Economics and Management of Advertising Agency  
(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the basic roles, functions of the management in advert firms;
2. explain how to maintain the relationship between the advert firm and its clients;
3. discuss the operations of advertising firms in the industry; and
4. explain the economic and sustainable funding of advertising agencies.

**Course Contents**

Exposure to theories and practice of management, specific attention is devoted to management, economic and sustainable funding issues, in public relations firms, advertising agencies and related IMC firms. Client-agencies relationships. Discuss accounts management.

**ADV 412: Advertising Laws and Ethics**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the different laws of advertising in Nigeria;
2. outline the role and functions of the advert regulatory agencies; and
3. discuss ethics and ethical issues in advertising in Nigeria.

**Course Contents**

Explore specific laws relating to advertising practice. Activities of regulatory bodies from the perspectives of government regulators, private corporations, and non-profit organisations. Explore legal issues, regulations in relation to advertising, enabling Laws of APCON, NAFDAC, Consumer Protection Council, NBC and others. Code of conduct for advertising practitioners. Possible remedies on unfair advertising.

**ADV 422: Social Marketing**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to:

1. analyse how to incorporate social issues in advertising and marketing;
2. explain segmentation, targeting, branding and positioning for social change; and
3. outline planning and developing social marketing campaigns and programmes, using media in social marketing, research and evaluation, and ethical issues in social marketing.

**Course Contents**

Examine theoretical and ethical issues around cause and social marketing. Using market mixes of product, price, place, people and promotion to enhance acceptability of social issues, health communication and not for profit communications.

**ADV 413: Seminar in Advertising****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. outline critical issues in the advertising field from experienced practitioners; and
2. conduct seminar presentations and participate in a critical discussion about the industry practice.

**Course Contents**

Case studies of advertising, ethical and management issues facing the contemporary advertising agencies. Invitation of renowned and successful advertising practitioners to the department for seminar presentation.

**ADV 423: Case Studies in Advertising****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. discuss and analyse foreign and indigenous cases of advertising campaigns in several sectors of the economy;
2. illustrate practical cases in advertising practice; and
3. critique advertising projects.

**Course Contents**

Selected foreign and indigenous cases of advertising campaigns in several sectors of the economy, business, politics and social/behavioural change communications are examined. Presentation of discussion paper on selected cases.

**ADV 424: Projects in Advertising (Phases I & II)****(3 Units C: LH 45)****Learning Outcomes**

At the end of the course, students should be able to:

1. develop advert copy;
2. develop and produce advert copies; and
3. explain theoretical aspects of advertising.

**Course Contents**

Individual Production of standard advertisement for placement in a chosen media, (This comes in two related phases with both carrying three credit units) The advert must be accompanied by a well-researched project explaining each component which together make the final copy.

## **Minimum Academic Standards**

### **Equipment**

To achieve the statements for this programme, there should be a minimum number of equipment. They include the following:

1. well-equipped computer lab equipped with adequate desk top computers for students in each degree programme;
2. high speed internet facilities for both staff and students;
3. each academic staff should have a pc in his/her office with internet facilities;
4. digital audio recorders (at least 4);
5. video recorder;
6. a video player;
7. a wide screen television;
8. overhead PowerPoint, multi-media facilities;
9. vehicle (bus) for field trips; and
10. year-round cable television subscription for staff offices, and studios.

### **Staffing**

#### **Academic Staff**

The NUC guidelines on staff/student ratio of 1:30 shall apply. However, there should be a minimum of six full-time equivalent of staff in the department. There is need to have at least 70% PhD holders in the discipline. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in the programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

All academic staff should have computer skills. In addition, at least 20% of the academic staff should be professors/readers, 35% senior lecturers and 45% lecturer grade.

#### **Academic Support Personnel**

Fellows/teaching assistant/technologists/demonstrators to help lecturers in the conduct of tutorials, practical and field work. These personnel should be regular staff and should have required academic and cognate experience.

#### **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of the department. It is important to recruit very competent junior and senior staff that are computer literate.

### **Classroom, laboratories, workshops, and office Space**

#### **Classroom space and examination theatres**

Examination theatres, classrooms, studios, workshops, digital lab, viewing theatre and news rooms should be adequate in number and size.

#### **Offices**

All academic staff should have adequate and functional (well-equipped) office spaces with computer network and air-conditioners. All professors must have adequate office spaces with provision for a competent secretary.

**Space**

	m <sup>2</sup>	
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85

**Library**

In addition to the stock in the general university library, there should also be adequate programme/departmental library facilities to cater for the needs of staff and students. These include current journals, textbooks and manuals in sufficient numbers. The university should also have an e-library with electronic resources (academic and professional) for the programme.

## B. Sc Broadcasting

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### Overview

The rationale for the Bachelor Degree in Broadcasting is informed by the need to meet the demands of the industry and best practice in the sphere of broadcasting. Specifically, the programme is designed to match the university offerings with the demands and dynamics of industry standards.

### Philosophy

The B.Sc. degree in Broadcasting programme is aimed at developing the intellectual, creative communication and problem-solving skills, and competencies (including writing, reporting, producing and presentation) which will prepare students for employment in broadcasting and other related areas of general graduate employment in the ever-expanding communication media industry. The programme combines learning and research with intensive practical hands-on training to produce industry-ready graduate at the completion of the four years. The practical aspect of the course prepares students to face the increasing challenges of the multi-skilled and multi-tasking nature of the convergent media landscape. It is envisaged that the B.Sc. Broadcasting graduates will provide the much needed professionally trained professionals, creative staff and entrepreneurs capable of bridging the insatiable demand for quality content needed to support both the broadcasting industry and the emerging entertainment industry in Nigeria and abroad.

### Objectives

The Objectives of the Programme are but not limited to:

1. provide students with an understanding of broadcast journalism and programme creation;
2. facilitate independent study by introducing students to established techniques of broadcast writing, reporting, production and academic enquiry;
3. encourage students to make independent judgments on broadcasting practice by developing their critical evaluation of current research and assumptions in the study of broadcasting;
4. enable students to acquire a critical understanding of broadcasting as a tool for national development through an informed, analytical and creative approach to professional practice;
5. encourage students to develop a sense of social consciousness, ethical practice and responsibility to their profession and the society in general;
6. provide students with the skills to write and produce extended pieces of original, scholarly broadcast work or research dissertations under supervision;
7. give students the opportunity to gain professional experience of broadcasting through work placement within the industry while in school;
8. provide the employability skills required for working in broadcasting and the transferable skills (within both the theoretical and practical frameworks of broadcast enquiry and practice) for employment in other areas of work; and
9. provide the necessary skills to equip students with the ability to pursue life-long learning.

### **Unique Features of the Programme**

1. Each semester emphasises theory as well as practice of broadcasting, drawing from the interface between academia and industry;
2. In the course of the programme, emphasis is laid on the need to take the students through the theory and practice surrounding the audio/visual (sight and sound/voice/live characteristics) nature of broadcasting;
3. The programme draws on the capacity of broadcasting to attract attention and convince by appealing to the human senses as well as cash in on the warm interactions between speaker and listener/viewer, drawing on the rich resources of digital applications; and
4. Modern technology is the innovative base of the programme.

### **Employability Skills**

In the world of work today, employability is a key factor for consideration in hiring people. The programme is designed to produce ready- for- work graduates with relevant skills and knowledge in the arts, science and technology of broadcast production and management. Employability skills and entrepreneurial training built into the programme will equip graduates with good communication, adaptability, team work, leaderships and management skills and initiative needed in today's change-bound workplace.

### **21<sup>st</sup> Century Skills**

The programme is structured to turn out all-round educated graduates, steeped in innovative, created, critical thinking, with a honed sense of media/digital literacy, entrepreneurial drive and social/emotional intelligence.

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### **Direct Entry Mode**

Direct entry candidates, in addition to satisfying the matriculation requirements as in a (i) above, must obtain the National Diploma in Mass Communication or Journalism from any accredited institutions with a minimum CGPA of 3.0. Candidates with National Diploma (ND) with an Upper Credit in Radio, or TV/Film Production, and Theatre/Performing Arts from accredited institutions, may also be admitted into the programme.

### **Graduation Requirements**

The total minimum number of credits required for graduation in B.Sc. Broadcasting is 120 for UTME students, and 90 for direct entry students.

The students must pass all compulsory courses specified by the university/department and meet other requirements that may be prescribed by the department, faculty and the senate.

## Global course structure

### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
CMS 101	Introduction to Human Communication	2	C	30	
CMS 102	Writing for the Media	2	C	30	
BCJ 104	Study Skills in Mass Communication	2	C	30	
<b>Total</b>		<b>8</b>			

### 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 201	History of Nigerian Media	2	C	30	
BCJ 207	Introduction to Telecommunication and Broadcasting	2	C	30	
BCJ 209	Introduction to Radio Production	2	C	30	
BCJ 211	Introduction to TV Production	2	C	30	
BCJ 206	Introduction to Film Production	2	C	30	
BCJ 208	Writing for the Broadcast Media	2	C	30	
BCJ 218	Introduction to General Phonetics and Phonology	2	C	30	
BCJ 220	Introduction to Print and Photojournalism	2	C	30	
<b>Total</b>		<b>22</b>			

### 300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolutions	2	C	30	
ENT 312	Venture Creation	2	C	15	45
CMS 301	Theories of Communication	2	C	30	
CMS 302	Foundation of Communication Research	2	C	30	
CMS 303	Data analysis in Communication Research	2	C	30	
BCJ 307	Techniques of Television News Writing, Reporting and Production	2	C	15	45
BCJ 309	Media Management and Operations	2	C	30	
BCJ 315	Television Programme Writing and Production	2	C	15	45

BCJ 317	Broadcast Commentary and Critical Writing	2	C	15	45
BCJ 319	Public Affairs Broadcasting	2	C	30	
BCJ 321	Educational Broadcasting I	2	C	30	
BCJ 306	Online Broadcasting (Webcasting, Podcasting and Streaming)	2	C	30	
BCJ 308	Techniques of Radio News writing, Reporting and Production	2	C	15	45
BCJ 310	Foundation of Broadcasting	2	C	30	
BCJ 312	Internship: Attachment to a Broadcasting Agency	2	C	30	
<b>Total</b>		<b>30</b>			

#### 400 Level

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
CMS 401	International Communication	2	C	30	
CMS 402	Communication and Society	2	C	30	
BCJ 401	Mass Media Law and Ethics	2	C	30	
BCJ 403	Emerging Global Trends in Broadcasting	2	C	30	
BCJ 405	Advanced Project in Radio Production	2	C	30	
BCJ 407	Advanced Techniques of Video/Sound Editing and Post Production	2	C	15	45
BCJ 409	Drama and Documentary Writing and Production	2	C	15	45
BCJ 411	Principles and Practice of Live Broadcast	2	C	15	45
BCJ 402	Data Analysis in Communication Research	2	C	30	
BCJ 404	Advanced Project in TV Production	2	C	15	45
BCJ 406	Advanced Techniques in Announcing and Presentation	2	C	15	45
BCJ 408	Advanced Script Writing for the Broadcast Media (TV, Film, New Media and Radio)	2	C	15	45
BCJ 410	Fundamentals of Graphics for TV and Online Media	2	C	30	
BCJ 412	Research Project in Radio/TV Broadcasting	2	C	30	
<b>Total</b>		<b>28</b>			

## **Course Contents and Learning Outcomes**

### **100 Level**

#### **GST 111: Communication in English**

**(2 Units C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc., mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### **GST 112: Nigerian Peoples and Culture**

**(2 Units C: LH 30)**

##### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for Independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of african traditional forms of communication.

### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication systems, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation, factors that have influenced the development of human communication, communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

### **Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **BCJ 104: Study Skills in Mass Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course student will be able to:

1. use library sources in preparing media materials for media organisations; and
2. document their writings using standard and acceptable styles.

### **Course Contents**

Introduction to the use of library sources for Mass Communication studies. Introduction to academic text writing, referencing, and others. Different sources of materials used for preparing media material for media organisation. Methods of documentation using standard and acceptable styles.

### **200 Level**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. identify the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. distinguish the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding, and others.

## **ENT 211: Entrepreneurship and Innovation**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factors that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

### **Course Contents**

Major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. Examine factors that influence their development, their roles in the Nigerian society. The focus on press and broadcasting including film, advertising, PR, new/social media.

**BCJ 207: Introduction to Telecommunication and Broadcasting  
(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, student will be able to:

1. narrate the history of broadcasting with specific reference to technological developments from analogue to digital forms;
2. discuss the changing nature of broadcasting hardware and software brought about by advancements in telecommunication; and
3. discuss the concept and practice of online mobile and other digital delivery platforms.

**Course Contents**

Introduction to history of broadcasting with specific reference to technological development of the industry from its analogue origin to its present digital form. The change in nature of broadcasting hardware and software occasioned by advancement in telecommunication and their attendant implications on content quality, flexibility of transmission and relative ease of access and audience participation in content creation, distribution and consumption on multiple platforms (on the internet, online, mobile and other digital delivery platforms).

**BCJ 209: Introduction to Radio Production**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate the knowledge of basic principles and techniques of radio programme production;
2. prepare different radio programme formats. e.g., news, interview, drama, magazine, etc.in relation to their production technique and style of presentation; and
3. produce short programmes.

**Course Contents**

Basic principles and techniques of radio programme production. Prepare different radio programme formats and their major features (news, interview, magazine, drama, etc.,). Production techniques and style of presentation. The process of producing short programme.

**BCJ 211: Introduction to Television Production**

**(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, student will be able to:

1. use camera types for studio production; and
2. master the art of the use of operation equipment for practical demonstration of tv for studio production.

**Course Contents**

An overview of television and video production with an emphasis on single camera and studio bound production techniques. Ways to explore different equipment operation in a hands-on learning environment. Use of operation equipment in relation to television studio and control room operations. Contemporary study in television and video production field.

## **BCJ 208: Writing for the Broadcast Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. produce publishable materials for the broadcast media, both in aural and visual forms;
2. script for radio and tv with reference to different programmes; and
3. produce broadcast copies for production.

### **Course Contents**

Techniques and principles of writing for radio, TV and online media. Introduction to the fundamental principles of writing for the broadcast media using the knowledge of the aural and visual nature of the media. Scripting techniques and formats of different programmes. Techniques use for producing broadcast copies for production.

## **BCJ 218: Introduction to General Phonetics and Phonology** **(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. explain the concept of phonetic descriptions and taxonomy; and
2. demonstration of diction and eloquence in presentations.

### **Course Contents**

Introduction to the principles of phonetic description and taxonomy, illustrated by practical examples and language exercises from a variety of languages, particularly those likely to be of interest to the teaching of English in Nigeria. Different skills and techniques in learning diction. Procedures of acquiring relevant skills and eloquence in presentation.

## **BCJ 220: Introduction to Print Journalism and Photojournalism** **(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. explain the concepts, history, philosophy and ethics of print journalism and photojournalism,
2. discuss the principles of news and news photography; and
3. demonstrate knowledge of basic camera and darkroom techniques.

### **Course Contents**

Introduction to the history, philosophy and ethics of journalism with emphasis on editing, writing and publishing contemporary newspapers. Theoretical and practical aspects of news reporting, feature writing, reviewing the arts, sports reporting, pictorial journalism, advertising, layout, design and the mechanics of printing (Classes consist of both lectures and workshops). Ways to explore the media in relation to daily newspapers, online newspapers, as well as magazines and press releases. Component of photojournalism. Introduction to the techniques and principles of news photography, featuring solid grounding in basic camera and darkroom techniques with emphasis on the development of the emerging photojournalist's sensitivity to people. Circumstances and events to which he will be expected to take pictures that communicate. Fundamentals of photography, operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory.

## **300 Level**

### **GST 312: Peace and Conflict Resolution**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; The Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative dispute resolution, ADR. Dialogue b). arbitration, c). negotiation d). collaboration etc. Roles of international organisations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & peace security council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally displaced persons, IDPs. The role of NGOs in post-conflict situations/crisis

### **ENT 312: Venture Creation**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organisations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), blockchain, cloud computing, renewable energy etc. Digital Business and e-commerce strategies).

### **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. Key concept of each theory and its application to real communication and media issues and events. Historical and contemporary development of theories.

### **CMS 302: Foundations of Communication Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

### **Course Contents**

Introduction to logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. Discuss qualitative and quantitative research methods (focus group discussion, interview, participant observation, ethnography, content analysis, textual analysis, survey, sampling, and research ethics).

### **CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

### **Course Contents**

Introduction to analyse of both quantitative and qualitative data. The use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g. SPSS. Presentation and interpretation of data. How to draw relevant inferences using these techniques.

### **BCJ 307: Techniques of Television News Reporting and Production (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. produce materials for airing;
2. demonstrate knowledge and skills in producing a variety of broadcast formats, including documentary, news magazine, breaking news, etc.;
3. demonstrate knowledge of fact-checking, spot news writing, interviewing, obituaries, speeches, court cases, public meetings, and other hard news for radio and tv; and
4. demonstrate different skills of writing reviews.

### **Course Contents**

Reporting and writing techniques applied in television. Methods of writing to pictures and narrating stories in a variety of formats, including: breaking news, news feature, documentary, and news magazine. Introduction to shooting and editing, development of story suitable for broadcast outlets. Practical hands-on in relation to interviewing, researching public records, fact-checking and writing spot news, obituaries, speeches, court cases, public meetings and other hard news for radio. (This class includes numerous in-class and out-of-classroom reporting and writing assignments).

### **BCJ 309: Media Management and Operations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate knowledge and skills in radio and tv management and programming;
2. relate theory to practice;
3. demonstrate financial management skills; and
4. appreciate the relevance of media regulation to broadcast media practice.

### **Course Contents**

Acquisition of knowledge and skills of radio and TV management and programming, through exposure to both theory and practice. Examines broadcast media organisational structures and their relationships with employee functions and roles. Exposure to financial management, sales, promotion, marketing, audience research methods and broadcast media regulation.

### **BCJ 315: Television Programme Writing and Production (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate effective knowledge and skills in tv programme writing and production;
2. script and produce tv documentaries, drama, discussion programmes, talk shows, etc.;
3. shoot with a range of cameras and edit, using modern video editing software and lighting; and
4. demonstrate proficiency in lighting and sound management.

#### **Course Contents**

Television programmes writing skills and the techniques of production, Writing and producing of television documentaries, drama, talk shows, discussion programmes. The techniques of shooting with a range of cameras, and edit, using some of the widely internationally used video editing software, aspect of lighting and its relationship with sound.

### **BCJ 317: Broadcast Commentary and Critical Writing (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. differentiate between commentary and critical writing;
2. apply principles of editing in the preparation of critical pieces for tv production; and
3. demonstrate different skills of writing reviews.

#### **Course Contents**

Examination of the opinion function of broadcasting and types of commentaries. Editorial and application of principles derived from research in persuasive communication and attitude change form the core of the course. Distinction between commentary and critical writing: types of criticisms and art review for radio and television are also taught in this course.

### **BCJ 319: Public Affairs Broadcasting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate knowledge of self-governing strategies in the management public affairs reports; and
2. relate such knowledge in the areas of crime and criminal justice, public health, budget and taxation, labour and workforce as well as electoral politics in the production of public affairs materials.

### **Course Contents**

Ways in which public affairs are covered by providing citizens with the information they require to be free and self-governing. Crime and criminal justice, military and defence, border and immigration, public health and health care, budget and taxation, energy, environment, natural resources, trade, foreign policy, education, labour and workforce, and electoral politics.

### **BCJ 321: Educational Broadcasting I**

**(2 Units C: LH 30)**

#### **Learning Outcome**

At the end of the course, student will be able to:

1. narrate the history, structure and dynamics of educational broadcasting around the world;
2. use broadcast media for education to create effective learning experience for target audience; and
3. plan and produce educational programmes as well as execute and evaluate their outcomes.

### **Course Contents**

Surveys the history, structure, dynamics, and functions of educational broadcasting around the world. The potential uses of the broadcast media for education and the ways in which they can create effective learning experience for their target audience. How to plan and produce educational programmes as well as execute and evaluate outcomes.

### **BCJ 306: Comparative Broadcasting**

**(2 Units C: LH 30)**

#### **Learning Outcome**

At the end of the course, student will be able to:

1. point out the relevance of institutional broadcast practices to national media practices; and
2. show how ownership structure, management patterns and broadcast philosophies influence institutional broadcast media practices.

### **Course Contents**

Comparative study of the institutional broadcast practices of North America, Asia, Europe and Africa in terms of ownership structure, management patterns and broadcast philosophies.

### **BCJ 308: Techniques of Radio News Writing, Reporting and Production** **(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. point out the important aspects of reporting and writing for radio production in relation to conciseness as well as aural and sound demands;
2. develop news bulletins in various formats in relation to programme duration; and
3. interview the relevant target audience in the fact-checking process for spot news, speeches, court cases, etc.

### **Course Contents**

Reporting and writing for radio. Important aspects of reporting and writing for radio like conciseness, writing for the ear and writing to sound. How to write radio news bulletins and send dispatches from the field. How to work on longer-format programmes that might include features, documentaries, discussions, interviews and magazine. Interviewing, researching public records, fact-checking and writing spot news, obituaries, speeches, court cases, public meetings and other hard news for radio. The course involves both numerous in-class and out-of-classroom reporting and writing assignments.

### **BCJ 310: Foundations of Broadcasting**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, student will be able to

1. explain the concept of broadcasting; and
2. discuss the nature of radio and tv in relation to electromagnetic spectrum, the broadcast media chain, broadcast equipment and personnel that make broadcast transmission achievable.

### **Course Contents**

Concept of broadcasting and the agencies concerned with the broadcast media. The world of electromagnetic spectrum. Nature of radio and television, the broadcast chain, broadcast equipment and personnel that make broadcast transmissions achievable.

### **BCJ 312: Internship: Attachment to a Broadcasting Agency**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, student will be able to:

1. prepare materials for broadcasting in various formats;
2. make maximum use of the log book which shows students' involvement and progress in internship throughout its duration; and
3. gain proper industry experience and proficiency in media productions.

### **Course Contents**

Professional internship is a supervised, closely monitored work experience. Practical work experience in their field of interest to prepare for their careers. Work a minimum of 12 weeks, earning 2 credits. An internship is a full-time job. Students may work at a newspaper, television station, magazine, online publication, radio station or any other type of media outlet. Interns learn professional standards, work ethic and behaviour. The internship must take place in a structured professional environment with daily oversight by supervisors, who are strongly encouraged to provide frequent feedback.

### **400 Level**

### **CMS 401: International Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

### **Course Contents**

Overview of the world's media systems. Flow of information between the industrialised and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalisation, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international news agencies and such other media organisations like CNN, BBC, Al-Jazeera in global politics. Critical look at Africa's place in the digital/cyber world. Discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

### **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representations;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatisation.

#### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatisation of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatisation of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. Discuss media representation of gender, minorities.

**BCJ 401: Mass Media Law and Ethics****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, student will be able to

1. explain the concepts and philosophy of mass media law and ethics;
2. justify ethicality in mass media practice in relation to public affairs and media audience; and
3. discuss the relevance of media regulation and the concepts of laws of public communication.

**Course Contents**

Study of the legal framework within which mass philosophy bearing upon the mass media, the development and constitutional growth of freedom of expression in Nigeria, the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt, obscenity, copyright, etc. and government regulation. Ethical and moral standards applicable to the mass media. Ethical responsibilities of individuals, groups, and organisations engaged in message construction, transmission or consumption, particularly in the field of news and public affairs.

**BCJ 403: Emerging Global Trends in Broadcasting****(2 Units C: LH 30)****Learning Outcome**

At the end of the course, student will be able to:

1. appreciate communication issues as they relate to emerging trends in global broadcasting practices; and
2. discuss the concept of specialization in global broadcasting practices.

**Course Contents**

Explains current trends in the student's individual area of specialisation. The emerging trends will include: cross border broadcasting, globalization, broadcasting, culture, ideology, technology etc. Enhancing deeper understanding of communication issues as they relate to the chosen concentration.

**BCJ 405: Advanced Project in Radio Production****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate an in-depth knowledge as well as application of hands-on experience in radio production; and
2. produce standard broadcast programmes.

**Course Contents**

Like its TV counterpart, this is also an advanced level offering providing an in-depth knowledge and practical application of the hands-on experience gained at the lower levels (1,2, & 3). The course leads to the production of standard broadcast quality radio programme by the student under the close supervision by academic staff. Different types of projects should be produced by students individually and/or in groups.

## **BCJ 407: Advanced Techniques in Video/Sound Editing and Post-Production (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. edit film/video, using professional techniques and modern methods, including adobe premiere pro;
2. edit commercials, interviews, music videos, narrative productions; and
3. create a portfolio of edited broadcasting materials.

### **Course Contents**

Editing film and video is about movement, choreography, the play of light, colour, and graphics. And beyond all that, it is all about psychology. Students will learn the art and craft of editing videos. The course explores techniques that can be applied in a range of non-linear editing programmes, including Adobe Premiere Pro. But the main focus is not just on developing software skills; it is exploring the magic behind video modification. Projects including editing a commercial, an interview, a narrative scene, a music video, a video diary, and a text title sequence will form part of the course.

## **BCJ 409: Drama and Documentary Writing and Production: (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course. student will be able to:

1. develop tools for analysing and evaluating non-fiction media;
2. prepare presentations in telling stories that represent other people and culture; and
3. produce short documentary programmes.

### **Course Contents**

Exposure to the use of narratives in books, films, and other works intended to present factual content to the general public. Students will watch, read about, write about, and discuss a range of works, developing tools for analysing and evaluating nonfiction media in terms of both content and craft. Introduction to range of documentary idioms and voices, including the work of photographers, filmmakers, oral historians, folklorists, musicologists, radio documentarians, and writers. It stresses aesthetic, scholarly, and ethical considerations involved in representing other people and cultures. Students will produce a short documentary programme at the end of the course.

## **BCJ 411: Principles and Practice of Live Broadcast (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate knowledge and skill in live broadcast production, including sports, special events, etc.; and
2. demonstrate mastery of live broadcast skills in programme production.

### **Course Contents**

The principles, practice and approaches to live broadcast in news, sports and special events coverage for radio and TV. It also provides an opportunity for hands-on training for students to demonstrate the mastery of the skills they learnt in other components /parts of the programme.

**BCJ 421: Psychology of the Media****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, student will be able to:

1. explain the concept of media psychology;
2. use knowledge of psychological theories in packaging media contents and presentations in relation to graphics and digital applications; and
3. demonstrate an understanding of human behaviour and how media affect individuals and cultures, and how such effects can be used for socially constructive purposes.

**Course Contents**

An overview of some of the primary areas of media psychology and examine the use of psychological theory on emerging media content and presentation—from traditional pictures, sounds, and graphics to new interactive and digital media. Understanding of the specific benefits of understanding human behaviour and experience when working with media applications, how media affects individuals and cultures, and how media can be used for socially constructive purposes.

**BCJ 402: Data Analysis in Communication Research****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, student will be able to:

1. demonstrate knowledge and skills in data analysis techniques and approaches; and
2. use tables, graphs and measures of central tendencies, etc to interpret data.

**Course Contents**

Introduction to data analysis techniques, particularly the use of tables, graphs and the measures of central tendency. How to present and interpret data, using these techniques.

**BCJ 404: Advanced Project in TV Production****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of the course, student will be able to

1. demonstrate an in-depth knowledge and practical application of hands-on experience gained in broadcast production;
2. produce standard quality tv programmes; and
3. produce special broadcast projects.

**Course Contents**

An advanced level providing an in-depth knowledge and practical application of the hands-on experience gained at the lower levels (1,2, & 3). The production of standard broadcast quality TV Programme by the student under the close supervision by academic staff. Different types of projects should be produced by students individually and/or in groups.

**BCJ 406: Advanced Techniques in Announcing and Presentation  
(2 Units C: LH 15; PH 45)**

**Learning Outcomes**

At the end of the course, student will be able to

1. point out the principles and features of announcing and presentation for radio and tv programmes, e.g., documentaries, voice-overs and commercials, etc.;
2. apply effective verbal communication skills in programme delivery; and
3. learn the principles of announcing and presentation for radio and television for public affairs programme, documentaries, studio anchor, commentary and voice-over, commercials, and program continuity.

**Course Contents**

Introduction to the theory and practices in the broadcasting industry from the studio and production point of view and also incorporates non-traditional, online media production principles. Effective verbal communication essential for successful broadcasting. Explore respiratory and speech organs in conducting vocal exercises and practice with a variety of scripts. Much practical work is involved.

**BCJ 408: Advanced Script Writing for Broadcast Media (TV, Radio, Film, and  
online Media) (2 Units C: LH 15; PH 45)**

**Learning Outcomes**

At the end of the course, student will be able to

1. produce standard scripts, stories, etc, for radio and tv production, including online media;
2. develop and process scripts; and
3. demonstrate understanding of the basic concepts and techniques of modern script writing.

**Course Contents**

Introduction fundamentals of developing and writing original scripts for film, television, radio, film and online media. Emphasizes proper script formats, theme, story, plot, dialogue, character arc, and the process of developing and writing a script. Use of Final Draft or other word processing software to complete all written assignments to demonstrate comprehension of the basic concepts and techniques of modern script writing.

**BCJ 410: Fundamentals of Graphics for TV and Online Media (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, student will be able to:

1. apply knowledge, skills and special effects to programme production; and
2. produce animations to tell stories.

**Course Contents**

Production, designed and expand the knowledge of the world of motion graphics and special effects. Transitions, green screen, filters, masks, mattes are going to be taught. In contrast to the animation course, Focus on advanced compositing and techniques to enrich your video, stills, typography and to get exactly what you want to see on the screen.

## **BCJ 412: Research Project in Radio/TV Broadcasting (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, student will be able to:

1. undertake dissertation project; and
2. write dissertation project, exploring specific theme in relation to student area of specialization.

### **Course Contents**

This is the final year dissertation project that students independently undertake but under the supervision of a tutor in the department. This is expected to be an original exploration of a theme related to the student's concentration focus.

### **Minimum Academic Standards**

#### **Equipment**

##### **Academic and administrative equipment:**

For effective teaching of Broadcast Journalism programme, the following essential tools should be provided:

1. digital cameras (HD/4k);
2. mounting devices/accessories;
3. professional lighting equipment (spot, broad and HMI);
4. enlarger dryer, films;
5. overhead projectors, computers, digital editing workstation, mics, radio sets, tv lcd monitors.;
6. photocopying machine, digital storage facilities (DVD/CD, large capacity hard drives), digital capturing/recording and playback equipment, digital photo-lab; and
7. aerial drones and accessories.

#### **Staffing**

##### **Academic and non-academic staff**

1. Student/lecturer ratio should be 30:1 for effective teaching and learning particularly in skills and production courses.
2. Staff mix by rank and sex (i.e.) 20 – 35 – 45 (i.e., 20% Professor, 35% Senior Lecturer and 45% Lecturer I and below).
3. Lecturers should belong to two or more professional organisations in broadcasting or related industry. They should be encouraged and supported to attend learned conferences both locally and internationally. At least 70% should be Ph.D. holders.
4. Should be given quicker response time for research grant proposal.
5. Senior Lecturers and above should be provided with modern telephones, i.e., mobile phones
6. Staff mix by sex, male to female should be 60% to 40% so as to reflect gender sensitivity
7. Broadcast Journalism programme is a cross-disciplinary programme, therefore only academic staff with a first degree in any of the following areas, Mass Communication, Journalism, Broadcast Journalism, Telecommunication, Theatre/Performing Arts, Multimedia and Film Production should be recruited to teach Broadcast Journalism.

8. Because of the professional nature of Broadcast Journalism programme as an academic area, coupled with the everchanging nature of the industry, universities should encourage strong industry/academia collaboration and partnership. Under this arrangement, industry practitioners should be encouraged to teach the practical aspects of the programme.
9. Ratio of academic to non-academic staff should be 4:1.
10. Among the non-academic staff, the ratio of senior staff to junior staff should be 2:3.
11. All senior non-academic staff should be computer literate so as to be able to cope with new challenges in mass Radio/Television Broadcast education and training.
12. For effective Broadcast Journalism training, there is a need to have the following staff on ground to help the students in their practical/studio and laboratory work:
  - a. Radio/Television Engineer or Technologist;
  - b. Broadcast Technicians (Electrical and Electronics);
  - c. Multimedia/Digital Lab Technician;
  - d. PRAD-LAB Technicians;
  - e. Station Manager;
  - f. Artisans or Craftsmen.

### **Classroom, laboratories, workshops, and offices**

#### **Classroom space and examination theatres**

Examination halls, classrooms, studios, workshops, digital lab, viewing theatre and news rooms should be adequate in number and size.

#### **Office**

All academic staff should have adequate and functional (well-equipped) office spaces with computer network and air-conditioners.

All professors must have adequate office spaces with provision for a competent secretary. Broadcast Journalism as a programme is capital intensive and each teaching and non-teaching staff should have adequate and conducive office accommodation. The offices should be well furnished.

#### **Space**

	m <sup>2</sup>
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85

#### **Broadcast Production Facilities**

1. Campus Broadcast Journalism studios.
2. Radio studio and control room (practical production).
3. TV studio and control room (practical production).
4. Props and costume storage area.
5. Dry rehearsal room/theatre.
6. Technical/ transmission control room.
7. Editing/post production cubicles/suites.
8. Viewing theatre.

9. Digital lab (production and post-production).
10. Newsroom.

**Library**

For effective teaching of Broadcast Journalism, a modern and well stocked library or Media Resource Centre should be provided and well-funded.

## **B. Sc Development Communication Studies**

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### **Overview**

There is an intersection between communication and development. Very often however, this may not be seen or well understood. The B.Sc. Development Communication Studies course therefore seeks to bridge this gap so as to make communication an integral part of development planning. The various courses over the four-year period will prepare graduates to contribute to policy development and the content of implementation strategies.

### **Philosophy**

There is an intrinsic link between communication and development. Indeed, they are interwoven, and they contribute to improved quality of life. So, the philosophy underlying the B.Sc. Development Communication Studies programme is to produce a crop of graduates who understand the connection between communication and development, so that having been equipped with a broad knowledge in the field of communication, media and development, they can make effective contributions to the development of Nigeria, Africa and the global community.

### **Objectives**

The objectives of the programme are to:

1. expose students to the fundamental nature of communication in society as it reflects/impacts on the lives of people;
2. expose students to development challenges in various sectors, including, health (sanitation and hygiene, HIV/aids) maternal and child health, agriculture, nutrition, environment, politics, education, peace building, security, and in related areas;
3. train and equip students with requisite knowledge and skills to function as development communication specialists;
4. support students to understand the utility of theories that underpin communication and development;
5. offer students practical knowledge of researching communities to understand their development and communication needs;
6. equip students with skills needed to catalyse behavioural and social change, especially at the community level; and
7. empower students with advocacy skills that enable them engage policy for development to be people oriented.

### **Unique Features of the Programme**

The programme stands out in a number of ways such as:

1. methodological conversation as it brings together creative, hands-on and traditional research approaches;
2. twinning communication and development;
3. tapping into and domesticating science, technology, engineering, and mathematics (stem) and science, technology, engineering, arts and mathematics (steam);
4. community engagement and surfacing town and gown principle; and
5. interrogation and challenging of stereotypes.

### **Employability skills**

The course offers skills to graduates that make them employable in two sectors:

1. communication, which addresses the peculiarities of content development for information, education and communication (IEC), sensitisation and enlightenment. They will practice communication rather than talk communication.
2. in the second sector, which is development, the skills set the course develops in students include community entry and intervention, concept development and policy research. The course of studies in Development Communication (DEVCOM) offers ample opportunities for students to graduate and be independent development communicators.

At the end of the programme, graduates can:

1. undertake independent research for organisations and agencies;
2. work as consultants in communication for development (C4D), development and communication researchers.
3. establish and run training centres that offer coaching and skills to NGOS, ministries, government departments and agencies (MDAS).
4. conceptualise and work with graphic artists to bring to life engaging flyers, billboards, etc. that inform and sensitise.
5. employment opportunities for graduates of this discipline, therefore, exist in the mainstream track of government offices, in international development organisations/agencies, NGOs and in the private sector.

### **21<sup>st</sup> Century skills**

At the end of four years, the 21<sup>st</sup> century skills students will graduate with include, but not limited to:

1. compliance with internet and communication technology (ICT),
2. enterprise and entrepreneurship
3. thinking out of the box (critical thinking)
4. creativity
5. interdisciplinary thinking
6. integration of science, technology, engineering, arts and mathematics (STEAM) into practice
7. development advocacy
8. team work

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### **Direct Entry Mode**

Candidates for Direct Entry admission shall possess five credit passes in the Senior Secondary Certificate (SSC), or its equivalent which must include English, Mathematics and Literature-in-English, of which at least two shall be at the Advanced level. Holders of diploma certificate or NCE certificate and its equivalent in disciplines related to courses of study in Communication and Media Studies are acceptable.

## Graduation Requirements

To graduate, a student must have:

1. Earned at least a total 120 credit units from the registered courses including all compulsory courses specified by the University/Department;
2. Candidates admitted through the Direct Entry mode must register for and pass at least 90 units of courses, including all compulsory courses, to qualify for graduation;
3. Completed and met the standards for all required and optional courses;
4. Obtain a minimum GPA of 1.50; and
5. Met other requirements that may be prescribed by the department, faculty and senate.

## Global course structure

### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples Culture	2	C	30	Nil
CMS 101	Introduction to Communication	2	C	30	Nil
CMS 102	Writing for the Media	2	C	30	Nil
DCS 101	Foundations of Development Communication	2	C	30	Nil
DCS 102	Ethics of Development Communication	2	C	30	Nil
DCS 103	History of Development	2	C	30	Nil
DCS 104	Sociology of Development Communication	2	C	30	Nil
DCS 105	Fundamentals of Development Communication Media	2	C	30	Nil
DCS 106	Introduction to Communication for Development	2	C	30	Nil
<b>Total</b>		<b>20</b>			

### 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	Nil
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 201	History of Nigerian Media	2	C	30	
DCS 202	Introduction to Behaviour Change Communication	2	C	15	45
DCS 203	Theories of Development	2	C	30	Nil
DCS 204	Information and Communication Technology for Development Communication	2		15	45

DCS 205	Participatory Communication Strategies for Development	2	C	15	45
DCS 206	Writing for Development Purposes	2	C	30	Nil
DCS 207	Community Media for Development	2	C	30	Nil
DCS 208	Studies in Cinematography and Film Development	3	C	15	Nil
<b>Total</b>		<b>21</b>			

### 300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	Nil
ENT 312	Venture Creation	2	C	15	45
CMS 301	Theories of Communication	2	C	30	
CMS 302	Foundation of Communication Research	2	C	30	
CMS 303	Data analysis in Communication Research	2	C	30	
DCS 301	Communication and Development Issues	2	C	30	Nil
DCS 302	Health Communication	2	C	30	Nil
DCS 303	Development Communication Strategies	2	C	30	Nil
DCS 304	Message Design and Production for Development	2	C	15	45
DCS 305	Community Theatre for Development	3	C	30	90
DCS 306	Community Development Practicum	2	C	15	45
DCS 307	Agricultural Communication	2	C	30	Nil
DCS 308	Design and Development of Training Materials	2	C	15	45
DCS 309	Theatre for Development in Development Communication	2	C	15	45
<b>Total</b>		<b>29</b>			

### 400 Level

Course Code	Course Title	Units	Status	LH	PH
CMS 401	International Communication	2	C	30	
CMS 402	Communication and Society	2	C	30	
DCS 401	Entrepreneurship Education in Development Communication	2	C	15	45
DCS 402	Communication for Behaviour and Social Change	2	C	30	Nil
DCS 403	Final Project Work	4	C	20	100

DCS 404	Development Project Monitoring and Evaluation	2	C	15	45
DCS 405	Cultural Studies for Development Communication	2	C	30	Nil
DCS 406	Conflict and Peace Building Communication	2	C	30	Nil
<b>TOTAL</b>		<b>18</b>			

## Course Contents and Learning Outcomes

### 100 Level

#### GST 111: Communication in English

(2 Unit C: LH 15; PH 45)

#### Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

#### Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc., mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

## **GST 112: Nigerian Peoples and Culture**

**(2 Unit C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

## **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the

role of the media in the development of African cultures, society and civilisation, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

#### **Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **DCS 101: Foundations of Development Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. engage in academic debates on the relevance and functions of development communication;
2. analyse different positions and standpoints of scholars on the interconnections of communication and development in the society; and
3. identify the core elements of communication for development.

#### **Course Contents**

Development communication is surrounded by a number of strong debates and perspectives that help to frame its origin and nature. This course is designed to take students through these debates and offers a basic description of different approaches and schools of thought through which the subject matter of development communication can be firmly grasped and understood especially at the foundational level.

### **DCS 102: Ethics of Development Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. discuss ethical issues in development;
2. list the components of ethics;
3. outline important values for development; and
4. differentiate the variations of ethics and how they operate in various development contexts.

### **Course Contents**

Ethical application and approach to the practice and operationalization of development communication within the context of a pluralistic society. The fundamental values and principles underlining development communication. The study of ethics therefore will provide the platform for the determination of practitioners' conducts that are right from those that are wrong. Different areas of ethics to be considered in this course include comparative ethics, normative ethics, applied ethics and meta-ethics and their application and usefulness to development communication shall be established.

### **DCS 103: History of Development**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. discuss development and what it means eloquently;
2. discuss the historical evolution in the concept of development process; and
3. categorise the levels and differences between community-driven and externally led development initiatives.

#### **Course Contents**

The concept of development is contested both theoretically and politically; and is inherently complex and ambiguous. Exposure to different perspectives and models on which divergent perspectives around the conceptual origin and nature of development can be mobilised for easy interpretation and comprehension. The basic objectives, phases, dimensions of development as well as build explanation around endogenous and exogenous nature of development.

### **DCS 104: Sociology of Development Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. identify the uses of communication in society;
2. unpack the dynamics at play between all stakeholders and the media; and
3. evaluate the role of development communication in shaping society.

#### **Course Contents**

There is a web of complex and intricate relationships between development communication and society. Unpack these mutual relationships and examine development communication as an element of cultural and social processes. sociological concepts, themes and problems. It provides the strategies for understanding development communication and its relationship with major social institutions in the society. Focus is on the issues of sociology and professionalism of development communicators, cultural sensitivity, gender sensitivity and internal dynamics and control of the relationships with media organisations, policymakers, stakeholders, partners, allies, governmental and non-governmental organisations. Issues of social change, Nigerian social structure, empowerment, globalisation and media matters, among other issues. Explore the relationships between the communication and the society. The role of development communication as an agent of socialisation and transformation in the society would be given emphasis treatment in this course.

## **DCS 105: Fundamentals of Development Communication Media (2 Units: LH 30)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. demonstrate the role of media in aiding development;
2. categorise the different types of media and the different roles they play so that their applications are clearly understood; and
3. classify different types of media.

### **Course Contents**

Basic understanding on the nature, features and contextual meaning and application of different communication media and their full expression in the service of development. The course poses an argument that, it is difficult if not impossible, to realize an effective development outside the media. An attempt will be made to classify development communication media into broad categories and unveil their contrastive characteristics, applications, limitations, ideological peculiarities, and expressions in practical terms.

## **DCS 106: Introduction to Communication for Development (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. discuss the relevance of communication in development;
2. use case studies to support arguments in favour of communication activities; and
3. activate interest development planning.

### **Course Contents**

Introduction to the relevance of communication to development as an established paradigm in development studies. It unveils to students the two-pronged issues in communication and development. The relevance of planned and strategic communication to aid development. It provides evidence from field-based projects and initiatives whether local or global, on how communications have been specifically designed to plead the cause of development.

## **200 Level**

## **GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)**

### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and

8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

### **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

#### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factor that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development

### **Course Contents**

Major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

### **DCS 202: Introduction to Behaviour Change Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to

1. discover current materials and arguments in bcc;
2. activate interest on working with stakeholders on ways to change inappropriate behaviour;
3. demonstrate various approaches in development communication; and
4. outline forms of communication useful for communicating development issues.

### **Course Contents**

The theoretical and practical perspectives which have informed current thinking in development and behaviour change communication. Key issues in development and the use of communication to promote sustainable development will be explored. Strategies being utilised by development agencies will also be discussed and analysed with a view to exposing students to a variety of approaches.

### **DCS 203: Theories of Development**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. outline the process of development planning;
2. analyse the politics that shape choices and decisions of government projects.
3. list the different theories of development; and
4. discuss various theories that they have studied.

### **Course Contents**

Examines the theories, models and concepts of development and their relationship with communication and society. The intention is to provide theoretical formulations that are potent and suitable enough to interrogate the nature and practice of development, especially in the contemporary times. Throw useful and illuminating insights on the symbiotic relationship between theory and praxis of development in varying contexts and how these complex and mutually reinforcing relationships can engender effective understanding of the various polemics, intrigues and intellectual debates surrounding development studies and practice. Emphasis on classical theories, economic/planning models, behavioural and social change theories which are necessary tools to analyse development politics and constructions as well as development planning and interventions.

## **DCS 204: Information and Communication Technology for Development Communication (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. deploy ICT in aid of communicating development;
2. show that the cyberspace is both a community as well as a platform for interaction that benefit development; and
3. design online campaigns and post on FACEBOOK, YOUTUBE and INSTAGRAM.

### **Course Contents**

Provide knowledge of the application of information technologies. The use of the new media technologies in planning communication and development campaigns including presentation and animation.

## **DCS 205: Participatory Communication Strategies for Development (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify the different forms of collective approaches in developing communication that matters to stakeholders;
2. make use of multiple strategies of communicating with development beneficiaries;
3. design development projects for community action;
4. design communication materials for enlightenment; and
5. demonstrate how participation works in practical terms.

### **Course Contents**

Development communication is an emerging area of study conditioned by the quest to evolve a more people-centred and people-oriented communication that is participatory and encompasses varied communication processes especially those that can be handled by ordinary people. How to build interactive communication process that is not only multi-ways, but that uses folk media, participatory learning and action, oral testimony, theatre and participatory video in combination with conventional media like the radio and television in order to engender effective communication for change. Over the years, project failures have been associated with ineffective communication. Participatory communication places inclusive mechanisms at the heart of development and by implication the course exposes students to and engages them in a new way of doing things in the communication field that is applicable to multidimensional development contexts.

## **DCS 206: Writing for Development Purposes**

**(2 Units: LH 30)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. write bankable proposals;
2. produce policy briefs for policy action;
3. map areas of interest on which to focus attention;
4. illustrate field reports to enhance quality; and
5. demonstrate the use of the qualitative and quantitative methods which incorporate views of all stakeholders.

### **Course Contents**

Development practice requires rigorous documentation abilities and writing craftsmanship. Methodology on writing styles and reportorial skills and techniques needed in development practice. Specific efforts shall be made to explore qualitative and quantitative approaches to coherent development writing especially in relation to field reports, and policy briefs. Techniques of proposal writing, field sketches and charts, short note taking, script writing techniques, facilitation, mappings, attendance registers, power point presentation, field work diagrammatic representations and graphic illustrations and so on.

### **DCS 207: Community Media for Development (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. produce information board for community use;
2. stimulate discussions on the benefits of local media forms;
3. participate with community in analysing their issues; and
4. demonstrate the use of multiple forms of communication for the benefit of community members.

#### **Course Contents**

The interface of community media and development intervention. Conscious effort will be made in this course to examine the nature, scope and functionality of community media, paying special attention to community radio, community theatre, community information board (CIB), community television and newspaper as communication platforms for civic engagement both at the rural and urban settings. Unpack the similarities and dissimilarities between community media and mainstream media in terms of ideology, philosophical underpinnings, flexibilities, sensitivity to culture and their *modus operandi*.

### **DCS 208: Studies in Cinematography and Film for Development (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. write scripts for production;
2. create videos on development issues for information and sensitisation;
3. engage in critical analyses of films and pictures;
4. demonstrate how to use camera and video images for telling development stories;
5. take action pictures; and
6. produce short videos.

#### **Course Contents**

Hands-on training in video and documentary making for producing practical projects in any area of development communication concern and significance. It will involve camera and microphone work, acting, costuming, producing, and directing for both documentary films and television. Develop skilled on both the theoretical and practical skills to design and implement development communication programmes and initiatives across a wide range of contexts.

## **300 LEVEL**

### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kataf, chieftaincy and land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; The Nigeria Legal System. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels) Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). arbitration, c). negotiation d). collaboration etc. Roles of international organisations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally displaced persons, IDPs. The role of NGOs in post-conflict situations/crisis.

### **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organisations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), blockchain, cloud computing, renewable energy etc. Digital business and e-commerce strategies).

### **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice;

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

### **CMS 302: Foundations of Communication Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

### **Course Contents**

Introduction to logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. Discuss qualitative and quantitative research methods (focus group discussion, interview, participant observation, ethnography, content analysis, textual analysis, survey, sampling, and research ethics).

### **CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

#### **Course Contents**

Techniques to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. Present and interpret data, and draw relevant inferences using these techniques.

### **DCS 301: Communication and Development Issues (2 Units C: LH: 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. identify development issues that require effective communication;
2. package messages that address specific development issues; and
3. analyse the connection between national and international development issues.

#### **Course Contents**

Examines how communication can be used as an analytical tool to interrogate a variety of development experiences and contexts. Different skills required in tackling diversity of social and ecological issues. Exposure to skills in logic and argumentation, language use, discourse analysis, persuasion and interpersonal communication techniques. It also draws students' attention to how communication can find expression in other spheres of human endeavour, especially on volatile areas like conflicts, violence and migration, kidnapping/abduction, insurgency, unemployment, land use policy, natural disasters and ecological movements, public health, agriculture, education. Emphasise the role of communication from discussion, analysis to adoption of skills and methodologies for change. Specific attention will be paid to information and technology transfer from researchers and policy makers to grassroots/rural end-users.

### **DCS 302: Theatre for Development (TFD) in Development Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. demonstrate the use of theatre for development purposes;
2. identify the theories that underpin the practice of TFD; and
3. outline the tools and components of TFD in and given context.

### **Course Contents**

Strategy for analysing community issues and a tool for development intervention. The practice of analysing development issues using the people's art forms, speaking from their cultural frame and in their languages. It puts the tools of analysis and possible remediation action in the hands of the poor community members. As a result, the specific aim of this course is to use TFD to develop the capacity of students for development analysis and action. It has become increasingly clear that the purpose of development is the improvement of both human capacities to take action that ensures better living conditions and development sustainability. In this new trajectory that moves development away from being an elite discipline where 'experts' think for and act on behalf of the majority, to an enterprise in which ordinary persons decide their priorities and take action to actualize them. This course will therefore articulate to the learners how development process can become a collaborative enterprise.

### **DCS 303: Development Communication Strategies (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. write scripts for radio and television;
2. act in radio, television and live shows on development;
3. produce posters to change behaviour positively; and
4. identify tools with which to design IEC materials.

### **Course Contents**

Designed to develop well rounded and skilful development communication graduates who will aptly fit into the Nigerian society. The use of development communication techniques and approaches such as Theatre for Development (TFD), information, communication and education (IEC), participatory learning and action (PLA), communication for development (C4D), radio and television to address and convey development issues as they relate to Nigeria and Africa and by extension the entire global community. The course ultimately intends to graduate students who can earn a living on their own, or who if they need to work, are flexible and versatile enough to adapt and work in a wide range of fields and differing development communication contexts. Understand the cyclical nature of development, encapsulating the totality of development phases ranging from planning, implementation to monitoring and evaluation. The course systematically and strategically takes the students through the cycle, building their capacity to plan, implement and evaluate development projects. Communication approaches that take cognizance of stakeholders' involvement in project design and implementation processes under various contexts will be emphasised. This will feed into the practical project with actual community members later in the program where, the students are required to carry out community development work in communities of their choice.

### **DCS 304: Message Design and Production for Development (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. analyse development issues in different countries and contexts from a broad perspective;
2. identify the appropriate tool to deploy for effective communication for behaviour change; and
3. interrogate communication approaches from different countries, agencies, and government institutions.

### **Course Contents**

Mechanics of message design for development communication. Uses of case studies to prepare students to design messages for specific development issues for different media platforms in specific and localised settings. These will include behaviour change communication (BCC), information education communication (IEC). Major BCC campaigns in Nigeria shall also be examined and critiqued to provide practical guide for students who are expected to design BCC, develop IEC campaign materials. This course covers the major steps involved in developing a state-of-the-art health and other development communication campaign materials. All concepts are applied to a semester-long class project in which students conceptualise and design a health, population and any development issue campaign from beginning to end.

### **DCS 305: Community Theatre for Development (2 Units C: LH 15; PH 90)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. map community groups for guidance;
2. prioritise community issues;
3. write scripts for community drama;
4. improvise plays in the community; and
5. perform plays in community settings.

#### **Course Contents**

Problematise community to allow understanding that there are different communities; there are criteria for definition and aggregation; and, that interests and needs are elements in analysing the concept of community. Undertaking cutting edge research into the use of theatre for promoting participatory development, and as a tool for analysis and development action in various contexts where popular voice and participation are at risk. In this way the course will yield a crop of graduates who will conceive development as well as design implementation strategies from the point of view of the end users.

### **DCS 306: Community Development Practicum (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of the course, the student should be able to:

1. appreciate community lifestyles;
2. disaggregate needs and ways to address them;
3. apply theories to practical work in the community setting; and
4. interpret the practice of community development issues.

#### **Course Contents**

Hands-on training to students for effective community engagement in any area of development concern and significance. Implement development projects in any local community of their choice, which must be recorded and submitted with a written report. Develop skilled in both the theoretical and practical acumen to design and implement development communication programmes and initiatives across a wide range of contexts. Abilities to translate theories to action at the ground level.

## **DCS 307: Health Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. assemble different ideas for effective communication;
2. package health specific messages that clearly communicate health issues;
3. discuss communication needs in the health sector;
4. identify different models used by government and other development agencies; and
5. list the multiple components of health and demonstrate the appropriate ways of communicating them to policy and the public.

### **Course Contents**

Understanding on what health really implies in development context and how to actualise it using different and diverse communication approaches. Conceptualises health as multidimensional having physical, mental, social, emotional and spiritual characteristics and advances strategies and theoretical frameworks for operationalising them within communal and public domains. Exposure to clear and notable dichotomies between health promotion, health education and health communication and will be provided with basic toolkits and techniques for driving effective and sustainable health communication in society.

## **DCS 308: Agricultural Communication**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. compare agricultural communication to other sectors;
2. design communication for agricultural extension purposes;
3. identify current strategies of agricultural communication;
4. organise discussion forums in communities; and
5. carry out joint advocacy visits and discussion with communities to officials in relevant ministries.

### **Course Contents**

Exposure to contemporary debates and the rationale for development communication activities in the field of agriculture in Nigeria. Insights will interrogate and challenge the current extension communication approach and system, which may now be moribund and feeble. The top-down process of conceiving and producing programmes targeted at farmers has continued till date and largely accounts for the ineffectiveness of these programmes and poor agricultural yields. This therefore requires a new approach to communicating agricultural issues which development communication is positioned to champion. The course therefore exposes students to the dichotomies between extension communication and agricultural communication, and outlines valid arguments, theories, principles and culturally sensitive participatory techniques of engaging farmers for better, promising and more sustainable results.

**DCS 309: Design and Development of Training Materials  
(2 Units C: LH 15; PH 45)**

**Learning Outcomes**

At the end of the course, the student should be able to:

1. plan and carry out all the planning process for training of trainers;
2. develop and implement field instruments in field work;
3. write training modules; and
4. publish materials that can be used for facilitation (choice of medium and audience).

**Course Contents**

Skills in the design and development of training materials. This is against the backdrop that capacity building is a major activity in development work. Students will be made to develop a training checklist, design curriculum, design modules, develop CDs, develop pre-and post-test/guides, design training timetable, training evaluation forms amongst others.

**400 Level**

**CMS 401: International Communication (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalisation, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

**Course Contents**

An overview of the world's media systems. Focus on the flow of information between the industrialised and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. Examine issues like globalisation, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media organisations like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world. Discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatisation

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. Discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatisation of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatisation of different processes, activities and institutions in contemporary society. The internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. Discuss media representation of gender, minorities.

## **DCS 401: Entrepreneurship Education in Development Communication** **(2 Units C: LH 30)**

### **Learning Outcomes:**

At the end of the course, the student should be able to:

1. create conducive environment for team work;
2. establish their own businesses using the skills acquired from the course;
3. demonstrate leadership skills in working in an organisation;
4. promote teamwork;
5. create wealth; and
6. run profit-making business.

### **Course Contents**

Exposure to career and business opportunities in the area of development communication. Produce a crop of graduates who are proficient, responsive, capable, insightful, enterprising and flexible enough to adapt to and meet up with the dynamic and ever-changing social, political and economic demand of the modern society. Capacities for wealth creation so that they become entrepreneurs in the development communications industry. Other competencies that will be developed include: leadership, taking responsibilities, ensuring social-economic empowerment, entrepreneurship competencies and training in development communication. Creating a range of long-term benefits. financial skills, technical skills, creative skills,

managerial skills, intellectual skills, marketing skills, relationship skills, communications, and technological skills.

**DCS 402: Communication for Behaviour and Social Change  
(2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, the student should be able to:

1. recall current arguments in bcc;
2. identify trends in behaviour patterns in communities;
3. interpret issues and problems related to development;
4. illustrate various approaches in development communication; and
5. analyse cultural practices that are obstacles to community development.

**Course Contents**

The theory and practice of behavioural and social change communication processes. The course examines: advanced theories and models of behavioural change; tools of social and behaviour change; key approaches aimed at the individual level and community level interventions. Similarities and dissimilarities between communication for behaviour change and behaviour change communication using some established communication indices and canons.

**DCS 403: Project Work**

**(4 Units C: LH 20; PH 100)**

**Learning Outcomes**

At the end of the course, the student should be able to:

1. carry out research effectively on any development sector;
2. write critical reports and articles on field research that guide policy and implementation of projects;
3. design field instruments and use them to conduct research;
4. package academic project on any chosen area of development communication; and
5. undertake and complete the process of project writing.

**Course Contents**

Introduction to research processes including the various ways of conducting research design, administration, analysis, and reporting. Introduction to logic and methods of project writing in development communication. These will embrace: The principles of research, design, instrumentation, data collection and analysis that they have learned from the research course at the faculty level, will be applied adequately to the project writing. Select, in consultation with the supervisor, a topic/problem and study this in detail, apply necessary theories/concepts and appropriate methods. The aid and guide of their supervisors will write a project in any of the following areas such as behaviour change communication, health communication, agricultural communication, conflict communication/peace building, film or multimedia, theatre for development/ participatory learning and action, risk communication, governance communication, gender communication, cultural studies, new media etc.

## **DCS 404: Development Project Monitoring and Evaluation (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of the course, the student should be able to:

1. develop evaluation questions from project objectives;
2. pull out indicators from project outcomes; and
3. map contribution of communication to the success or otherwise of the project.

### **Course Contents**

Exposure to conventional and alternative monitoring and evaluation indicators drawing from programme objectives and activities. The categories - process, outcome and impact indicators, depending on the aspects of the programme to be assessed; exposing students to what to monitor, what is happening and how, and what to evaluate: what are the results of the communication intervention?

## **DCS 405: Cultural Studies for Development Communication (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. analyse the cultural context of any development project;
2. recognise the elements of culture that help project implementation;
3. appreciate the changes in cultural practices over time;
4. outline the impact of globalisation on development needs; and
5. analyse data from field data.

### **Course Contents**

Develop understanding and appreciation of cultural studies, including summaries and discussions of its main arguments and substantive sites of intellectual enquiry. The term cultural studies is multi-discursive which can be mobilised in a number of different discourses. In view of this, the course provides a topical and authoritative guide to the study of culture, bringing together in a coherent form some of the important issues and concepts that students need to know and how they apply to development communication studies. How to become familiar with the evolution of cultural studies and its changing contexts, but will also be empowered to use the key methodologies of the discipline to interrogate communication situations and stimulate critical development thinking. The key objective, other than the above, is to show students how cultural studies is relevant to their lives, thoughts, experiences and interpretation of the world around them.

## **DCS 406: Conflict and Peace Building Communication (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify conflict mediation strategies for solving conflict;
2. illustrate peace as a core value that promotes development;
3. recognise fake news and illustrate how to filter them to prevent conflict; and
4. promote peaceful co-existence in communities

### **Course Contents**

Focus on the communication strategies involved in public response to conflict especially in politics, business and issues arising from the co-existence of faiths. Concerns of the course will cover types, causes and management of conflict. The course will also draw from the theory and practice of conflict mediation. Specifically, it looks at the role of communication in peace building; and explores the historical and social contexts of conflict and peace building and considers communication across various conflict situations in Nigeria's contemporary reality and beyond. This course also explores the nature and effect of belief on communication, the methods and processes of communication in religious institutions and settings, the importance of communication in contemporary development practice. The course is expected to develop students' skills to build and maintain relationships across cultures and religions by focusing on similarities and differences in communication behaviours, perceptions, language usage and social practices aimed at peace building.

### **DCS 407: Applied Theatre Strategies in Development Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

1. create plays which address specific areas of concern;
2. propose appropriate actions to solve development issues using theatre;
3. analyse development problems through theatrical performances; and
4. outline the communication qualities of theatre in various contexts.

#### **Course Contents**

Develop well rounded and skilful communication graduates who will aptly fit into the Nigerian society. The use of techniques of theatre in different contexts/situations. For example, correctional facilities, hospitals, mental institutions, drug rehabilitation centres, safe spaces for adolescents for purpose of enlightenment and reform. The course ultimately intends to graduate students who can earn a living on their own, or who if they need to work, are flexible and versatile enough to adapt and work in development agencies, ministries and private/corporate institutions where they can perform industry life, development issues to shape policy and practice. The students who undertake this course will be conversant with the practical techniques of using participatory theatrical performances to address and convey development issues as they relate to Nigeria and Africa and by extension the entire global community.

## **Minimum Academic Standards**

### **Equipment**

To achieve the statements for any programme, there should be a minimum number of equipment. They include the following:

1. well-equipped computer lab with adequate desktop computers for students in each degree programme.
2. high speed internet facilities for both staff and students.
3. each academic staff should have a PC in his/her office with Internet facilities.
4. digital audio recorders (at least 5).
5. 2 video recorder.
6. 2 video players.
7. 5 wide screen television sets.
8. overhead PowerPoint, multi-media facilities.
9. 1 vehicle (bus) for field trips.
10. 1 Toyota Hilux for hauling equipment.
11. Year-round cable television subscription for staff offices, and studios.

### **Staffing**

#### **Academic staff**

The NUC guidelines on staff/student ratio of 1:30 for the Communication and Media Studies departments shall apply. However, there should be a minimum of six full-time equivalent of staff in the department. There is need to have at least 70% PhD holders in the specific disciplines of communication and media studies with reasonable industrial experience as an advantage. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical, and supervision of projects.

These qualifications should be in the disciplines of Development Communication, Media Studies, Theatre and Performing Arts, Theatre for Development, Cultural Studies, and any other discipline deemed to be relevant to the programme. All academic staff should have computer skills and it is expected that at least 70% of the academic staff should possess Ph.Ds. In addition, at least 20% of the academic staff should be professors/readers, 35% senior lecturers and 45% lecturer grade.

#### **Academic support personnel**

Fellows/teaching assistant/technologists/demonstrators to help lecturers in the conduct of tutorials, practical and field work. These personnel should be regular staff and should have required academic and cognate experience.

#### **Administrative support staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent junior and senior staff that are computer literate.

## **Classroom, laboratories, workshops, and office Space**

### **Classroom space and examination theatres**

Examination theatres, classrooms, studios, workshops, digital lab, viewing theatre and news rooms should be adequate in number and size.

### **Offices**

All academic staff should have adequate and functional (well-equipped) office spaces with computer network and air-conditioners. All professors must have adequate office spaces with provision for a competent secretary.

### **Space**

	m <sup>2</sup>
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Seminar Space/per student	- 1.85

### **Library**

In addition to the stock in the general University Library, Development Communication Studies discipline require more specialised holdings to reflect the needs of the various courses. There must also be adequate programme/departmental library facilities to cater for the needs of staff and students in all the programmes in the faculty. These include current journals, textbooks, manuals in sufficient numbers. The Department should have an e-library with electronic resources (academic and professional) for the Development Communication Studies programme.

## B. Sc Film & Multimedia

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### Overview

The rationale for the Bachelor Degree in Film and Multimedia is informed by the need to bridge the gap between the needs of industry and what the Nigerian university system can offer in this regard. In other words, it is a programme in consonance with the dynamics of industry standards and needs.

There are two variants to this programme.

1. The variant that seeks to match the academic with the professional; and
2. The variant that contextualises the expediency of the local practice of film and multimedia against global best practices.

These two variants define the scope and depth of knowledge, skills and competences in the programme.

### Philosophy

The philosophy of the BSc in Film & Multimedia programme is structured on two broad premises:

1. nothing is as practical as a good theory; and
2. film, like multimedia, occurs at the intersection of theory and practice.

The philosophy of the programme, therefore, is the judicious combination of theory and practice in how film and multimedia create value, distribute value and earn value.

### Objectives

The programme aims to animate the intersection of theory and practice in:

1. the philosophical/ethical;
2. the aesthetic/creative;
3. the entrepreneurial/managerial; and
4. the technological dimensions of film and multimedia.

Towards achieving its overall aim, the objectives of the programme are to:

1. equip students with the skills and competences to exploit the resources at the intersection of the theory and practice of film and multimedia;
2. produce industry-ready graduates with requisite skills and competences in film and multimedia content creation;
3. produce graduates targeted at the rarefied manpower needs of the film and multimedia industry;
4. produce graduates who can deploy and exploit their skills and competences in film and multimedia to source viable employment opportunities for self and others;
5. produce graduates who are imbued with the spirit of entrepreneurship, innovation and creativity in film and multimedia;
6. impart the education in film and multimedia that competently equips the student to deploy and exploit current technologies and or the convergence of media technologies in the design, production and distribution of information, education and entertainment contents;
7. raise and sustain professional integrity in the film and multimedia industry;
8. foster and sustain a strong relationship with the film and multimedia industry;
9. impart the education in film and multimedia that is in tune both with international best practices and the needs of the nation; and
10. prepare the products for post-graduate studies in film, multimedia or other cognate disciplines.

### **Unique Features of the Programme**

1. each semester of the programme culminates in two capstone courses: one for film and the other for multimedia;
2. film and multimedia have been combined in a programme that is as academic as it is industry-oriented;
3. the programme draws its resources from the intersection of theory and practice; and
4. technology has been structured into the programme as its sustenance—much in the same way as it is the sustenance of the industry.

### **Employability skills**

The film and multimedia are twin industries that are growing exponentially. This growth is a direct response to the impact of technology and globalisation on communication, entertainment and education. And the more the growth, the more the need for the rarefied manpower to sustain it.

The programme, therefore, opens up vast career opportunities in all areas of the film and multimedia value chain, both nationally and internationally.

Employability skills emphasised are of two kinds:

1. Those which cover all aspects of the syntax, grammar and aesthetics of content creation for film and multimedia; and
2. Those which cover the ethical, creative, entrepreneurial and technological vectors of the arts.

In consequence, those entrepreneurial/employability skills encoded in the programme, ensure that any product of the programme can source gainful employment for self and others.

### **21<sup>st</sup> Century skills**

The programme will lead to the acquisition of the following 21<sup>st</sup> century skills by the students:

1. Creativity;
2. Innovation;
3. Critical thinking;
4. Advocacy for ethical values;
5. Digital literacy;
6. Team work;
7. Networking; and
8. Social engagement.

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### **Direct Entry Mode**

Any one of the following qualifications is acceptable for the three-year degree programme.

1. A pass at merit level in a relevant diploma programme (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

### Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree.

1. Candidates admitted through the UTME mode must have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates admitted through the Direct Entry mode must register for and pass at least 90 units of courses, including all compulsory courses, to qualify for graduation.
3. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

### Global Course Structure

#### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian peoples & culture	2	C	30	Nil
CMS 101	Introduction to human communication	2	C	30	Nil
CMS 102	Writing for the media	2	C	30	Nil
FMM 101	History of film & multimedia	2	C	30	Nil
FMM 102	Film, multimedia & culture I	2	C	30	Nil

**200 Level**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 212	Philosophy, Logic & Human Existence	2	C	30	Nil
ENT 211	Entrepreneurship and innovation	2	C	15	45
CMS 201	History of Nigerian media	2	C	30	Nil
FMM 201	Film analysis & criticism	2	C	30	Nil
FMM 202	Digital literacy	2	C	15	45
FMM 203	Economics & management of film & multimedia	3	C	45	Nil
FMM 204	Film, multimedia & culture II	2	C	30	Nil
FMM 205	Elements of film production	2	C	15	45
FMM 206	Elements of multimedia production	2	C	15	45

**300 Level**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 312	Peace & conflict resolution	2	C	30	Nil
ENT 312	Venture Creation	2	C	15	45
CMS 301	Theories of communication	2	C	30	Nil
CMS 302	Foundation of communication research	2	C	30	Nil
CMS 3003	Data analysis in communication research	2	C	30	Nil
FMM 301	Film scripting & directing I	2	C	15	45
FMM 302	Digital storytelling I	2	C	15	45
FMM 303	Cinematography, motion picture sound & digital technology I	2	C	15	45

FMM 304	Cinematography, motion picture sound & digital technology II	2	C	15	45
FMM 305	Film & multimedia production design & editing I	2	C	15	45
FMM 306	Film & multimedia production design & editing II	2	C	15	45
FMM 307	Capstone projects I: Film & multimedia	3	C	15	90
FMM 308	Capstone projects II: Film & multimedia	3	C	15	90
FMM 310	Internship	3	C	15	90

#### 400 Level

Course Code	Course Title	Units	Status	LH	PH
CMS 401	International communication	2	C	30	Nil
CMS 402	Communication & society	2	C	30	Nil
FMM 401	Film scripting & directing II	2	C	15	45
FMM 402	Digital storytelling II	2	C	15	45
FMM 403	Cinematography, motion picture sound & digital technology III	2	C	15	45
FMM 404	Cinematography, motion picture sound & digital technology IV	2	C	15	45
FMM 405	Film & multimedia production design & editing III	2	C	15	45
FMM 406	Film & multimedia production design & editing IV	2	C	15	45
FMM 407	Capstone projects III: Film & multimedia	3	C	15	90
FMM 408	Capstone projects IV: Film & multimedia	3	C	15	90
FMM 410	Final project.	4	C	Nil	180

## **Course Contents & Learning Outcomes**

### **100 Level**

#### **GST 111: Communication in English**

**(2 Unit C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc., mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### **GST 112: Nigerian Peoples and Culture**

**(2 Unit C: LH 30)**

##### **Learning Outcomes**

At the end of the course, students should be able to

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, background, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

### **Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **FMM 101: History of Film & Multimedia**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Student should be able to:

1. list the landmarks in the evolution of the narrativity of film, the business of film and the technology of film;
2. list the landmarks in the evolution of the multimedia as a communication medium; and
3. contrast film and multimedia as products of a historical process.

#### **Course Contents**

There are two aspects to this course:

1. History of film; and
2. History of multimedia.

#### ***Film***

A critical survey of the evolution of film from then till now. Crucial landmarks in the growth of film in the following areas: film as a narrative medium; film as business; and the technology of film. Hollywood. Nollywood. Bollywood.

#### ***Multimedia***

The composite nature of the multimedia content—brief survey of the evolution of: computing; printing; and telecommunications. Detailed appraisal of how these technologies have converged into a communication system that combines text, graphics and sound—and how this medium has evolved from then till now.

Screenings of films that represent the various epochs in the development of film.

Exhibition of multimedia contents from the representative eras.

### **FMM 102: Film, Multimedia & Culture I**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Student should be able to:

1. analyse the various definitions of culture;
2. analyse the characteristics of culture; and
3. analyse film and multimedia as cultural expressions.

#### **Course Contents**

Film and multimedia productions within the defining context of culture—within the peculiarities and dynamics of culture. The critical examination of the concept of culture; the characteristics of culture; etc. Cultural expressions like: myths; folktales; fables; hair adornment; body graphics; scarification etc. are critically examined. Major expressions of popular culture—movies; etc. In other words, film and multimedia productions are positioned as cultural expressions.

Screening of films and multimedia contents that are adjudged significant on account of how they have incorporated identifiable aspects of specific cultures.

## **200 Level**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

### **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factor that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development

### **Course Contents**

Major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

### **FMM 201: Film Analysis & Criticism**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Student should be able to:

1. identify and explain key critical terms in cinematic language and film analysis;
2. identify, illustrate, create, and appraise content created in class exercises;
3. identify, explain, exemplify, compose, and justify critical positions in writing and/or oral presentations;
4. recognise, summarise, and compose written and oral presentations about motion picture aesthetics and the cultural context of production; and
5. develop and reflect on personally and cultural ethical positions when reviewing motion pictures.

### **Course Contents**

Introduction to film analysis and criticism. Exploration of critical approaches to narrative, non-narrative films, as well as critical lenses such as genre, authorship, and ideology with which motion pictures can be analysed. Introduction to the craft and art of film, including the methods used to shoot, portray reality, develop engaging characters, and construct expressive content through creative manipulation of image and sound. Analyses of mise-en-scene, cinematography, editing, and sound in motion pictures. Examination of the social, cultural, and political contexts of motion pictures as a medium. Systematic interpretation and analysis

of film/motion pictures. Main topic areas: motion picture formal systems: [narrative/narration; rhetorical and categorical; associational abstract] motion picture stylistic systems: [aspects of mise-en-scène; properties of cinematography; dimensions of editing; properties of sound]; analysis of style; basic approaches to motion picture analysis [cultural analysis; race; gender]; genre analysis and authorship analysis.

## **FMM 202: Digital Literacy**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. identify and describe major components of a computer system and evaluate its potentials and limitations;
2. identify, explain, and demonstrate ways to organise and manipulate databases in a variety of locations;
3. create, modify, and export documents, spreadsheet, and digital presentations documents using diverse and appropriate applications;
4. explain and demonstrate the use of search techniques to locate information and evaluate reliability sources;
5. describe and evaluate a variety of social networking and digital media forms; and
6. describe and demonstrate best, safe, and ethical uses of online and interactive communication tools.

### **Course Contents**

The basics of computer hardware and software; hands-on exercises on word processing, spreadsheets, presentations, databases, Internet, e-mail, and social media uses. Through class exercises students will use digital technologies and develop skills to think critically, collaborate, and create content. Introduction to basic information literacy, interactive media, and social networking safety and ethics. Major content areas: computers—hardware and software fundamentals; intro to the Internet; basics of online communication, interactive, and social media tools; intro to Word processing and Spreadsheets; basics of Database concepts; intro to Data visualisation, presentation graphics, and digital aesthetics.

## **FMM 203: Economics & Management of Film & Multimedia Projects & Enterprises**

**(3 Units C: LH 45)**

### **Learning Outcomes**

Student should be able to:

1. make the distinction between film-multimedia production as art and as business.
2. analyse the film-multimedia production marketplace;
3. explain the process of setting up the film-multimedia production enterprise and outline the challenges in running it;
4. anatomise the film-multimedia industry;
5. explain how copyright works; and
6. develop grant-oriented proposals and co-production deals.

### **Course Contents**

Film and multimedia as commodities and as enterprises that relate to market forces. General survey of the film-multimedia marketplace. Analysis of how film and multimedia produce value, distribute value; and earn value. The process of and challenges in setting up and running film and multimedia production companies. The organisation of the film-multimedia production industry. Copyright, contracts and rights and releases. Challenges of working with

artistes, production crew, marketers/advertising agents, networks, etc. Proposals and processes of sourcing funds. Co-production deals. Case studies of successful, not-too-successful; and distressed film and multimedia projects and enterprises.

### **FMM 204: Film, Multimedia & Culture II**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Student should be able to:

1. illustrate/assess the relationship of culture and film/multimedia productions;
2. analyse film and multimedia productions as cultural production; and
3. evaluate the interdependence of culture and technology in relation to cultural productions like motion picture and multimedia productions.

#### **Course Contents**

Critical evaluation of the interplay of film, multimedia and culture in society. Main areas of focus: the impact of culture on creativity; culture as a creative resource: the creativity of culture and the culture of creativity; how technology enhances cultural productions like movies, etc.; and how cultural productions make technology more relevant.

Screening of films that adequately illustrate the issues raised in this course.

### **FMM 205: Elements of Film Production**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

Student should be able to:

1. analyse how the audio-visual media interface audio and visual images/files/contents;
2. analyse the elements and techniques of film;
3. describe the nature of film in relation to the film value chain and the film production process
4. execute a simple film project; and
5. compare the different types of film.

#### **Course Contents**

The constituents of the audio-visual media: how the audio-visual media combine the visual image; print and other graphics with music; speech and sound effects. Elements of film—plot; theme; structure; characterisation; scenes; visuals; dialogue; conflict and resolution. Techniques of film—camera angles; camera movement; lighting; editing; sound; and music. The film value chain against the background of the film production process—pre-production; production; and post-production. Types of film—feature; documentary; feature length animated films; live action short films; special venue films, etc. Basic techniques of filmmaking. Screening of appropriate films for illustration.

Films selected for screening should not be restricted to those films that got it right. Films that serve as examples of how-not-to-do-it should also be screened.

### **FMM 206: Elements of Multimedia Production**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

Student should be able to:

1. identify, describe, and apply basic skills and tools in multimedia development process planning, scripting, storyboarding, production, and evaluation;
2. demonstrate basic design, composition, and layout skills across print and electronic formats.

3. describe and analyse multimedia products and issues;
4. critique and appreciate historical and cultural contexts of visual design aesthetics; and
5. exemplify and demonstrate collaborative skills.

### **Course Contents**

Process and techniques of creating multimedia content that combines multiple elements, including texts, interactive graphics, photography, video, audio; and that can be presented on multiple media formats, such as, CD-ROMs, DVDs, websites, posters, papers, etc. Essentials of design, basic coding skills, and software authoring. Exercises in projects that advance skills in Adobe CC and Mac computers. Major content areas: multimedia production technologies; fundamental graphic and visual design; basic software and web authoring; adobe InDesign, Photoshop, Illustrator, etc; basic skills in photography and video; brainstorming, researching, ideating, and sketching; and teamwork and online collaboration.

Screening of appropriate multimedia contents for illustration.

Multimedia contents selected for screening should not be restricted to those that got it right. Those that serve as examples of how-not-to-do-it should also be screened.

### **300 Level**

#### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; The Nigeria Legal System. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). arbitration, c). negotiation d). collaboration etc. Roles of international organisations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis

## **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organisations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), blockchain, cloud computing, renewable energy etc. Digital business and e-commerce strategies).

## **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

**CMS 302: Foundations of Communication Research****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

**Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics).

**CMS 303: Data Analysis in Communication Research****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to:

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

**Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

**FMM 301: Film Scripting & Directing I****(2 Units C: LH 15; PH 45)****Learning Outcomes**

Student should be able to:

1. analyse any definition of the documentary;
2. script a documentary in any given format; and
3. direct a documentary.

## **Course Contents**

There are two aspects to this course:

1. Film scripting; and
2. Film directing.

### ***Film scripting***

The camera as a narrator in the hands of the documentary scriptwriter. The functional definition of the documentary. Types of the documentary. Structure of the documentary. The use of the interview and the narration in the documentary. Techniques of ending the documentary. Styles of the documentary script. Exercises in scripting the documentary.

### ***Film directing***

The camera as a narrator in the hands of the documentary film director. The process and techniques of directing the documentary. Exercises in directing the documentary. Screenings.

## **FMM 302: Digital Storytelling I**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. demonstrate an understanding of digital storytelling in comparison with other traditional storytelling formats;
2. describe and analyse the relationship of digital storytelling formats to design and audience.
3. research, develop, plan, and create a digital story in group(s); and
4. demonstrate practical skills in several digital storytelling techniques.

## **Course Contents**

The exploration of the use of new technologies to create narratives. Survey of the art of storytelling on digital platforms, such as interactive fictions, podcasting, animations, story maps, road maps, listicles, videos, 360-degree immersive photography, swipe-able slides, web stories, etc. Elements of a story, similarities and differences between stories on different media, and the effect of new technologies on stories. Working in groups, students will participate in digital storytelling exercises to create compelling content. Major content areas—elements of storytelling; narrative construction; basic structural features of digital storytelling; types of digital storytelling formats; and uses and functions of digital storytelling.

## **FMM 303: Cinematography, Motion Picture Sound & Digital Technology I** **(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to

1. identify and categorise the tools of cinematography;
2. illustrate the elements of cinematography;
3. identify and categorise the tools of motion picture sound design;
4. illustrate the elements of motion picture sound;
5. identify and categorise the elements of digital technology; and
6. identify and categorise the elements of digital colour technology.

## **Course Contents**

There are three components to this course:

1. Cinematography;
2. Motion picture sound; and
3. Digital technology.

### ***Cinematography***

Elements of cinematography—against the background of the place of cinematography in the form/structure of film as a creative means of communication. Working with the tools of cinematography: camera; lenses; filters; and camera support/mounts/tripods.

### ***Motion picture sound***

The place of motion picture sound in the form/structure of film as a creative means of communication. Basic elements of motion picture sound: dialogue; background/ambient sound; sound effects; Foley; and music. Motion picture sound design tools.

### ***Digital technology***

Elements of digital technology. Elements of digital colour technology. Screenings.

## **FMM 304: Cinematography, Motion Picture Sound & Digital Technology II (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. create narratives with the motion picture camera;
2. record/design sound for film; and
3. carry out basic exercises in digital photography.

## **Course Contents**

There are three aspects to this course:

1. Cinematography;
2. Motion picture sound; and
3. Digital technology.

### ***Cinematography***

Engagement with all on-scene visual elements: lighting; framing; composition; camera motion; camera angles; lenses; depth of field; zoom; focus; colour; exposure; and filtration.

### ***Motion picture sound***

Further engagement with motion picture sound design tool: sound recorders; microphones. Sound design on location/set. Sound design in the studio.

### ***Digital technology***

Practical study of the concepts, technologies and practices of digital photography.

## **FMM 305: Film & Multimedia Production Design & Editing I (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. execute basic film production design projects;
2. execute basic multimedia projects, combining: audio special effects with video special effects and motion graphics; and
3. execute basic film editing projects.

### **Course Contents**

There are three aspects to this course:

1. Production design for film;
2. Multimedia design; and
3. Editing the motion picture.

#### ***Production design for film***

Discussion of production design as the creation of the world in which a film exists. Understanding production design vis-a-vis the production design value chain: Art Director—AD; Production Illustrator/Supervisor; Set Decorator; Set Dresser; Costume Designer; and Make-up Artist. Process of production design; concept; planning; fabrication. Basic principles of production design.

#### ***Multimedia design***

Audio special effects. Video special effects. Motion graphics.

#### ***Editing***

The motion picture editing process. Motion picture editing techniques: master; continuity edit; jump cut; montage; shot reverse shot. Screenings.

## **FMM 306: Film & Multimedia Production Design & Editing II (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. translate a film script into visual elements;
2. use CGI and to produce animation; and
3. use video and graphics editing packages.

### **Course Contents**

There are three aspects to this course:

1. Production design for film;
2. Multimedia design; and
3. Editing the motion picture.

#### ***Production design for film***

Techniques of translating the script into visual elements: storyboarding; lighting; camera shots; Transitions.

***Multimedia design:***

Animation. CGI.

***Editing the motion picture***

Video and graphics editing packages

Screenings.

**FMM 307: Capstone Projects I—Film & Multimedia (3 Units: LH 15; PH 90)****Learning Outcomes**

Student should be able to:

1. analyse the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole;
3. execute a film project from script to screen;
4. analyse the constituents of the multimedia;
5. illustrate how the various elements/constituents of the multimedia combine into one seamless whole; and
6. execute a multimedia content creation project.

**Course Contents**

There are two aspects to this course:

1. A capstone project in film; and
2. A capstone project in multimedia.

***Capstone project in film***

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 min. duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.

***Capstone project in multimedia***

The class is split into groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group contributes adequately to the project. Each group executes an assigned multimedia content creation project—on the same theme and of the same duration.

Analysis of completed projects.

**FMM 308: Capstone Projects II—Film & Multimedia (3 Units C: LH 15; PH 90)****Learning Outcomes**

Student should be able to:

1. analyse the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole;
3. execute a film project from script to screen;
4. analyse the constituents of the multimedia;
5. illustrate how the various elements/constituents of the multimedia combine into one seamless whole; and
6. execute a multimedia content creation project.

## **Course Contents**

There are two aspects to this course:

1. a capstone project in film; and
2. a capstone project in multimedia.

### ***Capstone project in film***

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 mins duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.

### ***Capstone project in multimedia***

The class is split into groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group contributes adequately to the project. Each group executes an assigned multimedia content creation project—on the same theme and of the same duration.

Analysis of completed projects.

## **FMM 310: Internship**

**(3 Units C: LH 15; PH 90)**

### **Learning Outcomes**

Student should be able to

1. demonstrate how industry exposure has enriched his/her orientation to film/multimedia content creation; and
2. demonstrate how industry exposure has enriched his/her orientation to film/multimedia content utilisation.

## **Course Contents**

The student is attached to any organisation that guarantees adequate industry exposure in film, multimedia or both.

## **400 Level**

### **CMS 401: International Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the structure of international communication, the flow of media/cultural products.
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

## **Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialised and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalization, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media organisations like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world.

The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concept of mediatisation.

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatisation of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatisation of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power.

The course will also discuss media representation of gender, minorities.

## **FMM 401: Film Scripting & Directing II**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. build the screenplay story idea into the logline; develop the logline into the synopsis/outline; develop the synopsis/outline into the treatment and develop the treatment into the master scene script;
2. deploy and exploit the compositional language of the screen; and
3. direct a screenplay on location or in the studio.

### **Course Contents**

There are two aspects to this course:

1. Film scripting; and
2. Film directing

#### ***Film scripting***

Exploration of the answers to three inter-related questions: What is a *story*? What is an *interesting story*? What is an *interesting visual story*? Exploring the two components of the screenplay: the drama component; and the film component. Exploring different sources, including motion picture genres, for screenplay story ideas. Exploring the techniques of structuring the story idea into: The logline; the synopsis/outline; the treatment; and the master scene script.

Using the industry standards software: Celtex; and Final Draft.

#### ***Film directing***

Processes and techniques of lifting the story from the script to the screen—the directorial process and techniques: understanding the script/story; visualisation; casting; working with the cast and crew; and employing the right shots and staging techniques.

Exercises and worked examples in: scripting; and directing.

Screenings.

## **FMM 402: Digital Storytelling II**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. identify and explore a variety of digital technologies and utilise them to create stories;
2. develop and demonstrate an understanding of narrative techniques and ways digital elements interact with traditional narratives to alter audience experiences of stories;
3. understand and analyse new techniques of storytelling in the digital age through reflection on digital tools used, subjects, themes, trends, and consumption patterns;
4. describe and analyse the evolving roles of storytellers for news, businesses and governments; and
5. understand and develop a sense of audience and learn how to match different digital narrative techniques to appropriate audiences.

### **Course Contents**

This course is an exploration of the digital storytelling world in terms of creating compelling content that resonates with a variety of audiences. The course provides students new skillsets in digital storytelling ideation, planning, production, and evaluation. With an understanding that digital stories differ from stories in traditional media, students will acquire new skills to create impactful digital stories. To that end, the course examines the evolving roles of storytellers in public relations, promotion, marketing, and news while analysing media

consumption behaviours. Consequently, the course exposes students to aspects of mass communication content so as to grasp how to target messages to specific audiences in new and memorable ways. The course will utilise three strategies to realise its goals: creation, production and distribution.

Major content areas: new digital technologies and media; narrative techniques; digital media consumption trends; digital storytelling and audiences; digital storytelling creation, production, distribution, and evaluation.

### **FMM 403: Cinematography, Motion Picture Sound & Digital Technology III (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

Student should be able to:

1. execute practical projects in motion picture camera work;
2. execute practical projects in motion picture sound design; and
3. execute practical projects in digital photography and in the use of web-based technology for multimedia content creation.

#### **Course Contents**

There are three aspects to this course:

1. Cinematography
2. Motion picture sound; and
3. Digital technology.

#### ***Cinematography***

In-depth study of the principles and practice of: camera angles; camera movement; continuity; close-ups; and composition. Cinematography as the art of telling a story with the camera.

#### ***Motion picture sound***

In-depth study of: the process of motion picture sound design; and the principles and practice of motion picture sound design. Motion picture sound design as the art of telling a story with visual elements—as the complementary aspect of visual story telling.

#### ***Digital technology***

Web-based technology and multimedia. Further work on digital photography. Screenings.

### **FMM 404: Cinematography, Motion Picture Sound & Digital Technology IV (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

Student should be able to:

1. create compelling visual images with camera and light
2. apply different strategies in motion picture sound design; and
3. apply digital technology to the design and production of multimedia stories.

#### **Course Contents**

There are three aspects to this course:

1. Cinematography
2. Motion picture sound; and
3. Digital technology.

### ***Cinematography***

Intensive practice in the use of: camera; lenses; filters; and camera support/tripods. Intensive exposure to the principles and practice of: lighting design; composition styles; and other on-scene visual elements.

### ***Motion picture sound***

Intensive exposure to the principles and practice of motion picture sound design strategies: speech; sound effects; music—including pre-recorded music; synchronous, nonsynchronous and post synchronous audio. Copyright clearance.

### ***Digital technology***

Applying the resources of digital technology to multimedia authoring: the design and production of multimedia stories and presentations. Hyperlinks—how to create them and what to link to.

Screenings.

## **FMM 405: Film & Multimedia Production Design & Editing III (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. create costume and make-up for film;
2. design animation; and
3. execute tasks in video and audio editing.

### **Course Contents**

There are three aspects to this course:

1. Production design for film;
2. Multimedia design; and
3. Motion picture editing.

### ***Production design for film***

Principles and practice of costuming. Effective costuming for the screen: costuming as a complementary aspect of the audio-visual narrative. Principles and practice of make-up. Effective make-up for the screen: make-up as a complementary aspect of the audio-visual narrative.

### ***Multimedia design***

Intensive practice in animation. Intensive practice in computer generated images. Techniques of creating narratives with animation and computer-generated images.

### ***Motion picture editing***

Intensive practice in video editing. Intensive practice in audio editing. Screenings.

## **FMM 406: Film & Multimedia Production Design & Editing IV (2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

Student should be able to:

1. create the production design for a film
2. design a website; and
3. edit a film.

### **Course Contents**

There are three aspects to this course:

1. Production design for film;
2. Multimedia design; and
3. Motion picture editing.

#### ***Production design for film***

Intensive practice in all aspects of production design. Intensive practice with production design software.

#### ***Multimedia design***

Website design. Digital rendering.

#### ***Editing***

Intensive practice in the techniques of motion picture editing. Applying the resources of motion picture editing to multimedia content creation.

Screenings.

## **FMM 407: Capstone Projects III—Film & Multimedia (3 Units C: LH 15; PH 90)**

### **Learning Outcomes**

Student should be able to:

1. analyse the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole;
3. execute a film project from script to screen;  
analyse the constituents of the multimedia;
4. illustrate how the various elements/constituents of the multimedia combine into one seamless whole; and
5. execute a multimedia content creation project.

### **Course Contents**

There are two aspects to this course:

1. A capstone project in film; and
2. A capstone project in multimedia.

#### ***Capstone project in film***

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 mins duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.

### ***Capstone project in multimedia***

The class is split into groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group contributes adequately to the project. Each group executes an assigned multimedia content creation project—on the same theme and of the same duration.

Analysis of completed projects.

### **FMM 408: Capstone Projects IV—Film & Multimedia (3 Units C: LH 15; PH 90)**

#### **Learning Outcomes**

Student should be able to

1. analyse the film value chain;
2. illustrate how all the discrete units of film combine into one seamless whole.
3. execute a film project from script to screen;
4. analyse the constituents of the multimedia.;
6. illustrate how the various elements/constituents of the multimedia combine into one seamless whole; and
7. execute a multimedia content creation project.

#### **Course Contents**

There are two aspects to this course:

1. A capstone project in film; and
2. A capstone project in multimedia.

### ***Capstone project in film***

The class is split into two or more groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group actively participates in the joint project.

Each group executes an assigned film project, of some 30 mins duration, that goes through all the stages of film production, from the pro-filmic idea, through all the stages of script development, through pre-production, production, post-production to exhibition.

Detailed analysis of completed projects.

### ***Capstone project in multimedia***

The class is split into groups. The number of groups is determined by the number in class and by the need to ensure that every member of the group contributes adequately to the project. Each group executes an assigned multimedia content creation project—on the same theme and of the same duration.

Analysis of completed projects.

### **FMM 410: Final Project**

**(4 Units C: PH 180)**

#### **Learning Outcomes**

Student should be able to:

1. combine theory and practice in the creation of a film project;
2. combine theory and practice in the creation of a multimedia project; and
3. analyse the film and multimedia content he/she has created.

## **Course Contents**

In partial fulfilment of the award of the Bachelor's degree in Film & Multimedia, the student executes an independent project in [1] film and [2] in multimedia content creation.

Both should be on an assigned theme and of a given duration.

Both productions should constitute the basis for a write-up/production report in the manner determined by the Department.

## **Minimum Academic Standards**

### **Equipment for B. Sc Film & Multimedia**

#### **Film**

##### **A. Video Cameras (1 for 10 students)**

Three Cine Cameras - Super 35mm CMOS Sensor, eg. Sony NEX-FS700R 4K or equivalent

DJI Quadcopter Drone

##### **B. Lighting Equipment**

Two sets of Kino-flo Diva-lt 401 2lt/flt Cs Kit (M/V/W) or equivalent

Kino-flo Diva-lt 401 Unv 1-lt Kit (M/v/wus) or equivalent

Led Light Kit 2000 watts

Led Light Kit 1000 watts

LED Light with CRI: 96, TLCI: 96, CQS: 95, eg. Aputure Light C300 DII or equivalent

Aputure Light C120 DII or equivalent

##### **C. Camera Lenses**

Sony 28-135mm F/4.0 Lens F/e-mount Cameras or equivalent

Rokinon 135mm T2.2 Telephoto Cine F/canon E or equivalent

Four Items of Rokinon Cine Ds Lens for Canon Ef or equivalent

##### **D. Camera Stands and Mounts**

Steadicam Steadicam Pilot System W/v Mount or equivalent

Redrock Micromattebox Standard Bundle or equivalent

Alpha Tron Mattebox Kit Clip-on 114mm or equivalent

DJI Ronin Gimbal or equivalent or equivalent

Sirius Carbon Fibre Monopod or equivalent

Metabones Canon EF to E-Mount or equivalent

Manffroto Video Tripod System or equivalent

Manfrotto 509HD Professional Video Head or equivalent or equivalent

Three items of Fluid Head Video Tripod

Rail Clamps and Holders for light

**E. Track/ Dolly/Motion Kits**

Complete Track and Dolly

Three Camera Sliders

**F. Microphones**

One item of Sennheiser Ew100 G3 Eng Wireless Dlx Kit or equivalent

Two items of Sennheiser AVX Camera-Mountable Lavalier

Two items of NTG 3 Shotgun Mic Kit

**G. Digital Recorders**

Two items of Atomos Shogun Inferno or equivalent

One item of Atomos Ninja 2 or equivalent

**Bb. Photography Studio**

**H. Studio Flash**

Four items of Hensel Integra 500 Plus Light Kit or equivalent

Hensel Integra 1000 Plus Monolight or equivalent

**I. Light Modifiers**

Westcot Convertible Umbrellas or equivalent

Three Light Reflectors

**J. Background (Chroma Key)**

10 x 20' Muslin Chroma Key Green Background

**Broadcast Studio**

Yamaha TF3 Digital Mixer or equivalent

3 items of Shure SM7B or equivalent

4 items of Microphone Arm Stand for Radio

SE Reflexion Filter

1 item of Midi Oxygen Keyboards or equivalent

A pair of Kali Audio LP6 Powered Monitors or equivalent

**Editing Suite (1 for 10 students)** with 4 source Deck link Blackmagic Duo Card:  
VMix 4k (1000 inputs): Keyboard: Monitor: SDI cables 20m: Mouse (Specs: 1 x

Seasonic 350ES 350W 80+ Shorter Cables. 24+8+4 SATA+3 Molex; 1 x RackPc Chassis X235L2-LCD - 350mm - Max 2 x 3.5" Drives -No Optical Space; 1 x Asus PRIME H410M-D, Intel H410, 1200, Micro ATX, 2 DDR4, VGA, HDMI, CO NM Port, M.2: 1 x Intel Core I7-10700

CPU, 1200, 2.9 GHz (4.8 Turbo), 8-Core, 65W, 14nm, 16MB Cache, Comet Lake: 1 x Corsair Vengeance LPX 64GB Kit (4x 16GB), DDR4, 3000MHz (PC4-24000), CL16, XMP 2.0, DIMM Memory: 3 x Samsung 500GB

860 EVO SSD: 1 x Asus GeForce GT1030, 2GB DDR5, PCIe3, DVI, HDMI, 1506 MHz, Silent, Low Profile: 1 x DVDRW For Rackmount Pc Build - Only Chassis with 5.25 Bays: 1 x Windows 10 pro 64 bit:)

1 Item of Headphone Amplifier

3 Items of Sennheiser Headphones or equivalent

1 unit of Furman Power Conditioner

3 units of Microphone Stands

1 unit of Desktop Computer PC with Minimum of Core i7 with 8 GG Ram

20 feet by 10 feet Black Muslin for photoshoot.

## **Multimedia**

### **1. Sound Recording and Editing Audio Capturing Equipment**

Audio Recorder: Zoom H5 audio recorder or equivalent

Shotgun microphone: Sennheiser MKE 400 or Rode NTG4 Shotgun Microphone or its equivalent

Wireless Lavalier. Microphone System

**Editing Suite (1 for 10 students):** A computer capable of editing audio. The following minimum specifications are required:

Processor: 2.8 GHz,

RAM: 16GB (Preferably 32GB)

Storage: 500 GB SSD + 1TB HDD

DAW: Adobe CC Audio Audition or Logic X, or Cubase.

Soundcard: A good audio interface with minimum of 4 inputs.

Display Monitor: 21-inch screen.

### **2 Video and Photography Digital Cameras for Photography/Video**

Camera body: DSLR or Mirrorless Cameras

Lenses: Prime Lens and Zoom Lens.

Tripod: Aluminum Tripod with Fluid Head for video

Compact Flash Memory Cards (160MB/s) for cameras

External Speedlite flash system for photography

### **Digital Video editing / Photography**

**Computers:** A computer capable of editing images, videos. The following minimum standards apply:

**Editing Suite (1 for 10 students):** Adobe Creative Suite - (Adobe CC Photoshop, Premiere Pro, and After Effect) or Apple Final Cut Pro for Mac users are recommended. The following minimum specifications are required:

Processor: 3.8 GHz,

RAM: 16GB (Preferably 32GB)

Storage: 500 GB SSD + 1TB HDD

Video Card: PNY GeForce GTX 1660 or NVIDIA GeForce RTX 3090

Display Monitor: 32-inch HDMI Monitor with | USB Type-C, 3840 x 2160 Resolution

### **3 Graphics Design**

Stylus and graphics tablets e.g. Wacom Tablets

Software Requirement: Adobe Illustrator CC, Adobe Photoshop CC, Adobe InDesign CC, Digital Flatbed Scanners. Drawing board, pen and paper. Internal or external HD storage device with a minimum capacity of One Terabyte.

### **4. Presentations**

P.A. System with microphone

Multimedia Projector: WUXGA 3LCD Projector (1920 x 1200) Native Resolution

Microsoft PowerPoint Software.

UHD Visual Presenter & Document Camera

Digital Whiteboards

Projector Screens

### **5. Other Equipment**

Headphones.

Wireless PowerPoint Remote.

Web cameras.

Suitable Furniture and racks

Cables and accessories

### **6 Authoring Software**

Active Presenter 8 or later version

Adobe Activate

## Staffing

### 1 **Academic Staff**

Film and Multimedia is a hybrid programme comprising two distinct subject areas:

1. Film/motion pictures; and
2. Multimedia.

Staffing must reflect this: staff must be core to a specific subject area.

The NUC guidelines on staff/student ratio of 1:30 for the faculty shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

### 2 **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

### 3 **Technical Support Personnel**

The services of technical support staff, which are indispensable in the proper running of workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation, maintenance and industry orientation/practice.

## **Classroom, laboratories/studios, workshops & office Space**

### **Classroom**

Whether dedicated or shared, the number of classrooms and classroom facilities but be adequate for each level of the course.

The number of studios, darkroom, editing suits, etc. have been captured under **List of Equipment**.

### **Offices**

		m <sup>2</sup>
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Seminar Space/per student	-	1.85

**Library**

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stocked and current hardcopies of reference and other textual materials should be provided centrally at the level of the faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (WIFI) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.

## **B. Sc Information and Media Studies**

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### **Overview**

The B.Sc. programme in Information and Media Studies is aimed at meeting the needs of the current environment where information and media products have become key drivers of social and economic development in today's globalised society. The changes in the ecology of media and communication have also led to a structure where the provision content has assumed an important position.

### **Philosophy**

The programme provides a synergy between the study of information as a science and media communication as a practice. It draws on advances in information technology and its applications in the field of media work and studies. The programme will instil in the student the knowledge and skills required for effective participation in the emerging information and knowledge society.

### **Objectives**

1. to provide a robust interface between information and media;
2. to produce graduates skilled in the application of information science to media practice;
3. to train graduates knowledgeable in the management of digital media enterprise; and
4. to equip students with the right values and ethical standard for the production of media and cultural products for social and democratic development.

### **Unique Features of the Programme**

These include:

1. getting to understanding the importance of information science and ICTS in the current phase of human development;
2. exposing the student to innovative skills and knowledge required for the media and cultural productions and dissemination;
3. exposure of the student to the use, prospects and challenges of the internet and new/social media as communication platforms;
4. making the student appreciate the changes that digital technologies have created in various areas of human endeavours – business, politics, cultural, social and interpersonal relationships; and
5. exposing the student to the media production management and marketing principles in globalising economy.

### **Employability skills**

Today's information and knowledge society demands people who are adapt as using digital technologies in the production of different media content in a media saturated environment. In this context the B.Sc. (Information Science and Media Studies) is designed to inculcate in the student the use of these technologies to produce such content.

The employability skills cover;

1. Technical ability to operate the technologies.
2. Ethical and creative ability to produce socially useful relevant and responsible content.

### **21<sup>st</sup> Century skills**

Based on the above the course emphasis is on the synergy of information science and technology and media practice as art and science. In concrete terms this entails:

1. knowledge of ICTS as production tools;
2. creativity in terms of conceptualising and producing media and cultural products;
3. digital literacy; and
4. business and marketing.

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### **Direct entry**

Candidates with two A level passes at the Advanced Level in one or more relevant subjects; National Diploma or its equivalent in addition to the SSC requirement may undertake the three – year degree programme into 200-level.

### **Graduation Requirements**

The following regulations shall govern the conditions for the award of a honours degree:

1. Candidates admitted through the UTME mode shall have registered for and passed at least 120 units of courses during the 4-year degree programme.
2. Candidates admitted through the Direct Entry mode must register for and pass at least 90 units of courses, including all compulsory courses, to qualify for graduation.
3. Candidates must have registered and passed all the compulsory courses specified for the programme.

## Global Course Structure

S/N	Course Code	Course Title	Units	Status	LH	PH
1	GST 111	Communication in English	2	C	<b>15</b>	<b>45</b>
2	GST 112	Nigerian Peoples and Culture	2	C	30	
3	CMS 111	Introduction to Human Communication	2	C	30	
4	CMS 112	Writing for the Media	2	C	30	
5	ISM 111	Introduction to Information science	2	C	30	
6	ISM 112	Basic Computer Tools	2	C	30	
7	ISM 113	Computer Aided Design in Media Production	2	C	30	
8	ISM 121	Web-based Technologies & Multimedia	2	C	30	
	<b>Total</b>		<b>16</b>			

## 200 Level

S/N	Course Code	Course Title	Units	Status	LH	PH
1	GST 212	Philosophy, Logic and Human Existence	2	C	30	
2	ENT 211	Entrepreneurship and Innovation	2	C	15	45
3	CMS 211	History of Nigerian Media	2	C	30	
4	ISM 211	Introduction to Image Processing & Application	2	C	30	
5	ISM 212	Applied Computer Graphics	2	C	15	45
6	ISM 213	Fundamentals of Film & Cinematography	2	C	30	
7	ISM 214	Introduction to Academic Information Resources	2	C	30	
8	ISM 221	Media Production Process	2	C	30	
9	ISM 223	Introduction to Multimedia Scripting	2	C	15	45
10	ISM 224	Introduction to online and investigative Journalism	2	C	15	45
	<b>Total</b>		<b>20</b>			

### 300 Level

S/N	Course Code	Course Title	Units	Status	LH	PH
1	GST 312	Peace and Conflict Resolution	2	C	30	
2	ENT 312	Venture Creation	2	C	15	45
3	CMS 311	Theories of Communication	2	C	30	
4	CMS 312	Foundation of Communication Research	2	C	30	
5	CMS 313	Data analysis in Communication Research	2	C	30	
6	ISM 311	Interactive & Motion Graphics	3	C	15	45
7	ISM 312	Computer Animation Production	2	C	15	45
8	ISM 313	Introduction to Social Media Network	2	C	30	
9	ISM 314	E-commerce/Business Communication	2	C	30	
10	ISM 321	Fundamentals of Television & Display Technologies	2	C	30	
11	ISM 322	E-publishing (Digital Media Production)	2	C	15	45
12	ISM 323	Digital Audio & Video System Technology	2	C	30	
13	ISM 324	SIWES	4	C	30	
	<b>Total</b>		<b>29</b>			

### 400 Level

S/N	Course Code	Course Title	Units	Status	LH	PH
1	CMS 411	International Communication	2	C	30	
2	CMS 412	Communication and Society	2	C	30	
3	ISM 411	Media Economics and Management	2	C	30	
4	ISM 412	Media Ethics	2	C	30	
5	ISM 413	Media Law & Policy	2	C	30	
6	ISM 414	3D Modelling & Technology and Digital Rendering	2	C	15	45
7	ISM 421	New Media, Politics and Democracy	2	C	30	
8	ISM 422	ICT and Development	2	C	30	
9	ISM 423	Entrepreneurship	3	C	30	
10	ISM 429	Project	4	C	30	
	<b>Total</b>		<b>23</b>			

## **Course Contents and Learning Outcomes**

### **100 Level**

#### **GST 111: Communication in English**

**(2 Unit C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc., mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### **GST 112: Nigerian Peoples and Culture**

**(2 Unit C: LH 30)**

##### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of trade, economic and self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights). Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

### **Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **ISM 111: Introduction to Information Science**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. explain the basic terms in information science;
2. know the components of its infrastructure;
3. know the roles of information, communication media and ICTs in national development; and
4. know about media and information literacy.

### **Course Contents**

This course provides definitions of data, information, and information technology. It traces the history of electronic communications and digital computer systems, components of communications system, digital computer and their interfaces. The course also looks at electromagnetic wave spectrum, their utilization and radiation effects. It also introduces students to analogue and digital radio communication, telephony system, satellite communication and VSAT. It also introduces students to computer networks: LAN, WAN and Internet as typical information and communication technology systems; and the communication media: cable, radio, optical fibre, satellite, and their advantages, mobile communication and networks. The course will also discuss the role of ICTs in national development media information literacy and digital divide.

### **ISM 112: Basic Computer Tools and Programming Packages (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. use word processing application software like Microsoft Word;
2. develop and design power point presentation (.ppt);
3. manage database software such as Microsoft Access (.MDB);
4. interact with spreadsheet software (Microsoft Excel), with a basic knowledge on how to apply basic calculation tools;
5. access and interact with internet services through choice browsers;
6. know how to use computer tools and software in media production;
7. explain the various programming and script languages for different media platforms; and
8. demonstrate the use of different packages.

### **Course Contents**

Introduction to computer systems; operating systems and application software. The course will equip students with hands-on skills in word processing, presentation, spreadsheet, database and Internet services. The course will also expose students to the fundamental of computer science concepts and skills including problem solving, design and programming using Python language for illustrations. Mastery of the course should enable students get involved in intermediate level programming of various application software driven information systems. The emphasis is on how those tools are applied in media content production (photography, film, blogs, journalism, radio and television). Introduced to different programming languages typical of different media categories e.g., C++/C# for Games, Java for Android, Objective-C/Swift for iOS, JavaScript for frontend, JavaScript for cross-platform, Python for cross-platform, C# for mobile cross-platform, PHP for Web, Java for enterprise systems, C# for enterprise systems. Node.js for multi-io systems. Integrated Development Environments: Eclipse, Microsoft Visual Studio. App Designers. Visual programming languages examples: E.g., Blender, Pure data (Pd), Unreal Engine Blueprints. Special focus on JavaScript in the course as a cross-platform programming language.

### **ISM 113: Computer Aided Design in Media Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. explain the design modelling and simulation;
2. demonstrate a simulation model suitable for media content; and
3. manipulate linear and 3d graphics tool in cad software.

#### **Course Contents**

The use of state-of-the-art software packages in media design. Design concepts and general principles, visual design software - print, web pages, video games and animation, motion graphics (Adobe PageMaker, InDesign, CorelDraw, Ventura, Documenter, QuarkXPress etc.). Visual design approaches: Wireframe, Mock-up and Prototype. User-centered design: UX design, UI designs - material design, bootstrap design and foundation design.

### **ISM 121: Web-based Technologies & Multimedia (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. identify web-based technologies;
2. apply web-based technologies to media productions;
3. know about citizen journalism, web-casting and streaming; and
4. explain how to engage audiences using the multimedia technologies.

#### **Course Contents**

Introduction to web-based technologies, its principles of operation and application in media practice, the creation of Internet Multimedia content and other related topics. Mobile Apps: native, hybrid and responsive websites. It will also touch on the Web application frameworks: mobile application frameworks, Web content management, and the role of information technology in various fields of new media. Programming paradigms: Backend, Business Logic, Front-end, etc. the course will also introduce students to multiple benefits of multimedia to both the organisations that implement these technologies and to the consumers. The course also has a practical component where students will be exposed to hands-on skills on multimedia content creation and be able to apply them in media practices.

## **200 Level**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

### **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 5; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factors that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

#### **Course Contents**

Major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

### **ISM 214: Introduction to Academic Information Resources (2 Units C: LH 30)**

#### **Learning Outcomes:**

1. discuss the educational impact of the internet in knowledge creation and knowledge consumption;
2. explain the concepts of search engines and databases, YOUTUBE, ITUNES for academic information; and
3. highlight issues of academic integrity and digital disruption of learning arising from the use of online material.

#### **Course Contents**

Ways of sourcing academic literature online. Years ago, information for academic use was highly structured and key learning material are found on the shelves of university library. Often in those days, with the help of University subject librarian students could get hold of desired books or journals. The arrival of the Internet has changed all this as there is now proliferation of resources online. While in some cases students' research and access to resources has improved in many others it has not. The key lesson is because of lack of familiarity with the right approach to information literacy in the use of Internet as learning resource and library for academic purposes. This course acquaints students with the use of online resources for academic purposes including acceptable referencing, copyright issues etc.

Students will be introduced to effective use of search engines and data bases for academic material as well as YouTube and I-Tunes as learning resources. As well as this, the course will challenge students in exploring issues of academic integrity in the use of online material, appropriate citation of such sources and what online sources are not acceptable for academic referencing.

### **ISM 211: Introduction to Image Processing and Application (2 Units C: LH 30)**

#### **Learning Outcomes:**

At the end of this course, the student will be able to:

1. explain the concept of image;
2. explain the various tools and software packages for image processing and production;
3. process digital images for diversified media uses;
4. export the various types of digital images such as JPEG, PNG, GIF, etc; and
5. show how to enhance media images.

#### **Course Contents**

The applications of digital image processing. It provides an overview of image processing and computer vision system as well as different types of image presentation and storage. The course will as well teach the students multimedia applications, image perception (light, luminance, brightness, and contrast, visibility function, monochrome vision models, color coordinate systems and colour vision models). Other components of the course include image transformation; two-dimensional spatial transforms intensive reforms, morphological transforms, image transform masks as well as morphing and warping. Image enhancement under which students will be introduced to point operations, histogram modeling, spatial operations, transforms operations and multi spectral image enhancement. The course will also treat Edge detection by looking at Gradient operators, boundary representation, boundary extraction, region and shape representation: Run-length codes, Quad-trees, Geometric features, moment-based features, Fourier descriptors and Hough transforms. Image segmentation: amplitude thresh holding and window slicing, component labeling, thresholding and clustering, boundary-based approaches, template matching and texture segmentation. Image data compression: pixel coding, transform coding, wavelet coding, JPEG and MPEG systems. Applications of digital image processing in media will also form part of the course.

### **ISM 212: Applied Computer Graphics**

**(2 Units C: LH 15; PH 45)**

#### **Learning outcomes:**

At the end of this course, the student will be able to:

1. draft and draw 2-dimensional digital media drawings and illustrations;
2. create vector and raster graphics;
3. do advanced interactive layout and digital illustrations;
4. transform and adapt creative ideas into digital designs using software tools;
5. analyse the uses of graphics in media content; and
6. evaluate the quality of good graphics.

### **Course Contents**

Introduction to computer and computer graphics. It is designed to offer students a basic knowledge of computer and system protocol, PC, files + data, system, transferring, copy + delete files, desktop, folder, working area, network protocol etc., as well as introduction to OpenGL – Simple OpenGL commands for plotting points, drawing lines, polygons, triangle strips, quad strips etc. Drawing sphere, torus etc., with colour attributes- shading commands. It also involves an introduction to computer graphics applications: applying transform, editing shapes, assigning color and gradient, working with text, developing a layout with drawing and text, basic image cleanup, colour-correction and cropping, developing advanced layout & illustrations: developing page layout, importing artwork and text.

### **ISM 213: Fundamentals of Film & Cinematography (2 Units C: LH 30)**

#### **Learning Outcomes:**

At the end of this course, the student will be able to:

1. explain different types of films;
2. explain the fundamental principles of film production and cinematography and how to apply them;
3. explain the process of film production starting from pre-production stage to production and post-production stage;
4. explain the history of film and film production in Nigeria;
5. show the basic skills of scripting, film production, and film art and film theory; and
6. explain the different roles involved in film production.

### **Course Contents**

Introduction to the principal theoretical, practical and technical elements of digital filmmaking. The course will combine theory and practice in order to teach students from a range of disciplines across the arts, humanities, social sciences and business to plan, make and edit short film for use in their study area using freely available digital technology. The practical component will cover a range of techniques and methods, such as story-boarding, directing, different camera-techniques, sound recording, different editing techniques and styles, so as to offer students a hands-on introduction to the basic filmmaking techniques involved in the production of different kinds of film. The short films made by students will cover a range of subject matter and styles, including process, event, research, archival and testimonial based filmmaking.

### **ISM 221: Media Production Process (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. operate the video camera, take video shots and edit video footages;
2. distinguish the different specialization/units and their function in the operation of media production;
3. explain the workings of various equipment required for different forms of media production;
4. identify colours (primary, secondary, RGB, SRGB CYMK);
5. demonstrate the use and functions of colours in media production; and
6. explain the relationship between colours and culture.

### **Course Contents**

Introduction to production activities. It involves learning the video camera, camera effects, getting to know the lighting (instruments and characteristics), using the time-code, working with audio (introduction). Students will also learn capturing and importing media: Learning the right technique of batch capturing using DV camera using firewire IEEE 1394/ i-link port. This also includes the right size and compression. Art of editing: Introduction to post-production activities. Editing facilities and capabilities. The offline and online editing. Anticipating editing. Post-production for multiple camera shoots. Producing and directing short film and video: scriptwriting and storyboard. Putting ideas into words. Developing analytical skills in order to objectively evaluate video production. Video Production: exploring and executing a video production such as music video or TV commercial. Exporting and compression: learning the right bit rate for exporting. Different media will have different bit rate and compression. High quality DV compression is suitable for broadcasting while low compression of video is suitable for web casting or CD ROM. Introduction to the use of colour in media production, human psycho vision system, primary colours and computer presentation of colours. The course will also look at aspects of digital colour technologies as well as application of colours. The meaning and uses of colour in different cultural settings and media production will also be discussed.

### **ISM 223: Introduction to Multimedia Scripting (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. write for different type of media (e.g., radio, tv, online, etc.);
2. manage the process of multimedia scripting and production;
3. identify different audiences for media scripts; and
4. identify and use software packages for multimedia scripting.

#### **Course Contents**

Introduction to writing scripts for multimedia. The use of different software packages in multimedia scripting will be comprehensively looked at. The technicalities and essentials in scripting for multimedia, scriptwriting, storyboarding, use of software packages for multimedia scripting. Scriptwriting and storyboarding software, as well as interpreted programming (scripting) languages for multimedia production.

### **ISM 224: Introduction to Online and Investigative Journalism (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. distinguish different types of online journalism;
2. write for different online genres (e.g., web-casting, online radio, etc.);
3. design online layout and graphics of online journalism;
4. carry out a practical skilled based project for investigative journalism; and
5. recognise challenges of regulations and control of online journalism.

### **Course Contents**

A practical skill-based project that will teach the students how to write and produce for the online media. The various online newspapers in Nigeria shall be examined as well as some other international online publications. Other online genres such as web-casting, online radio, and so on, are expected to be taught. The course will also examine the nature of online journalism, types of journalism, and concepts and terms in online journalism. It will also discuss research techniques in online journalism, writing the online news. The practice of citizen journalism, gate-keeping, and other forms of online media productions will be discussed. The course will also expose student to webcasting, podcasting and web publishing, streaming, web animation and blogging. It will cover areas such as topography, layout, graphics and design. Challenges of regulations and control and ethics in online journalism especially in the era of citizen journalism and proliferated microblogging will be dissected.

### **300 Level**

#### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, management of conflicts and security: peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: concepts of social justice; The Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). arbitration, c). negotiation d). collaboration etc. Roles of international organisations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & peace security council. (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally displaced persons, IDPs. The role of NGOs in post-conflict situations/crisis.

## **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organisations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, e-commerce business models and successful e-commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (The concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), blockchain, cloud computing, renewable energy etc. Digital business and e-commerce strategies).

## **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

**CMS 302: Foundations of Communication Research****(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

**Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (focus group discussion, interview, participant observation, ethnography, content analysis, textual analysis, survey, sampling, and research ethics).

**CMS 303: Data Analysis in Communication Research****(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

**Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

**ISM 311: Interactive & Motion Graphics (Pre-requisite: Computer Graphics)  
(3 Unit C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the student will be able to

1. conceptualise and execute motion graphics; and
2. animate objects for effective and interactive communication.

**Course Contents**

This course is designed to cover two-way interaction and adding motion to graphics with appropriate rendering. Students will be trained on developing graphics for interactive games and advertisements using HTML5-based designs and motion graphics packages such as Google Web Designer, Adobe Animate Creative Cloud, Flash [Legacy] tools and interactive data visualisation tools like VTK (python programming), D3js (JavaScript programming).

**ISM 312: Computer Animation Production****(2 Units C: LH 15; PH 45)****Learning Outcomes**

At the end of this course, the student will be able to:

1. explain and apply basic principles and concepts in animation production;
2. use software packages for animation production;
3. be able to manipulate animated characters for scenery and effects;
4. apply point-of-view (POV) in animated character (especially in conversations); and
5. apply effects in animation.

**Course Contents**

This course exposes students to modeling and 2D/3D animation, its applications and types. Understanding coordinate system, vertex, faces and object. Concept of wireframe, surface and solid modeling. Construction planes and differences between object space and world space. Principles of animation in practice. Exposure to the principles of making characters alive. Polygonal and Nurbs modeling. Introduction of Polygonal modeling techniques which includes: the Box, using Edit Mesh, Smoothing Techniques, Subdivision Surfaces. Introduction of Nurbs modeling techniques which includes: Utilising NURBS toolbox, surface points and CVs. Importing and attaching NURBS surfaces, rebuilding surfaces, curve and surface approximation. Introduction to the graphic animation process which include: camera & animating camera, set & background (image plane), light linking. Animation techniques, introduction to the animation process. Demonstration and supervision of animation techniques, animation controllers, graphs and editor, which include: walk cycle and facial expression using blend shape. Dynamics animation: introduction to dynamics animation, demonstration and supervision on rigid bodies, soft bodies, constraint, particles. Tips and tricks on rendering. Camera and rendering characteristics of cameras, placing camera in a scene and modifying camera parameters. Understanding camera navigation buttons. Concept of rendering in 3D modeling. Render options and file output.

**ISM 313: Introduction to Social Media Networks****(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the student will be able to:

1. identify the various social media networks and their peculiarities;
2. demonstrate how to effectively use social media networks such as Facebook, Twitter, LinkedIn, Youtube, ;
3. show deep analytical skill with respect to how these social media networks operate;
4. show adequate management skills on social media networks; and
5. explain the democratic role of social media.

**Course Contents**

This course introduces students to different social media networks such as Facebook, Twitter, LinkedIn, and YouTube, etc., their operations, applications, content production, management and impact on society. The course will also introduce students to the aspects of creating and maintaining such media platforms, information and cyber security and traffic generation techniques. The use of social media platforms for e-business, marketing and advertising and campaign of various kinds will also be discussed. The student will also be introduced to the concept of public sphere and the role of social media in democratic process, freedom of expression, access and digital divide. The course will also discuss media convergence, social media and globalisation, cultural imperialism, audience commodification and economic of social media platforms, surveillance and social media, control and regulations.

**ISM 314: E-commerce and Business Communication****(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the student will be able to

1. develop effective business correspondence;
2. develop and design interactive business presentation;
3. create effective and efficient business reports for stakeholders; and
4. demonstrate ability the use of online polling, survey, and other e-commerce platforms.

### **Course Contents**

The course examines the use of digital platforms and strategies in business and commerce in relation to the field of media communication. The course emphasises business communication in terms of content and form, including business correspondence, presentation and reporting processes, business and market research procedure and all kinds of business transactions using the digital platforms. The course discusses strategies of e-marketing, online advertising and PR, social media, e-campaign planning and execution, audience segmentation and targeting, online polling and analytics.

### **ISM 321: Fundamentals of Television & Display Technologies: (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. comprehend the tv production process;
2. apply the principles of digital system display to present multi-media content to an audience; and
3. comprehend the role of digital technology in tv production.

#### **Course Contents**

This course is an introduction to television and other digital system display technologies and their applications. It will examine the electronically operated display devices which have developed from electromechanical systems for display of text, up to all-electronic devices capable of full-motion 3D colour graphic displays. Electromagnetic devices, using a solenoid coil to control a visible flag or flap, were the earliest types, and were used for text displays such as stock market prices and arrival/departure display times up to multi view 3D display technologies.

### **ISM 322: E-Publishing (Digital Media Production) (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. process manuscripts using digital software such as adobe creative suite and/or coreldraw.
2. use the editing tools and digital proof-reading resources;
3. create (export) ready to read electronic book using publishing tools;
4. design e-books, e-newsletters, digital newspapers and magazines; and
5. develop digital libraries and catalogues.

#### **Course Contents**

Conceptual component which studies the publishing process (from manuscript to pre-press to marketing), paying particular attention to the way digital technology has revolutionised publishing. Its features include e-book editing and copy editing on the digital platform, online publishing of books, magazines, newspapers and other content. Students will also be exposed to editing and proofreading symbols, publishing in the creative economy, academic publishing

and trade publishing, and the use of computer graphics design tools such as CorelDraw and the Adobe Suite among others.

**ISM 323: Digital Audio & Video System Technology (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, the student will be able to:

1. produce audio and video contents e.g., music, drama, skit etc;
2. store and retrieve digital video and audio contents;
3. distinguish between film editing and video editing techniques; and
4. gather and deploy appropriate resources for audio and video production.

**Course Contents**

An overview of digital video and audio systems. Topics include digitizing video and audio, image production, storage and manipulation, digital nonlinear editing, as well as audio editing using state-of-the-art software such as Adobe Suite, etc.

**ISM 324: SIWES (4 Units C)**

**Learning Outcome**

At the end of this course, the student will be able to:

1. explain and demonstrate the skills acquired during the SIWES training programme.

**Course Contents**

This is a practical on-the-job training in the media industry for 20-24 weeks (6 months) in order to expose students to the practical applications of digital media. A programme of training will be drawn by the department and industry, for each student, and a prescribed log book with daily recording of the student activities is to be kept by each student and appropriately signed. At the end of the programme, a written report is to be submitted to the department and each student shall present a seminar on his/her industrial experience.

**400 Level**

**CMS 401: International Communication (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the structure of international communication; the flow of media/cultural products;
2. explain the concepts of cultural globalisation, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

**Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialised and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics

and ideological nature of international communication. The course will examine issues like globalisation, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media organisations like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world.

The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatization.

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power.

The course will also discuss media representation of gender minorities.

## **ISM 411: Media Production Management**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the student will be able to:

1. generate relevant ideas for media production;
2. apply the principles of media economics;
3. manage the process of media production;
4. use various editorial and production skills to produce and package news reports, documentary, interviews, drama etc; and
5. analyse the media market and implication for production and distribution.

### **Course Contents**

Introduction to the basic principles of management and resource mobilisation with specific emphasis on media production. At the completion of the course, students will understand the fundamentals of generating media contents and ideas and the basics of media production techniques. Students will also acquire basic skills in production for various media, techniques of decision-making in media production, computer-aided process planning, media product life cycle, and e-data interchange. Other issues to be treated includes resource management, production scheduling and fund mobilisation.

### **ISM 412: Media Ethics**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. recognise ethical standards as the foundation for professionalism;
2. distinguish the uses and value of ethics in professional practice;
3. explain the meaning of social responsibility;
4. explain the role of self-regulation, Press Council, APCON, NIPR, etc;
5. be conversant with digital media ethics with emergence of social media microblogging sites;
6. recognise the relationship between ethics and professionalism; and
7. explain the challenges of adherence to ethical codes.

### **Course Contents**

This course is a study of applied ethics. Students are exposed to key practical issues in professional work, with special reference to information and media. It deals with the following issues: foundations of media ethics, individual journalist's autonomy and ethical decisions, striving for excellence in professional work, ethical standards in media organizations (truth, fairness and objectivity), adherence to code of conduct, and responsibility of members of the profession to industry, community and the society in general. Issues relating to hate speech and fake news should also be discussed.

It will also provide detailed discussion on digital media ethics. Digital media ethics deals with the distinct ethical problems, practices and norms of digital news media. Digital news media includes online journalism, blogging, digital photojournalism, citizen journalism and social media. It includes questions about how professional journalist should use this 'new media' to research and publish stories, as well as how to use text or images provided by citizens.

### **ISM 413: Media Law and Policy**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to:

1. explain and apply relevant laws and policies that relate to media practice in Nigeria;
2. analyse media laws and media regulations in Nigeria;
3. explain basic principles of the various aspects of media laws such as the laws of defamation, sedition, treason and treasonable felony, libel, slander, copyrights, privacy, official secrets act, and cybercrimes;
4. outline the structure of legal process and the judiciary in Nigeria;
5. recognise the constitutional basis of various aspects of the media laws and policy in Nigeria;
6. explain the concept of freedom of expression, freedom of the press, and media accountability;
7. explain the relationship between the media, society and governance;

8. distinguish the importance and implication of freedom of expression and of the press in a democracy.

### **Course Contents**

This course will lead students into understanding the media laws of Nigeria. Students are expected to understand the general principles of law, freedom of expressions and human rights, the privileges and restraints affecting the media, libel, sedition, privacy, contempt, obscenity, copyrights and government policies on media. Attention will also be paid to contemporary perspectives to media and law, values and functions of the media, media regulations and regulatory bodies and changing media environment, and evolution of policies for good and effective running of the society. The student is also to be exposed to international legal instruments and policies of freedom of expression and the press.

### **ISM 414: 3D Modelling and Technology and Digital Rendering (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, the student will be able to

1. use 3d models to develop mathematical representation of any surface of an object via specialised software;
2. explain rendering in filming and video editing;
3. interact and render digital contents.

### **Course Contents**

This course exposes students to Three-Dimensional modeling and representation. It includes the study of 3D imaging and visualization technologies, 3D delivery and 3D content display. The course will also take into consideration representation and modeling of objects; polygonal representation vs. solid modeling methods. Viewing and camera control; Frames of reference, viewing systems and 3D transformation. Illumination models; Basics of illumination models including ambient, diffuse and specular lights. Image processing; basic representing, storing, displaying and manipulating 3D images. Texture mapping; how to map an image onto surface of a 3D object, including subdivision, texture replication and texture blending. 3D software; Cinema4D, Blender, etc.

Students are expected to learn various rendering techniques at the end of this course. It will focus on ray tracing rendering algorithm which include calculation of shadows, reflections and refraction. The course will take into consideration the Binary Space- Positioning (BSP) Tree, which includes an overview of binary tree structures for organizing geometric data to increase the efficiency of searching, manipulation and rendering of large virtual environments. The course will also include the study of rendering technologies and rendering software.

### **ISM 421: New Media, Politics and Democracy**

**(2 Units C: LH 30)**

#### **Learning Outcomes:**

At the end of the course the students should be able to:

1. explain the various digital technologies and their historical development, types and characteristics;
2. list and discuss the transformative role of icts in the political and democratic processes;
3. discuss digital activism at both local and global levels;
4. explain the concept of public sphere and the role of the internet and social media; and
5. explain access and use of digital media platforms.

### **Course Contents**

Digital technologies have changed the environment and practice of political communication. The digital era has been called the age of information revolution. They have enhanced citizens' involvement and participation in the political and democratic processes. They have given voice to many, enhanced democratic pluralism and media diversity. They have also been called technologies of disruption. Digital activism and mobilisation which has led to regime change in some parts of the world have further enhanced the importance of the internet, new/social media and other digital tools as perceived technologies of freedom. The course will examine the information and communication technologies, their transformative power, types and characteristics, access and use, media power, public sphere, forms of political participation, forms of democracy, the role of communication, new/social media platforms, their ownership and control and the implications for democratic politics, public opinion formation, audience segmentation and messages targeting and social media campaign, fake news and hate speech, media and freedom of expression, citizen journalism.

### **ISM 422: ICT and Development**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course the students should be able to:

1. discuss the theories of development and social change;
2. discuss the key debates in ICTD;
3. explain approaches and strategies of ICTD;
4. discuss the role and contributions of ICTS to the process of development;
5. implement development campaigns using ICTS; and
6. use ICTS as tools for the production and dissemination development message.

### **Course Contents**

Introduction to the relationship between Information and Communication Technologies and development particularly in developing countries. It examines the theoretical and conceptual frameworks that have informed debates and policies surrounding development as research and practice. Examine the transformative potential of ICTs and the challenges in areas like health promotion, agriculture, behavior and social change, politics. It will explore various approaches and strategies for the use of ICTs in the development process. Topics to be discussed will include theories of development, origin and critique of ICTD, development in network society, social inclusion, access and use of ICTs, globalisation and development, Information/Knowledge society and development, development campaign planning and execution.

### **ISM 429: Project**

**(4 Units C)**

The second phase of the investigations involves the implementation of the designed model, debugging, calibration, testing, data material collection and analysis, and presentation of a comprehensive written report of the investigation or the practical/professional content.

### **ISM 423: Entrepreneurship**

**(3 Units C: LH 45)**

This is an industry/professional focused programme. Students are expected to focus on various areas of media and culture industry enterprises, especially with the use of digital technologies, equipment, electronic marketing, sales and business.

## Minimum Academic Standards

### Equipment

Multimedia studio is a dedicated space/location/room with all multimedia equipment that enables both students and teachers input, process, edit, produce, disseminate and save pieces of multimedia contents for educational purposes. The space and the number of computers depends on the number of students using it.

Typical software needed include, 1 Adobe premium.

<ul style="list-style-type: none"> <li>• <b>Graphics &amp; Animation</b></li> <li>• <b>Adobe</b> - <a href="#">Flash (guide)</a>, <a href="#">Photoshop</a></li> <li>• <a href="#">CorelDRAW (About)</a></li> <li>• <a href="#">XFig (About)</a>, <a href="#">GIMP</a></li> <li>• <a href="#">PowerPoint</a>, <a href="#">SMIL</a></li> <li>• <a href="#">Pencil for MAC OS</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Multimedia Software (Audio-Video)</u></b></li> <li>• <a href="#">Media player</a>, <a href="#">Winamp</a></li> <li>• <a href="#">QuickTime</a>, <a href="#">VLC</a>, <a href="#">GOM</a>, <a href="#">ATI TV</a></li> <li>• <a href="#">Video editing - software</a>, <a href="#">list</a></li> <li>• <a href="#">Pinnacle Studio (About)</a></li> <li>• <a href="#">Ulead MediaStudio (About)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>2D &amp; 3D</b></li> <li>• <b>Autodesk</b> - <a href="#">Maya</a>, <a href="#">3D Max</a></li> <li>• <a href="#">Gamma 3D</a></li> <li>• <a href="#">Free Design Software</a></li> <li>• <a href="#">Plastic Animation 2D</a></li> <li>• <a href="#">Free 3D Software</a></li> </ul>
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### Other Tools:

[API's](#)

[Programmer's Corner](#)

[Software Development Tools](#) • [Database Tools](#) • [Modeling & Design](#) • [Multimedia](#) • [Maths and Science](#).

### Staffing

#### Academic Staff

This is a multidisciplinary programme involving expertise in Information Science/technology and media Studies and Production. The academic staff for the programme on both sides must be digital literate and proficient in the use of new media/digital technologies. In line with NUC Guidelines, it is expected that all the academic staff should possess Ph.D. degree in the areas of study. However, not less than 70% of the academic must possess Ph.D. degree.

Those with relevant industry/professional experience could be employed as Fellows to teach practical oriented courses.

#### Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent and adequate number of senior staff that are computer literate.

## Technical Support Personnel

This programme is highly technical and practical oriented. In this case experienced technical staff (Technologists) should be employed to man the workshops for content production. They must be digital literate and they must be able to use the new media technologies, and software.

## Classrooms, laboratories, workshops, and office Space

### 1 Spaces

The NUC recommends the following physical space requirement:

	m <sup>2</sup>
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Science Staff Research Laboratory	- 16.50
Education Staff Research Laboratory	- 14.50
Seminar Space/per student	- 1.85
Drawing Office Space (A.O. Board) (Per Student)	- 4.60
Drawing Office Space (A.I. Board) (Per Student)	- 3.70
Laboratory Space	- 7.50

### 2 Equipment

To achieve the benchmark statements for any programme, there should be:

1. A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.
2. At least one large and reasonably equipped central workshop for teaching and research.
3. Drawing and design/ Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to the programme.

### Library

In addition to the stock in the general university library, Journalism and Media Studies discipline requires more specialised holdings to reflect the needs of the various programmes. There must also be adequate programme/departmental library facilities to cater for the needs of staff and students in all the programmes in the faculty. These include current journals, textbooks and manuals which should be in sufficient numbers. The university should also have an e-Library with electronic resources (academic and professional) for Information and Media Studies programme while the programme would be better positioned if it has its own e- Library.

# B.Sc. Journalism and Media Studies

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## Overview

In appreciation of the current complex and technology driven nature of the society, the B.Sc. programme in Journalism and Media Studies is designed to produce highly knowledgeable, skilful, socially responsible and entrepreneurial journalists/media studies professionals to serve proficiently in relevant capacities and positions in conventional and new media organisations.

## Philosophy

The philosophy of Journalism and Media Studies programme is to provide students with requisite and up-to date knowledge and skills in the field. The programme will, therefore, educate students on the meaning, history, classifications, tools of practice, qualities and skills of a journalist/media studies professional, specialisations, practice process, dynamism, contemporary issues in journalism practice and media regulations.

## Objectives

The aim of the programme is to produce highly knowledgeable, skilful, socially responsible and entrepreneurially equipped journalists to serve proficiently in various relevant positions in conventional and new media organisations as well as in allied communication related sectors. The specific objectives of a degree in Journalism and Media Studies are to

1. expose students to the nature of the society with a sense of critical inquiry as it relates to the role of journalism and media in society;
2. train and equip students with requisite knowledge and skills required to function as journalists and media entrepreneurs in present day knowledge society;
3. train and equip students to be able to use current technologies to gather, process, and disseminate information in line with professional ethical requirements and social responsibility;
4. promote and sustain the culture of professionalism as well as ethical practice in journalism in Nigeria;
5. enhance convergence in journalism and media related practices in Nigeria;
6. instil in journalism students the ability to respect deadlines and work under constant pressure;
7. train and encourage journalism students to be effective communicators by being able to think quickly and logically, research efficiently and write or broadcast creatively and concisely to mass audiences in Nigeria and globally;
8. train liberally minded and socially responsible journalists who will serve as trustees of the public and the society by being accurate, fair, balanced and objective in their reportage of societal issues;
9. produce journalists and media professionals who will protect, promote and preserve the basic principle of the people's right to know and the press as the fourth branch of government or the Fourth Estate of the Realm; and
10. train students to understand extant and evolving media dynamics with the help of contemporary theories and analytical tools available for the study of diverse media cultures.

## **Unique Features of the Programme**

These include:

1. exposure of students to pragmatic innovative skills required to gather, process and disseminate information in line with best professional practices globally, ethical requirements and social responsibility;
2. production of media entrepreneurs;
3. production of graduates with capacity to detect fake news and how to avoid/mitigate them;
4. exposure to principle of news, image and information triangulation and fact checking software in journalism and media studies; and
5. exposure to changes brought by internet technology and deployment of new technologies in press operations and management.

## **Employability skills**

The entrepreneurship/employability skills the programme targets include:

1. Producing graduates who possess language art skills to solve communication-related problems; These graduates will turn out to be self-employed and employers of labour having acquired news gathering, writing, editing and reporting skills for newspaper and magazine production;
2. Establishing and running newspaper organisations; and
3. Creating media agencies that could handle business proposal writing in the media environment and engage in other communication-related endeavours.

## **21<sup>st</sup> Century Skills**

The programme emphasises instilling the following 21<sup>st</sup> Century skills in students

Communication Skills

Innovation

Creativity

Critical thinking

Information Literacy

Digital literacy

Team work, and

Social engagement.

## **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

## **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### Direct Entry Mode

Any one of the following qualifications is acceptable for the three-year degree programme.

1. A pass at merit level in a relevant diploma programme (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

### Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree.

1. Candidates admitted through the UTME mode must have registered for and passed at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.
3. Candidates admitted through the Direct Entry mode must register for and pass at least 90 units of courses, including all compulsory courses, to qualify for graduation.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme.

### Global Course Structure

#### 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian People and Culture	2	C	30	-
CMS 101	Introduction to Human Communication	2	C	30	
CMS 102	Writing for the Media	2	C	30	
JMS 101	Introduction to Journalism and Media Studies	2	C	30	-
JMS 102	Basic Reporting Techniques	2	C	30	-
JMS 103	Traditional African Communication System	2	C	30	-
		<b>14</b>			

#### 200 Level

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	15	45

CMS	History of Nigerian Media	2	C	30	
JMS 201	News Writing & Reporting	2	C	30	-
JMS 202	Photo Journalism I	2	C	30	-
JMS 203	Photo Journalism II	2	C	30	-
JMS 204	Writing for the Print Media	2	C	30	-
JMS 205	Editing and Infographic in Journalism	2	C	30	-
JMS 206	Feature Writing	2	C	30	-
		<b>18</b>			

### 300 Level

Course Code	Course Title	Units	Status	LH	PH
ENT 312	Venture Creation	2	C	15	45
GST 312	Peace and Conflict Resolutions	2	C	30	-
CMS 301	Theories of Communication	2	C	30	
CMS 302	Foundation of Communication Research	2	C	30	
CMS 303	Data analysis in Communication Research	2	C	30	
JMS 301	Newspaper Production	2	C	30	-
JMS 302	Journalism and Politics	2	C	30	-
JMS 303	Scientific and Data Journalism	2	C	30	-
JMS 304	Investigative Journalism	2	C	30	-
JMS 305	Multimedia and Online Journalism	2	C	30	-
JMS 306	Foreign Correspondence	2	C	30	-
JMS 307	Media Entrepreneurship	2	C	30	-
JMS 308	Trends and Issues in Journalism and Media Studies	2	C	30	-
JMS 309	Media Attachment	2	C	30	-
		<b>28</b>			

### 400 Level

Course Code	Course Title	Units	Status	LH	PH
CMS 401	International Communication	2	C	30	
CMS 402	Communication and Society	2	C	30	
JMS 401	Magazine Production	2	C	30	-
JMS 402	Critical Review and Writing	2	C	30	-
JMS 403	Rural Community Newspaper	2	C	30	-
JMS 404	Specialised Reporting	2	C	30	-
JMS 405	Editorial Writing	2	C	30	

JMS 406	Media, Economics and Management	2	C	30	-
JMS 407	Comparative Media System	2	C	30	-
JMS 408	Media Law	2	C	30	-
JMS 409	Media Ethics	2	C	30	-
JMS 410	Journalism for Development	2	C	30	-
JMS 499	Original Research Project	4	C	30	-
		<b>28</b>			

## Course Contents and Learning Outcomes

### 100 Level

#### GST 111: Communication in English

(2 Unit C: LH 15; PH 45)

#### Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

#### Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. writing activities: (pre-writing writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, Curriculum Vitae, report writing, note making etc. Mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### GST 112: Nigerian Peoples and Culture

(2 Unit C: LH 30)

#### Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;

4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication

#### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilization, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

**CMS 103: Writing for the Media****(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, students should be able to:

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

**Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

**JMS 101: Introduction to Journalism****(2 Units C: LH 30)****Learning Outcomes**

Students should be able to

1. analyse the concept of journalism;
2. have in-depth knowledge of the mass media;
3. identify the features of mass communication;
4. describe different types of mass media and their interrelationships; and
5. examine the functions and roles of journalism/journalists;

**Course Contents**

The course content includes: Concept of journalism and journalism creed. Mass media and the features of mass communication. Different types of the mass media and their interrelationship. Functions of mass media. Various models of mass communication. The role and contributions of technology to the development of journalism and mass communication.

**JMS 102: Basic Reporting Techniques****(2 Units C: LH 30)****Learning Outcomes**

Students should be able to

1. define news, identify elements of news and news values/virtues;
2. identify and discuss qualities of a good news writer or reporter;
3. list and discuss what motivate reporters;
4. identify the components of a typical news story;
5. list and discuss the general rules/guidelines for news writing or reporting; and
6. identify elements of good quality journalism and the elements by which news stories are evaluated before selection.

**Course Contents**

The course content includes: What is news, elements of news, news values and news virtues. Qualities of a news reporter and what motivates a news reporter. General rules of news writing. Elements of good writing/what makes a poor writing. News gathering and sources.

The art of conducting interviews. The lead, the story structure and components of the story. Types of news stories, qualities of a good news story and reporter's checklist.

**JMS 103: Traditional African Communication System ( 2 Units C: LH 30)**

**Learning Outcomes**

Students should be able to:

1. have an in-depth knowledge of formal and indigenous African communication systems;
2. analyse traditional African communication systems and socialisation methods;
3. describe African age-grade communication structure;
4. explain the functions and roles of town criers, extra mundane communication; and
5. examine the import of sound, signs and symbols in traditional communication process.

**Course Contents**

The course content includes: Formal and informal indigenous communication systems. Age-grade communication structure. Extra mundane communication. Functions and roles of town criers. African traditional communication channels and technologies. Implications of traditional media system on African political, economic and social structures. Sound, signs and symbols in traditional communication process.

**200 Level**

**GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)**

**Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. explain the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. illustrate the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

**Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

## **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world;
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of Entrepreneurship (entrepreneurship, intrapreneurship/corporate entrepreneurship,). Theories, rationale and relevance of entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary entrepreneurship issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (biography of inspirational entrepreneurs, youth and women entrepreneurship, entrepreneurship support institutions, Youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factor that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

### **Course Content**

This course traces the major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

## **JMS 201: News Writing & Reporting**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Student should be able to

1. define news, identify elements of news and news values/virtues;
2. identify and discuss qualities of a good news writer or reporter;
3. list and discuss what motivates reporters;
4. identify the components of a typical news story;
5. list and discuss the general rules/guidelines for news writing or reporting; and
6. identify elements of good quality journalism and the elements by which news stories are evaluated before selection.

### **Course Contents**

What constitutes news, elements of news, news values and news virtues. Qualities of a good news reporter. What motivates a news reporter? General rules of news writing. Elements of good writing/what makes a poor writing. News gathering and sources. The art of conducting interviews. The lead, the story structure and components of the story. Types of news stories, the qualities of a good news story, reporter's checklist. Introduction to specialised reporting, reporting from the beats, online reporting, science and technology reporting, reporting sports, political reporting, reporting economy and business, reporting crime, accidents and the courts, press freedom, basic press laws and ethical issues in journalism practice.

## **JMS 202: Photo Journalism I**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Student should be able to

1. demonstrate an in-depth understanding of the history of photography;
2. define photography and analyse types of photography;
3. describe photojournalism and categories of photojournalism;
4. evaluate the functions of photographs in journalism/mass communication;
5. examine the features of photojournalism; and
6. analyse the operations of different cameras and use of standard photographic equipment and materials in the photo-laboratory.

### **Course Contents**

History of photography, definition and types of photography. Photojournalism. Categories of photojournalism. Functions of photographs to the mass media. Features of photojournalism. Nature and principles of photo editing.

## **JMS 203: Photo Journalism II**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. identify news photography involving basic camera and darkroom techniques;
2. analyse photo journalists' sensitivity to people, events and circumstances;
3. have an in-depth knowledge of photo editing;
4. examine the significance of photo editing; and
5. discuss the methods of photo editing, caption/cutline and guidelines on caption.

### **Course Contents**

History of photography. Definition and types of photography. Photojournalism and categories of photojournalism. Functions of photographs to the mass media. Features of photojournalism. Nature and principles of photo editing. Methods and techniques of photo editing. Captioning and guidelines on caption and photo bleeding.

### **JMS 204: Writing for the Print Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to

1. identify and describe the basic tools of writing;
2. analyse the hierarchical order of writing from letter, word, phrase, clause, sentence;
3. demonstrate a basic knowledge of the rules of paragraphing, essay and text;
4. examine print media form of writing; and
5. demonstrate in-depth knowledge of print media audience.

### **Course Contents**

Basic tools of writing. Hierarchical order of writing: letter, word, phrase, clause, sentence. Basic rules of paragraphing, essay and text. Print media forms of writing. Print media audience

### **JMS 205: Editing and Infographic in Journalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. explain the editing process;
2. demonstrate an informed knowledge of the evolution of news editing;
3. analyse the changes brought about by internet technology;
4. explain the organisation of news story;
5. identify components of a news story;
6. examine the method of building the news story;
7. write the clean news story;
8. apply proof reading signs, typography, news terminology;
9. examine the general media style and in-house style;
10. learn about computer technology and graphic design in print media;
11. demonstrate an in-depth knowledge of the use of colour in graphic communication; and
12. use the basic techniques in graphic print productions, cartoons, caricature and comic strips.

### **Course Contents**

Criteria and elements of newsworthiness. Nature of news editing. Principles of news editing. New technologies and the changing nature of news editing. Organisation of news story. News reporting and language. Building and editing the news story. Legal and ethical responsibilities of the editor for print media. Polishing of manuscripts and news terminology. The nature of graphics and design. Typography. Graphic design and print production. Colour in graphic communication. Editing guidelines and proof reader's symbols. Basic editing techniques for graphic print productions. Cartoon, design layout and page make-up.

## **JMS 206: Feature Writing**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. conceptualise feature as an analytical follow-up of a news story;
2. describe the attributes of a feature writer;
3. demonstrate the principles and techniques of feature writing; and
4. efficiently deploy poetic licence.

### **Course Contents**

The form, style and purpose of feature writing. Attributes of a feature writer. Feature writing components. Analysis and interpretation of issues and events in feature writing. Ethical issues in feature writing.

## **300 Level**

### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building

### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural Conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. peace building, management of conflicts and security: peace & human development. approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: Conflict dynamics assessment scales: constructive & destructive conflicts Justice and legal framework: Concepts of social justice; The Nigeria legal system. Insurgency and terrorism. peace mediation and peace keeping. Peace & Security Council (International, National and Local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. dialogue b) arbitration, c). negotiation d). collaboration etc. Roles of international organizations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis.

## **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity Identification (Sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, first mover advantage, E-commerce business models and successful E-commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). Opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). technological solutions (The concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - *Artificial Intelligence (AI)*, *Virtual/Mixed Reality (VR)*, *Internet of Things (IoTs)*, *Blockchain*, *Cloud Computing*, *Renewable Energy* etc. Digital Business and E-Commerce Strategies).

## **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of

each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

**CMS 302: Foundations of Communication Research (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, students should be able to:

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

**Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics.

**CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

**Learning Outcomes**

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

**Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

**JMS 301: Newspaper Production I (2 Units C: LH 30)**

**Learning Outcomes**

Students should be able to:

1. demonstrate an in-depth knowledge of the principles of print production;
2. examine the theories of management;
3. design the layout of newspapers;
4. practise the art and science of advert sourcing; and
5. practise newspaper marketing and circulation.

**Course Contents**

The course content includes: Nature and principles of print production. Management theories. Newspaper marketing and circulation. Implications of advanced media technologies in newspaper production. Nature of news editing for newspaper production.

## **JMS 302: Journalism and Politics**

**( 2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. discuss the relationship between the mass media, journalism and politics;
2. identify the place of different media in politics;
3. explain how political actors use the media in the exercise of power and influence;
4. explain the concepts of mediatisation, public opinion, agenda setting, framing; and
5. discuss how ownership and control, public relations techniques, etc influence the coverage of politics.

### **Course Contents**

The main objective of the course is to expose the student to the increasing importance of journalism, through both traditional and new/social media, in the political process. The course will examine the basic principles and tenets of journalism, the historical development of political journalism, the relationship between democracy and journalism, political propaganda, opinion polling, strategies of news management, journalism and gender, coverage of elections and political campaigns, challenges of political journalism. The course will examine how media report politics.

## **JMS 303: Scientific and Data Journalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. evaluate the import of data, tables, graphs and other statistical indices in journalism.

### **Course Contents**

Process of data gathering in journalism. Mass communication practice. Basic terminologies and their usage in scientific and data journalism. Data presentation formats in journalism

## **JMS 304: Investigative Journalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. have in-depth knowledge of the path and history of investigative journalism;
2. intelligently discuss the 'dos and don'ts' of investigative journalism;
3. analyse the attributes of the investigative reporter;
4. identify and reflect on the general principles of investigative journalism; and
5. examine the basic tips for investigative reporting.

### **Course Contents**

The concept and nature of investigative journalisms. Sources and steps for gathering facts and information in investigative reporting. Qualities of a good investigative reporter. Principles of investigative journalism. Crime reporting and sources of crime stories, tips for the crime reporter. Factors responsible for limited practice of investigative journalism practice in Nigeria.

## **JMS 305: Multimedia and Online Journalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. adequately conceptualise multimedia and online journalism;
2. examine different types of online journalism;
3. demonstrate an in- depth knowledge on how multimedia and online journalism work together;
4. identify the advantages and disadvantages of online journalism; and
5. demonstrate an informed knowledge on the evolution of media technologies and the internet.

### **Course Contents**

Nature, concept and principles of multimedia and online journalism. Concept of media convergence. Types of online journalism. Elements of multimedia and online journalism. Advantages and disadvantages of online journalism. Changing media environment and online photojournalism.

## **JMS 306: Foreign Correspondence**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. demonstrate an informed knowledge of the history and evolution of foreign-based press corps;
2. conceptualise the art and science of international communication;
3. analyse the characteristics of international news agencies; and
4. explain on the nature, functions and attributes of a foreign correspondent.

### **Course Contents**

History and evolution of foreign-based press corps. Concept of globalisation. Principles of international communication. Features and current perspectives in international communication. Nature and politics of international communication. Functions and attributes of foreign correspondents and the new world information and communication order.

## **JMS 307: Media Entrepreneurship**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. demonstrate an in-depth knowledge of the concept of media entrepreneurship;
2. develop creative thinking and idea generation relevant to the media environment;
3. conceptualise and practicalize management theory;
4. examine business ethics as well as the attributes, functions and skills of an entrepreneur; and
5. write business proposals with special focus on the media industry.

### **Course Contents**

Introduction to entrepreneurship. Mindset re-engineering. Principles of creative thinking and idea generation. Introduction to business enterprise. Principles of modern media management. Business ethics. Concept of marketing and brand management. Basic business laws.

## **JMS 308: Trends and Issues in Journalism and Media Studies (2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. demonstrate an in-depth knowledge of significant events, issues, trends and personalities that have featured in and characterise the Nigerian media from political, social and economic points of view; and
2. analyse the implications of new media technologies and Internet on journalism and media studies.

### **Course Contents**

Nature of human communication. Historical facts about journalism practice in Nigeria. Trends in newspaper publication due to technology. New channels of mass media and the consequences. Implications of new media for journalism. Citizen journalism. Potentials and threats of new media technologies. Human rights and press freedom. Media regulations. Press censorship. The journalist's creed and ethical dilemma in journalism practice.

## **JMS 309: Media Attachment**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. have a practical working experience and training in journalism and mass communication practice.

### **Course Contents**

The course content includes: Practical training in news gathering. Writing of news stories under deadline. Writing of feature stories. Conduct interviews. Photojournalism. Monitoring of foreign news agencies as well as coverage of special beats.

## **400 Level**

## **CMS 401: International Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

### **Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialized and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalisation, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media

organisations like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world. The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

### **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatization

#### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organizations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power.

The course will also discuss media representation of gender, minorities.

### **JMS 401: Magazine Production**

**(2 Units C: LH 30)**

#### **Learning Outcomes-**

Students should be able to:

1. demonstrate a practical understanding of print production process;
2. conceptualise and apply management theories to the magazine industry; and
3. exhibit in-depth knowledge of marketing and distribution of magazines as well as generating sales.

#### **Course Contents**

The course content includes: Print production techniques. Advanced and modern printing technology. Strategies of magazine distribution and marketing. The roles of different production specialists in magazine production.

## **JMS 402: Critical and Review Writing**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. exhibit an in-depth knowledge and understanding of the meaning and purpose of applied criticism of liberal art items, such as books, articles, television programmes, musical shows, drama/play and home video;
2. explain the major tools for critically reviewing works of art, such as critical thinking, analysis, clarification and open mindedness;
3. demonstrate an informed knowledge of the functions of a critical reviewer;
4. demonstrate a sound knowledge of the basic template and requirements for critically examining works of art; and
5. critique different writing styles and practicalise how to make critically reviewed works of arts publishable in newspapers.

### **Course Contents**

An overview of critical review and writing. Justification and reasons for critical review of works of arts. The character of a critical reviewer. Reviewer and his limitations. Philosophical and psychological foundations of critical review. Critical review of a book or an article and essentials of critical review of a text. Fundamentals of judging a critically reviewed text. Template for critical review and writing. Writing styles for critical review

## **JMS 403: Rural Community Newspaper**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to

1. demonstrate an in-depth understanding and knowledge of the theory and practice of rural community newspapering;
2. describe the major types and sources of news as well as determinants of newsworthy stories among rural dwellers;
3. demonstrate an in-depth knowledge of the criteria for assessing news for rural community newspapers; and
4. examine the peculiarities of writing news stories for rural community readers.

### **Course Contents**

The concept and nature of the rural community newspaper. Functions of news and determinants of newsworthy stories for the rural community. Sources and steps of gathering news for rural community newspaper. Writing of news stories for rural community newspaper. Specialised and advanced reporting techniques for rural community newspaper. Nature and principles of editing. Evolution of news reporting and editing with the emergence of internet facilities in rural community newspaper.

## **JMS 404: Specialised Reporting**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. demonstrate practical knowledge and skills to generate news stories on specialised subjects; and
2. anatomise levels and objectives of specialised reporting.

### **Course Contents**

Concept of specialised reporting. Levels of reporting and objectives of specialised reporting. Attributes and types of specialised reporters. General principles of beat reporting. Reporting politics, political beat, what to avoid in political reporting and tips for the political reporter. Reporting the judiciary, tips for judiciary reporter and basic legal terminologies. Reporting crime, sources of crime stories and tips for crime reporters. Reporting the business and financial beat.

### **JMS 405: Editorial Writing**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. define editorial and identify sources of information for editorials;
2. identify and discuss functions of editorials for the writer and reader;
3. list and discuss types of editorials;
4. identify the structure of editorials;
5. list and discuss the general guidelines to writing editorials;
6. identify elements of good editorials; and
7. conceptualise the functions and roles of editorial cartoon.

### **Course Contents**

The editorial and the structure of editorials. General guidelines to writing editorials. Elements of good editorials. Types and sources of editorials. Language and style, title, the lead or introduction, the body, editorial reaction and conclusion. The qualities of editorials. Faults to avoid in editorial writing. Editorials on politics, editorials on education, editorials on science and technology, editorials on sports, editorials on the economy and editorials on crime. Editorial cartoon.

### **JMS 406: Media, Economics and Management**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. exhibit an in-depth understanding of economic and management principles;
2. demonstrate a sound knowledge of management theories;
3. analyse the attributes and roles of key professionals required in media management

### **Course Contents**

History, theory and practice of management. Media ownership patterns. Characteristics of organisation and leadership styles. Public and private ownership of media houses. Staff management. Financial management. Advertising and distribution.

### **JMS 407: Comparative Media Systems**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. examine the media systems, their roles, structure and relationship to socio-political systems;
2. demonstrate a deep knowledge of the principles of local, regional and global communication;
3. identify new media technologies and their implications for local, regional and global socio-political system; and
4. examine the political economy of the mass media.

### **Course Contents**

Fundamentals of various socio-political systems. Political theories and various media systems. The concept of globalisation. New world information and communication order. Implications of new media technologies for local, regional and global socio-political systems.

### **JMS 408: Media Law**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. examine the concept of press freedom;
2. demonstrate an in-depth knowledge of the state of press freedom in Nigeria;
3. critique military governments' assaults on press freedom in Nigeria;
4. exhibit in-depth knowledge of democracy and press freedom;
5. anatomise the *freedom of information act*; and
6. demonstrate an in-depth knowledge of what constitutes defamation (libel and slander), contempt of court, contempt of parliament, seditious libel, copyright/piracy laws, false news, etc.

### **Course Contents**

The concept and nature of media law. Press freedom. Democracy and press freedom. Military assault on press freedom in Nigeria. Invasion of privacy, defamation, false news. Defamation of foreign princes, copyright and piracy law. Contempt of court. Contempt of parliament. Obscenity and obscene publication, Freedom of Information Act. Shield privilege, etc.

### **JMS 409: Media Ethics**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. demonstrate in-depth knowledge of the concept of ethics in relation to journalism/communication practice; and
2. assess the ethical and moral obligations of media and communication professionals and the ethical responsibilities of individuals, groups and adjunct organisations engaged in media message development/construction, transmission, dissemination and consumption.

### **Course Contents**

Concept of ethics in journalism/mass communication practice. Journalists' code of conduct in Nigeria. Professional ethics for journalism practitioners. Relationship between press theory and journalism ethics. Editorial independence, shield privilege, etc.

### **JMS 410: Journalism for Development**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. examine the developmental needs, issues and problems that require press attention with emphasis on the role of the press in bringing same to public knowledge;
2. have an in-depth knowledge of the impact of literacy campaigns in capacity building for political, social and economic development;
3. analyse the nature and principles of development; and
4. critique the changes brought about by internet technology which revolutionised the nature and operations of the press and facilitated some development in the 21<sup>st</sup> century.

## **Course Contents**

The concept, nature and meaning of development. Power of the media in facilitating development. The role of the press in the developmental agenda of developing countries. Development theories and changing paradigms. Strategies and models for using the press in development campaign.

## **JMS 499: Original Research Project I**

**(4 Units C)**

Each student is required to select, in consultation with the supervisor, a topic/problem and study this in detail, apply necessary theories/concepts and appropriate methods. Students initiate and execute a project following the steps in the research process or do a professional production in one of the following areas: journalism, advertising, public relations, radio/television broadcasting, film or multimedia. However, each candidate is advised to orient his/her research project in a relevant area of specialisation in Communication and Media Studies. Original Research Project I focuses on at least the first three chapters of the final research project. In Original Research Project II, the final research project is expected to be submitted to the Department for assessment by Internal and External examiners. The project may also be defended before a panel of examiners.

## **Minimum Academic Standards**

### **Equipment**

For the Bachelor's degree in Journalism and Media Studies, the resources deployed for the maximisation of teaching and learning should include:

1. A range of cameras and accessories—medium to high end
2. Editing Suites comprising:
  - 2 suites equipped with Apple iMac pro video editing work stations,
  - 1 suite equipped with Windows video editing work stations and
3. Art/Graphic Studio with the following facilities:
  - 5 light boxes,
  - Work tables that can seat 40 students; and
  - Large presentation boards for displays.
4. Digital Printing Room containing
  - 1 large format (A2) Design Jet printer,
  - 1 A3 Desk Jet printer,
  - 1 A4 Colour photo printer,
  - 1 ceramic mug press machine; and
  - 1 10 CD/DVD Replicator.
5. Photography Dark Room
6. Digital Photography Studio

### **Staffing**

#### **Academic Staff**

The NUC guidelines on staff/student ratio of 1:30 for Social Science programmes shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 units per semester for students and a minimum of six full-time

staff/equivalent in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects. In employing/promoting staff, the following criteria are suggested:

### **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent and adequate number of senior staff that are computer literate.

### **Technical Support Personnel**

The services of technical support staff, which are indispensable in the proper running of laboratories and workshops/studios, are required. It is important to recruit very competent and adequate number of senior technical staff to facilitate practical training and maintain studios and equipment. The technical staff should undergo regular training to keep them abreast of developments in equipment operation and maintenance.

## **Classrooms, laboratories, workshops, and offices**

### 1) **Spaces**

The NUC recommends the following physical space requirement:

	m <sup>2</sup>
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Science Staff Research Laboratory	- 16.50
Education Staff Research Laboratory	- 14.50
Seminar Space/per student	- 1.85
Drawing Office Space (A.O. Board) (Per Student)	- 4.60
Drawing Office Space (A.I. Board) (Per Student)	- 3.70
Laboratory Space	- 7.50

### 2) **Equipment**

To achieve the benchmark statements for any programme, there should be:

1. A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.
2. At least one large and reasonably equipped central workshop for teaching and research.
3. Drawing and design/ Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to the programme.

**Library**

In addition to the stock in the general university library, Journalism and Media Studies discipline requires more specialised holdings to reflect the needs of the various programmes. There must also be adequate programme/departmental library facilities to cater for the needs of staff and students in all the programmes in the faculty. These include current journals, textbooks and manuals which should be in sufficient numbers. The university should also have an e-Library with electronic resources (academic and professional) for Journalism and Media Studies programme while the programme would be better positioned if it has its own e-Library.

## B. Sc Mass Communication

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### Overview

Mass communication is an excitingly dynamic field and expensive that channels multiple interests and talents into one discipline, which can be applied to virtually every aspect of personal and professional life. This programme offers students a wide selection of opportunities to pursue a career in traditional communication fields such as journalism, public relations, advertising, broadcasting and film; or use their skills in healthcare, financial services, information technology, government agencies, private sector and non-profits. In this programme, students will examine how communication and media work; and how they affect our society. They will learn more about the history, theories and criticisms surrounding communication and mass media - from how mass media is used to drive an economy to the ways communication industries are used to disseminate news and entertainment; how to choose and use the most effective communication tools and strategies to promote messages, products and programmes; understand the world communication order and mass media; be prepared to tackle the most complex global and business challenges using communication and media; and examine the psychology and behavioural aspects of communication and media messages. There are three sequences:

1. Journalism;
2. Public relations and advertising (PRAD); and
3. Broadcast and film.

These three sequences define the scope and depth of knowledge, skills and competences in the programme.

### Philosophy

The philosophy of this programme, therefore, is anchored on the theory and practice of how journalism, public relations, advertising, broadcasting and film create value, distribute value and earn value in the era of media convergence.

### Objectives

The objectives of BSc Mass Communication programme include but not limited to the following:

1. offer an undergraduate professionally oriented programme for the aspiring nigerian communicators, journalists, public relations and advertising practitioners, broadcasters and film makers;
2. train and/or retrain Nigerian journalists, public relations and advertising practitioners, broadcasters and film makers for leadership positions in the mass media organisations and its adjuncts in Nigeria and the world;
3. instil in the mass communication students the ability to respect deadlines and work under constant pressure;
4. train and encourage nigerian mass communicators to be effective communicators by being able to think quickly, research creatively and write or broadcast concisely to the mass audience;
5. bridge the divergent perspectives of news gathering and dissemination;
6. provide the mass communication students with the opportunity to master the art of communicating with the masses that transcends all disciplines, whether in writing or broadcasting for an on-line website, newscast, or writing a speech for a company chief

- executive officer (ceo), or writing advertising or public relation copy to sell or promote a product to the masses;
7. raise and sustain the professional status of journalism in nigeria - to produce nigerian mass communicators who will continue to protect the basic principles of the people's right to know as the fourth branch of government or the fourth estate of the realm;
  8. train nigerian media men and women that would act as the trustees of the public trust and that would be socially responsible to the communities, they serve by being accurate, fair, balanced and objective in their reportage of societal issues;
  9. it is expected that at the end of the degree programme in mass communication, the mass communication graduate should be able to differentiate "soft news" from "hard news", truth from falsehood, responsible journalism from irresponsible journalism; and
  10. prepare the products for post-graduate studies in journalism, public relations, advertising, broadcasting and film or other cognate disciplines.

### **Unique Features of the Programme**

1. Mass Communication careers in journalism, public relations, advertising, book publishing, broadcasting and film have been combined in a programme that is academic and industry-oriented.
2. All the sequences are laced with practical session, which makes the students industry ready.
3. The programme draws its resources from the linkages of theory, practice and technology.

### **Employability skills**

Mass media and communication industries that are growing exponentially. This growth is a direct response to the environment; and in particular, the impact of technology and globalization on communication, media, entertainment and education. Mass media and communication industries being an area of increasing importance driven by cutting-edge technology demand highly skilled manpower to sustain it.

This programme, therefore, opens up vast career opportunities in various aspects of mass communication (journalism, public relations, advertising, broadcasting and film) value chain, both nationally and internationally.

### **Employability skills are:**

1. those which cover all aspects of the innovative/aesthetic/creative/entrepreneurial/managerial/technological dimensions of content development, media production, photography, website development and management, management of social media handles, fact checking, data-driven journalism and infographics, desktop publishing, entrepreneurship for journalism, public relations, advertising, broadcasting and film in an era of media convergence;
2. competencies in studio operations, computer literacy, photo reporting, camera operations and some repairs; create advertising messages; and design messages for behavioural change communication activities;
3. those which cover the philosophical/ethical/legal/cognitive vectors of media and communication careers i.e., ability to quickly identify news and news values; recognize and respond to the social responsibilities of the press; capability to manage human beings under pressure in the newsrooms and on the news beats/ media house/ public relation and advertising agencies/publishing house/film production house; and ability to demonstrate commitment to professional excellence right from the media attachment programmes and activities for the award of the degree; and
4. behavioural attributes which cover the understanding and appreciation of the socio-cultural, and socio-political settings of the operating context and communities they serve;

and set the agenda for the public discourse in reportage, editorials, features etc.; see TRUTH as the corner stone of good and responsive journalism; uncovering rather than cover-up corruption in the society; understanding the psychology of human behaviour so as to be able to write logically about them; serving as the VOICE for the VOICELESS in the community they serve; demonstration of superb public relations at all times; and engaging in relevant development communication support services.

### **21<sup>st</sup> Century skills**

Mass communication is a programme that creates, distributes and earns value across media and communication industries (journalism, public relations, advertising, broadcasting and film); healthcare, finance and information technology sectors, government agencies, private sector and non-profits. As such the programme has emphasized some key 21<sup>st</sup> century skills applicable to any work setting, including:

- Writing
- Speaking
- Public relations
- Content development and production
- Interpersonal communication
- Innovation
- Creativity
- New media
- Digital literacy
- Critical thinking
- Analysis
- Problem solving
- Teamwork
- Networking
- Advocacy
- Social mobilization
- Community engagement
- Media and information management

### **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### **Direct Entry Mode**

Any one of the following qualifications is acceptable for the three-year degree programme.

1. A pass at merit level in a diploma programme in Mass Communication, Journalism or related disciplines (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

### Graduation Requirements

The following regulations shall govern the conditions for the award of a honours degree:

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

### Global course structure

#### 100 Level

Course code	Course title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	
GST 112	Nigerian Peoples and Culture	2	C	30	
CMS 101	Introduction to Human Communication	2	C	30	
CMS 102	Writing for the Media	2	C	<b>30</b>	
MCM 101	Foundations of Broadcasting and Film	3	C	45	-
MCM 102	Principles of Public Relations	2	C	30	-
MCM 103	Introduction to Advertising	2	C	30	
MCM 104	Introduction to News Writing	2	C	30	
MCM 105	Introduction to Book Publishing	2	C	30	
MCM 106	African Communication Systems	2	C	30	-
MCM 107	Introduction to Photojournalism	2	C	30	
		<b>23</b>			

#### 200 Level

Course code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 201	History of Nigerian Media	2	C	30	
MCM 201	Critical and Reviewing Writing	2	C	30	-

MCM 202	Editing and Graphics of Communication	3	C	45	-
		<b>11</b>			
MCM 203	Feature Writing	3	C	45	Print Major
MCM 204	Advanced and Specialized Reporting	3	C	45	Print Major
MCM 205	Techniques in Book publishing	2	C	30	Print Major
MCM 206	Manuscript Editing, Layout and Design in Book Publishing	2	C	30	Print Major
		<b>10</b>			
MCM 207	Radio/TV News Reporting and production	2	C	30	Broadcast/Film Major
MCM 208	Radio/Television Programme Writing	2	C	30	Broadcast/Film Major
MCM 209	Drama, Film and Documentary Production	2	C	30	Broadcast/Film Major
MCM 210	Presentation and Performance	2	C	30	Broadcast/Film Major
MCM 211	Basics of Screenwriting and Film Animation	2	C	30	Broadcast/Film Major
		<b>10</b>			
MCM 212	Marketing Foundations for Public Relations and Advertising	2	C	30	PRA D Major

MCM 213	Writing for Public Relations	2	C	30	PRA D Majo r
MCM 214	Advert Copy Writing	2	C	30	PRA D Majo r
MCM 215	Advertising Media Planning	2	C	30	PRA D Majo r
MCM 216	Fundamentals of Media Relations	2	C	30	PRA D Majo r
		<b>10</b>			

### 300 Level

Course code	Course title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
CMS 301	Theories of Communication	2	C		
CMS 302	Foundation of Communication Research	2	C		
CMS 303	Data analysis in Communication Research	2	C		
MCM 301	Mass Communication and Politics	2	C	30	-
MCM 302	Online Journalism	2	C	30	-
MCM 303	Gender and Communication	2	C	30	
		<b>16</b>			
MCM 304	Foreign Correspondence	2	C	30	Print Majo r
MCM 305	Newspaper /Magazine Management and Production	2	C	30	Print Majo r
MCM 306	Investigative Journalism	2	C	30	Jour nalis m Majo r
MCM 307	Photojournalism Research and Management	2	C	30	Print Majo r
		<b>8</b>			
MCM 308	Broadcast Programming, Management and Operations	2	C	30	Broa dcas t/Fil

					m Major
MCM 309	Commentary, Critical Writing and Public Affairs Broadcasting	2	C	30	Broadcast/Film Major
MCM 310	International and Foreign Broadcasting	2	C	30	Broadcast/Film Major
MCM 311	Film Production and Screen Directing	2	C	30	Broadcast/Film Major
		<b>8</b>			
MCM 312	Organisation and Management of Advertising and PR Agencies	2	C	30	PRA D Major
MCM 313	Advertising and PR Research	2	C	30	PRA D Major
MCM 314	International Public Relations and Advertising	2	C	30	PRA D Major
MCM 315	Consumer Affairs	2	C	30	PRA D Major
		<b>8</b>			

#### 400 Level

Course code	Course title	Total Units	Status	LH	PH
CMS 401	International Communication	2	C	30	-
CMS 402	Communication and Society	2	C	30	-
MCM 401 & 402	Original Research Project	4	C	60	
MCM 403	Media attachment	2	C	30	

MCM 404	Mass Media Ethics	2	C	30	
MCM 405	Mass Media Law	2	C	30	
MCM 406	Communication for Development	2	C	30	
MCM 407	Message Design for Development	2	C	30	
MCM 408	Community Media and Relations	2	C	30	
		<b>20</b>			-

## Course Contents and Learning Outcomes

### 100 Level

#### **GST 111: Communication in English**

**(2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

#### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (Pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc. mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3RsQ). Information and Communication Technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### **GST 112: Nigerian Peoples and Culture**

**(2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights

7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; nationalist movement and struggle for Independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilisation for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication

#### **Course Content**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilization, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

**CMS 103: Writing for the Media****(2 Units C: LH 30)****Learning Outcomes**

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

**Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

**MCM 101: Foundations of Broadcasting and Film****(3 Units C: LH 45)****Learning Outcomes**

At the end of this course, the students will:

1. define broadcasting, film and cinema;
2. explain the physical, technical and societal bases of radio and television broadcasting;
3. describe the individual items or equipment used in radio and television and film;
4. trace the evolution of film as a distinct medium of communication and as an art form;
5. discuss film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms; and
6. explain the role of the cinema in society.

**Course Contents**

The course will provide an overview of the physical, technical and societal bases of radio and television broadcasting and relate the laws of nature that make broadcasting possible, as well as the scientists who exploited them; describes the individual items or equipment used in radio and television and surveys the diverse environment of broadcasting stations and networks. It shall also

survey the evolution of film as a distinct medium of communication and as an art form; notable creative pioneers of the art form and their contributions; relationship of film to other media. It also examines film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms – the short story, novel, poem and drama; overview of the kinds of film – documentary (non-fiction), and avant-garde – the role of the cinema in urban and rural communities.

**MCM 102: Principles of Public Relations****(2 Units C: LH 30)****Learning Outcomes**

At the end of this course, the students will:

1. define public relations;
2. explain the evolution, objectives and functions public relations;
3. explain the principles, practice and ethics governing public relations;
4. explain the nature, process, roles and problems of Public Relations; and
5. discuss the philosophies, underlying PR practices; list PR channels

### **Course Contents**

This course is designed to acquaint students with conceptual issues around nature, process, roles and problems of Public Relations. It covers basic introduction to PR and processes, philosophies, underlying PR practices; PR channels and relationships and differences between PR and other PRA tools. It shall examine the concepts, theories, and practices of Public Relations and Public Affairs; the importance of Public Relations in either profit or non-profit organizations. It presents the principles, practice and ethics governing public relations with emphasis on mutual communication between the public and an organisation, evaluation of public attitude, identification of policies and procedures of an individual or an organisation with public interest and plan.

### **MCM 103: Introduction to Advertising**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define advertising;
2. explain the evolution, objectives and functions advertising;
3. outline the principles and tenets of the advertising;
4. discuss advertising in the marketing mix; differentiate between the line and below the line advertising;
5. trace the history of advertising in Nigeria;
6. explain the development of advertising agencies;
7. discuss the indigenization of the advertising profession in Nigeria;
8. explain the regulation of advertising in Nigeria and different countries;
9. comparatively analyse advertising in different countries and discuss the roles of advertising in modern societies;
10. list and discuss some theories of advertising, particularly the theories of persuasion; and
11. apply theories of persuasion to some adverts running to link theory and practice

### **Course Contents**

The course will focus on a general review of the fundamental principles and tenets of the advertising discipline. It shall also review the historical development of advertising in Nigeria; the development of advertising agencies; the organisation of the advertising profession in Nigeria; the regulation of advertising; and also, comparative analysis of advertising in different countries and its roles in modern societies.

### **MCM 104: Introduction to News Writing**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define news;
2. identify elements of news, news values/virtues;
3. discuss qualities of a good news writer or reporter;
4. identify the components of a typical news story;
5. discuss the general rules/guidelines for news writing or reporting; and
6. explain standard reporting and news gathering techniques and sources of news stories.

### **Course Contents**

This is a practical course designed to enable students to become proficient in preparing a publishable copy under deadline. The course examines various definitions of news as well as the structure of the news story and other journalistic forms. Students are also taught the theory and practice of News Reporting, made to review the lively arts for a daily newspaper. Focus is on writing, analysing and marketing factual articles for newspapers, general and specialized magazines; subject research, investigation of editorial needs, ethical and legal problems and manuscript preparation. Also, students are taught how to identify a news story; and assigned beats, primarily on campus, to develop stories for publication and encouraged to submit outstanding articles to the metropolitan news media.

### **MCM 105: Introduction to Book Publishing**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain the concept of book publishing;
2. discuss publishing as a cultural activity and as a business;
3. discuss the environment of book publishing, publication as a mass industry and divisions of the industry; and
4. explain the publishing process; industry activities and associations.

#### **Course Contents**

Examination of book publishing as a cultural activity, and as a business; the environment of book publishing; book publication as a mass industry; divisions of the industry; A look at the publishing process; industry activities and associations.

### **MCM 106: African Communication Systems**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define African communication systems;
2. outline the major elements and importance of African communication systems;
3. list and discuss the classes of African communication systems, and their communication functions in Africa;
4. discuss the functionality of the names, venue, institutions, folk media and extra-mundane or esoteric as channels of communication in Africa; and
5. explain myths /legends and the use of myths in explaining the unexplainable.

#### **Course Contents**

This course is designed to expose students to African Oral traditional communication structure, form and content. Also, a survey of past and present modern mass media systems as influenced by African Political Culture will be examined. Students are expected to identify and discuss the structure, form and content of the traditional communication system in their areas of origin. The students shall also be exposed to the functionality of African communication systems by examining names, venue, institutions, folk media and extra-mundane or esoteric as channels of communication in Africa; and explore myths /legends and the use of myths in explaining the unexplainable.

## **MCM 107: Introduction to Photojournalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. define news photography;
2. explain basic camera and darkroom techniques with emphasis on the development of the emerging photojournalist's sensitivity to people;
3. list circumstances and events to take pictures that communicate;
4. discuss the operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory;
5. explain the techniques of photograms and photo-easy; and
6. apply Photojournalism skills – shoot and produce photos that communicate and submit a portfolio of work done

### **Course Contents**

This is a practical introduction to news photography featuring solid grounding in basic camera and darkroom techniques but placing emphasis on the development of the emerging photojournalist's sensitivity to people; circumstances and events to which he will be expected to take pictures that communicate; fundamentals of photography, operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory. This is a photo-reporting course with emphasis on pictures that communicate with aesthetic as well as technical skills. Portfolios are required. Students are taught the techniques of photograms and photo-Easy.

## **200-Level**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding, etc.

## **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, students should be able to:

1. highlight the origin and development of media in Nigeria;
2. explain the factors that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development

### **Course Contents**

This course traces the major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

## **MCM 201: Critical and Reviewing Writing**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. define critical and Review writing as a specialize form of media writing;
2. explain the different principles of review writing;
3. outline the functions of critical and review writing; discuss the approaches, components and techniques of critical writing and how to write critical articles and reviews on the fine and popular arts;
4. list the different works of art for review; and
5. explain and appreciate fine and popular arts and apply the basic principles of criticism in reporting and evaluating them.

### **Course Contents**

Prerequisite; news writing or consent of instructor; theory and practice of reviewing the lively arts for a daily newspaper, students write reviews of plays, movies, television programmes, musical and dance events. This course examines critical and review writing as a specialize form of media writing; highlighting the different principles of review writing; functions of critical and review writing; approaches, components and techniques of critical writing and how to write critical articles and reviews on fine and popular arts; and different works of art for review. It also examines fine and popular arts and the basic principles of criticism in reporting and evaluating them

## **MCM 202: Editing and Graphics of Communication**

**(3 Units C: LH 45)**

### **Learning Outcomes**

At the end of this course, the students will

1. trace the history of Editing and Graphics in Nigeria and other countries;
2. explain the art and method of graphic editing;
3. identify, explain and editing symbols;
4. edit photographs for newspaper publication; and
5. demonstrate the use of editing software for editing and graphics.

### **Course Contents**

Students are taught how to write and edit copy in a style appropriate to the news media. Emphasis is placed on the preparation of articles and photographs in photo editing for newspaper publication. Editing symbols and news proof reader's symbols will be used in this case.

## **MCM 203: Feature Writing**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. define feature writing;
2. identify elements of a feature story;
3. discuss qualities of a good feature writer;
4. identify the components of a typical feature story; discuss the general rules/guidelines for feature writing;
5. outline elements of a good feature story and the elements by which feature stories are evaluated before selection; and
6. discuss how to source data for a feature story.

### **Course Contents**

This is a practical course designed to enable students to become proficient in preparing a publishable feature article. The course develops student's confidence in the act of investigating and writing of publishable stories. Focus is on writing, analysing and marketing feature articles for offline and online newspapers and magazines. Subject research, investigation of editorial needs, ethical and legal problems and manuscript preparation are also discussed in this course. It provides excellent material from the Nigerian and foreign news media for study and imitation.

### **MCM 204: Advanced and Specialised Reporting**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. define specialised reporting/specialised reporter;
2. outline beats;
3. identify specialised reports and the components;
4. discuss how to make scientific language more audience centric;
5. explain in-depth report and investigative journalism;
6. discuss the steps to investigating human interest stories;
7. explain how to fact-check a story; and
8. discuss follow-up; write a publishable investigative human angle piece/specialized reports/ science articles for newspapers, magazines, radio, television and online platforms.

### **Course Contents**

Advanced instruction and practice in writing news stories with emphasis on investigative and other in-depth reporting techniques; Instruction and practice in reporting and writing news stories with emphasis on the reporting of the neighbourhood, accidents, fires, suicides, crime, business, press conference, innovation hubs, etc. Advanced and specialized reporting is a vast field, but rather than narrow it down it has been designed in such a way that institutions/students will focus on their areas of strength. This course is also designed to (i) provide instruction in the techniques of reporting specialized subjects such as agriculture, medicine, religion, sports, labour, the courts, the arts, science and technology, gender issues such as sexual and gender-based violence (SGBV), children, etc; (ii) provide instruction and practice in writing popular science articles for newspapers and magazines with emphasis on translation of scientific language, familiarization with literature of science and the interviewing of scientists (iii) expose students to the basic literature as well as outstanding examples of reporting issues such as agriculture, medicine, religion, sports, labour, the courts, the arts, science and technology, sexual and gender-based violence (SGBV). and children.

### **MCM 205: Techniques in Book Publishing**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. discuss frontiers in book publishing technology; and
2. Explain the xerography and similar duplicating processes.

### **Course Contents**

Survey of frontiers in book publishing technology; and the advent of xerography and similar duplicating processes. It shall expose students to the frontiers in book publishing technology and xerography plus similar duplicating processes.

### **MCM 206: Manuscript Editing, Layout and Design in Book Publishing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain copy editing;
2. edit/prepare 'mock' manuscripts for publication;
3. explain layout and design in book publishing;
4. discuss the workings of the production department and its role in the publishing process/type-setting methods;
5. plan the layout and design different sizes of books; and
6. apply type-setting methods by planning few pages.

### **Course Contents**

This course will concentrate on intensive instruction in copy editing and preparation of "mock" manuscripts for publication. It shall also examine the workings of the production department and its role in the publishing process; type-setting methods; planning the layout and designing the form and size of the book.

### **MCM 207: Radio/TV News Reporting and Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain radio/TV news reporting and production;
2. discuss broadcasting reportorial process;
3. list sources and elements of news;
4. describe news gathering and writing for radio/TV;
5. explain broadcasting (news), copy and guidelines for its preparation; and
6. produce news summaries and bulletins of various formats; and radio/TV and news magazine.

### **Course Contents**

Perusal of the broadcasting reportorial process, review of sources and elements of news; gathering and writing news for radio/TV; examination of the broadcasting (news), copy and guidelines for its preparation; production of news summaries and bulletins of various formats; and radio/TV and news magazine.

### **MCM 208: Radio/TV Programme Writing and Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain radio/TV programme writing and production;
2. list radio/TV programmes;
3. outline elements and activities of the writing process for radio/TV;
4. analyse radio/television writing process;
5. analyse and evaluate radio/television scripts;
6. evaluate production of talks, interviews, discussion and magazine programmes; and

7. write/produce radio/television programmes talks, spot announcements, eye-witness accounts and magazines programme scripts.

### **Contents**

Examination of the elements and activities of the writing process with special attention to the nature of radio/TV and its audience; focus on the writing of talks, spot announcements, eye-witness accounts and magazines. Students will do comprehensive analysis of the writing process as it pertains to television; analysis and evaluation of television scripts, and production of talks, interviews, discussion and magazine programmes. They are expected to do intense writing exercises.

### **MCM 209: Drama, Film and Documentary Production (2 Units: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

explain drama, film and documentary production;

1. outline and discuss the problems involved in producing drama, film and documentary, blocking, casting, budgeting and performance;
2. explain the pioneers of the documentary form;
3. analyse the creative, political, anthropological and journalistic environment of documentary design, plan pre-production, carry out intensive fieldwork;
4. write drama, film and documentary scripts and produce same; and
5. evaluate individual documentary projects.

#### **Course Contents**

Overview of special problems involved in producing drama, film and documentary for radio and television; blocking; casting; budgeting; performance. It shall also survey and evaluate the pioneers of the documentary form. Also, the analysis of the creative, political, anthropological and journalistic environment of documentary; design, pre-production planning, intensive fieldwork, production and subsequent evaluation of individual documentary projects. Emphasis shall be on drama or documentary for both radio and television; or both drama and documentary for only radio or television.

### **MCM 210: Presentation and Performance (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain announcing and performance;
2. discuss voicing and the nature of speech;
3. describe performance techniques with regard to the microphone and the camera, as well as of performance types; and
4. perform as actor and/or straight announcer, disc jockey, news anchor/reporter, interviewer, master of ceremonies and narrator.

#### **Course Contents**

Examination of the fundamentals of voicing and the nature of speech; review of performance techniques with regard to the microphone and the camera, as well as of performance types, viz: the actor, the straight announcer, the disc jockey, the news reporter, the interviewer, the master of ceremonies and the narrator. There shall be practical exercises in the various roles.

## **MCM 211: Basics of Screenwriting and Film Animation (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. explain screen writing;
2. discuss the nature film script;
3. discuss the importance of pre-visualisation, the content, outline and treatment of the screenplay; apply knowledge gained in writing a film script;
4. explain film animation;
5. trace the history of animation and the development of cartoon film;
6. outline the traditional techniques of animation and recent technical innovations;
7. discuss the preparation and treatment of verbal script, the storyboard and visual choreography; and
8. Outline the uses of animation – its place in entertainment, public relations, advertising and research.

### **Course Contents**

Analysis of the nature of the film script; The importance of pre-visualization; the content, outline and treatment of the screenplay; and practice exercises in scripting and evaluation. It shall explore the history of animation; development of the cartoon film; traditional techniques of animation (cell-animation) and recent technical innovations–automation and computerization; preparation and treatment of detailed verbal script; the storyboard; visual choreography; uses of animation – its place in entertainment, public relations, advertising and research.

## **MCM 212: Marketing Foundations for Public Relations and Advertising (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. define marketing;
2. explain the need for communication solution to marketing problems;
3. outline and discuss the marketing mix; list and discuss the type of communication solution which can effectively deal with marketing problems in different situations; and
4. discuss how to use advertising and PR as communication tools to market or promote a product, person, an organization or idea.

### **Course Contents**

A study of advertising and PR as communication tools, which can be used to market or promote a product, person, an organization or idea. The art and science of marketing will be reviewed as the bases for determining the needs and types of communication solutions, which can effectively deal with marketing problems in different situations.

## **MCM 213: Writing for Public Relations (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. define public relations and public relations writing;
2. outline what and various public relations writing;
3. define the scope of and conduct public relations research;
4. outline the importance, purpose, and methods of conducting research in writing for PR
5. identify resources to enhance proper writing style; and

- effectively write a range of PR communications materials.

### **Course Contents**

Principles of effective writing in public relations; practice in the styles of writing, news releases, brochures, position papers, speeches, etc. It shall define public relations and public relations writing, delving into various public relations writing; the scope of and conduct public relations research; the importance, purpose, and methods of conducting research in writing for PR. There shall be practical writing on a range of PR communications materials.

### **MCM 214: Advert Copy Writing**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

- outline how to research for information on the product and the consumer;
- design a campaign strategy – develop advertising plan and execution; and
- write/design ads.

### **Course Contents**

This is a skills course focusing on the creative aspects of advertising. In this course, students will learn how to write ads as well as develop advertising plans and executions. Though this process, students will learn how to research for information on the product, the consumer and apply this information in developing campaign strategy. Students will learn to write advertising messages for print and broadcast, design print ad layouts, and plan and prepare broadcast story boards. Internet advertising will also be studied.

### **MCM 215: Advertising Media Planning**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

- explain advertising media plan;
- outline the sources of data for media planning;
- discuss the importance and use of research for advertising media plan; and
- prepare manually or using a software a media plan for maximizing advertising budget and justify the plan.

### **Course Contents**

The preparation of advertising media plan: analysis of the various media in terms of advertising audience reach and the frequency of reach; consideration of other crucial factors in matching media with markets.

### **MCM 216: Fundamentals of Media Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

- discuss media relations - evolution, objectives, functions and responsibilities;
- explain means ways and means of establishing and maintaining rapport and credibility with media gate keepers;
- analyse the various tools employed in media relations;
- explain how to consistently project positive image through the media
- simulate press interview session;

6. monitor and evaluate the effectiveness of media exposures - media audit and analysis; and
7. prepare a media relations budget.

### **Course Contents**

The main focus will be the analysis of ways and means of establishing and maintaining rapport and credibility with media gatekeepers. At the end of this course, the students will: explain media relations; discuss media relations - evolution, objectives, functions and responsibilities; discuss means ways and means of establishing and maintaining rapport and credibility with media gate keepers; analyses the various tools employed in media relations; explain how to consistently project positive image through the media; outline how to nurture and sustain appropriate liaison/ relationship with the news media at all times; organise a mock press conference effectively simulate press interview session; monitor and evaluate the effectiveness of media exposures - media audit and analysis; and prepare a media relations budget.

### **300-Level**

#### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers' phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic inequalities; Social disputes; Nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, Management of conflicts and security: Peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: Conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: Concepts of social justice; The Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). negotiation d). Collaboration etc. Roles of international organizations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis

## **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, First mover advantage, E-commerce business models and successful E-Commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - *Artificial Intelligence (AI)*, *Virtual/Mixed Reality (VR)*, *Internet of Things (IoTs)*, *Blockchain*, *Cloud Computing*, *Renewable Energy etc.* Digital business and E-Commerce strategies).

## **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

**CMS 302: Foundations of Communication Research (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

**Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics.

**CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

**Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

**MCM 301: Mass Communication and Politics (2 Units C: LH 30)**

**Learning Outcomes**

At the end of the course, students should be able to

1. discuss the relationship between communication and politics;
2. explain the role of mass communication (journalism, advertising, PR, film and other popular cultural communication platform in politics.);
3. identify and explain the factors the influence the use of mass media in politics; and
4. explain the nature of promotional culture.

**Course Contents**

The environment within which mass communication and politics exist and operate is changing environment how political actors are coping in using the media to advance their agenda and interest. Access to and control of organs of the public sphere are crucial to success in politics. Issues in political advertising, political marketing, political PR, political journalism,

commercialism, ownership and control and their implications for governance and democracy will be discussed.

### **MCM 302: Online Journalism**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain new and social media; outline the impact of social networking sites on news gathering and reportage;
2. discuss the issue of fake news and social media;
3. explain the role social media in shaping citizenship and identities;
4. outline the challenges in using new and social media; and
5. create and upload contents online

#### **Course Contents**

The course will focus emerging waves of social media such as Face book; Twitter, LinkedIn, etc; impact of social networking sites on news gathering and reportage; issues about social media and potential for peddling harmful information; social media and the citizenship power; connectivity and access.

### **MCM 303: Gender and Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. analyse and critique the influence of journalism, media products and popular culture on how society views women and men in society;
2. explain the multiple relationships between gender and mass communication; and
3. discuss gender-based influences in communication between men and women, and how communication works/contents create gender roles and identities.

#### **Course Contents**

This course is designed to expose students to the theoretical and practical perspectives which have informed current thinking in gender and communication. Generally, the major purpose of this course is to analyse and critique the influence of journalism, media products and popular culture on how society views women and men in the broader society they live in; and vice versa. This course critically examines the multiple relationships between gender and mass communication, specifically focusing on gender-based influences in communication between men and women, and how communication works/contents create gender roles and identities. It explores historical and theoretical issues surrounding gender construction and communication, and approaches to the study of gender. It further examines media assumptions about masculinity and femininity, media representations of women and men, coverage of gendered issues, and women and men as media professionals. It delves into ways in which communication in the media and media products; and structures in the professions of mass communication create and sustain gender roles. Analysis and discussion shall focus on the ways media create and perpetuate gender stereotypes/roles in their structures and messages, specifically focusing on the way women are depicted in media messages. The course integrates theory and practice to heighten our sensitivity to gender differences and similarities in the communication process. So, from a practical perspective, it shall examine how popular culture and journalism have helped perpetuate stereotypes of men and women. Using examples from media contents (films, broadcast news reports, television shows, internet-published articles, videos, magazine, newspapers, music recordings and literature), students will follow and examine how news reporting and filmmaking have been filtered

through the public private dichotomy lens. Through discussion and debate, students are expected to develop critical thinking skills in order to analyse the profound influence of the media and media products from mainstream and gender points of view. Particular emphasis will be placed on the historical impact of gender bias and cultural ignorance on credibility and fairness in news reporting and representation of women in other media products. The course shall also examine various relevant feminist and communication theories, both historical and contemporary; and how they can be applied to various contemporary moral and social issues from a gender perspective. Gender and Communication is a vast field. Rather than narrow down issues, the course has been designed to enable you focus on issues that you are most interested in. Part of the course requirement is for students to do their own researches and come up with well researched papers on the theme they select. Students are expected to thoroughly investigate selected topics.

### **MCM 304: Foreign Correspondence**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain foreign correspondence;
2. discuss the development of an elite press corps and the international scene for the country
3. explain the politics and economics of foreign correspondence; and
4. outline the skills that will enable the reporter to function effectively as a foreign correspondent

#### **Course Contents**

The course emphasises the need for the development of an elite press corps to survey the international scene for the country. It teaches the students, discusses the politics and economics of foreign correspondence and teaches skills that will enable the reporter to function effectively as a foreign correspondent.

### **MCM 305: Newspaper Management and Production**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain newspaper management and production;
2. discuss basic management and economic theory; and
3. apply management and economic theory to the management process in the newspaper business

#### **Course Contents**

Basic management and economic theory and application of theory to the management process in the newspaper business. Emphasis shall be on newspaper management and production; basic management and economic theory; and the application of management and economic theory to the management process in the newspaper business.

## **MCM 306: Investigative Journalism**

**(2 Units C: LH 30)**

### **Learning Outcomes**

Students should be able to:

1. have in-depth knowledge of the path and history of investigative journalism;
2. intelligently discuss the 'dos and don'ts' of investigative journalism;
3. analyse the attributes of the investigative reporter;
4. identify and reflect on the general principles of investigative journalism; and
5. examine the basic tips for investigative reporting.

### **Course Contents**

The concept and nature of investigative journalism. Sources and steps for gathering facts and information in investigative reporting. Qualities of a good investigative reporter. Principles of investigative journalism. Crime reporting and sources of crime stories, tips for the crime reporter. Factors responsible for limited practice of investigative journalism practice in Nigeria.

## **MCM 307: Photojournalism Research and Management (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. describe how to carry out research in photo-journalism;
2. outline the research opportunities in photo-journalism;
3. explain the management of a photo-journalism laboratory; and
4. discuss the coding and/or filling of photographs and presentation of photography chemical, papers, films.

### **Course Contents**

It looks at the problems in depth of the field in photography; cinema angles, lighting reflections, sensitometry, optics, reduction intensification distortion and perceptivity form the focus of the course. Also, research opportunities in photo-journalism are talked about in the course. It shall also examine the general management of photo-laboratory; and coding and/or filling of photographs and presentation of photography chemical, papers, films, etc. Photo-journalism lab is differentiated from studio-photography in this course.

## **MCM 308: Broadcast Programming, Management and Operations (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. describe the structure of radio/TV station;
2. describe the setting up of studio, standard operating procedures and use of studio facilities;
3. explain broadcast management and programming, planning and scheduling;
4. analyse the nature and process of broadcast management and organization;
5. explain basic management and economic theory;
6. apply management and economic theory to the management process in the broadcast business; and
7. plan and direct outside broadcasts and simulated transmissions or "live" broadcasting.

### **Course Contents**

This course focuses on systematic analysis of radio and television studio/control room technology and the nature of sound; practical exercises in studio set-up, standard operating procedures and use of studio facilities. It also looks at the nature and process of management and organization, generally, with particular reference to types of broadcasting organization and their settings; consideration of the primary operations of radio and television stations and networks, particularly, programming and personnel and the skills required to manage them in the interest of society. It shall explore practical daily management of (radio) stations involving programme planning/ scheduling, traffic control, personnel management; and planning and directing of special *outside broadcasts* and simulated transmissions or "live" broadcasting.

### **MCM 309: Commentary, Critical Writing and Public Affairs Broadcasting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain broadcasting commentary and critical writing;
2. discuss the different principles of broadcast commentary and writing;
3. explain the functions of broadcasting commentary and critical writing;
4. discuss the approaches, components and techniques broadcasting commentary and critical writing and how to write critical commentaries and reviews on the fine and popular arts;
5. explain the structure, internal dynamics and functions of the News and current/public affairs division of broadcasting organizations;
6. write interpretative report on government and public institutions and agencies; and
7. produce a current/public affairs discussion/news/magazine programme; and or a documentary.

### **Course Contents**

Examination of the opinion function of journalism and types of commentary programmes, with particular attention to the editorial and emphasis on the application of principles derived from research in persuasive communication and attitude change. Also, distinction between commentary and critical writing; types of criticism and art review for radio and television will be discussed. It shall also critically examine the structure, internal dynamics and functions of the News and current/public affairs division of broadcasting organizations; delving into interpretative reporting of government and public institutions and agencies and production of current/public affairs discussions, news, magazines and documentaries.

### **MCM 310: International and Foreign Broadcasting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will;

1. explain international and foreign broadcasting;
2. comparatively analyse national systems of broadcasting worldwide in terms of types of ownership, control, programming purposes and effects or impact; and
3. explain the purposes and impact of external radio broadcasting stations.

### **Course Contents**

Comparative analysis of national systems of broadcasting worldwide in terms of types of ownership, control, programming purposes and effects or impact; consideration of international organisation dealing with technical facilities and those dealing with programmes; and examination of the purposes and impact of external radio broadcasting stations.

## **MCM 311: Film Production and Screen Directing**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. define film production;
2. analyse the technical apparatus of filmmaking – the camera, microphones, lighting machines, sets – and types of shots;
3. explain story board and composition with regard to territorial space and proxemic patterns, open and closed forms; and lighting, sound music and special effects;
4. outline and the skills and qualities of a film producer;
5. explain film directing;
6. explain film production process; and
7. analyse techniques of cinematography, production phases and activities and film structuring.

### **Course Contents**

This course examines the techniques of cinematography, production phases and activities and film structuring; and analyses the technical apparatus of filmmaking – the camera, microphones, lighting machines, sets – and types of shots. There shall be intensive instruction in the production of short films and analysis of popular productions; and focus on the story board and composition with regard to territorial space and proxemic patterns, open and closed forms; and lighting, sound music and special effects; skills and qualities of the film producer. It shall also delve into the theories of directing, dramatic form and acting are examined through lectures, demonstrations and applied exercises to establish theoretical and practical foundations. It shall explore the television industry and the relationship of film to television. The students/course convenor are to establish contacts with televisions stations and networks and arranging co-production meetings. It shall also examine meeting the deadlines and resolving artistic conflicts.

## **MCM 312: Organisation and Management of Advertising and Public Relations Agencies**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. outline and discuss the principles of organising and managing advertising and public relations agencies;
2. produce a list of guidelines for starting an enterprise in advertising and public relations;
3. explain the functions of the various departments of a full-service advertising and public relations agencies; and
4. discuss good agency/client relationship highlighting the importance of digesting clients' marketing problems and proffering ideas that will increase their visibility, sales, reputation and profit.

### **Course Contents**

Establishment of effective guidelines for starting an enterprise in advertising or PR; The organization and management of the various departments of a full-service agency. It is a practical course for the study of the importance of advertising and public relations agencies; their management and reasons why clients change agencies. The course should be reinforced with visits to some frontline agencies in the advertising and public relations industries to understand agency operations after which the students are expected to prepare and present in class a proposal for starting and running either advertising or public relations agencies.

## **MCM 313: Advertising and Public Relations Research (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. explain the concept of research;
2. outline the reasons for research in advertising and public relations;
3. explain how to gather data for advertising and public relations planning and decision making discuss the importance of advertisers and public relations research in helping clients locate market segments and identify target markets; and
4. apply quantitative and qualitative research methods to advertisers and public relations research Outline the challenges international advertisers face in collecting research data abroad.

### **Course Contents**

Application of quantitative and qualitative research methodologies in advertising and public relations contexts; emphasis will be placed on budget, copy, and media research. It shall examine

the concept of research; reasons for research in advertising and public relations; how to gather data for advertising and public relations planning and decision making; the importance of advertisers and public relations research in helping clients locate market segments and identify target markets. Practicum will be on the application of quantitative and qualitative research methods to advertisers and public relations research; and identification of the challenges international advertisers face in collecting research data abroad.

## **MCM 314: International Public Relations and Advertising (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. explain how to investigate and measure soft power through media communication campaigns and case studies addressing, trade policy and agenda like human rights, environmental protection and terrorism;
2. analyse trends, issues and problems confronting public relations departments in multinational corporations and other organizations involved in international trade and business;
3. discuss the problems confronting public relations department in multinational corporations explain international and the complications of cross-cultural and multilingual problems in public relations;
4. discuss the principles in advertising and their applications in various countries;
5. explain issues of cultural norms and how not to infringe these; and
6. discuss the exportation, importation and adoption of foreign advertising and their economic and social consequences.

### **Course Contents**

The course is focused on behaviour in sciences approach to international communications. It analyses trends, issues and problems confronting public relations departments in multinational corporations and other organizations involved in international trade and business. It also examines the exportation, importation and adoption of foreign advertising programmes and their economic and social consequences; and deals with principles in advertising and their applications in various countries, issues of cultural norms and care not to infringe these; choosing appropriate symbols and images; the message and ensuring it is understood.

### **MCM 315: Consumer Affairs**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define consumer affairs;
2. discuss the historical foundation of consumerism as well as the state of consumerism in Nigeria and in other countries;
3. explain consumer rights and responsibilities, consumer issues and public policy; and
4. analyse consumer action as well as the key role that relationship management plays in maintaining customer loyalty and enhancing level of satisfaction.

### **Course Contents**

Demonstrates how appropriate PR policies and programmes can prevent or help solve consumer problems; covers the consumer movements and their impact on the market place and how to work with consumer advocates for the benefit of organizations.

### **400-Level**

### **CMS 401: International Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

### **Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialized and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalization, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media organization like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world.

The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatization

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. The course will also discuss media representation of gender, minorities.

## **MCM 401 & 402: Research Project**

**(4 Units C: LH 60)**

### **Learning Outcomes**

At the end of this course, the students will

1. identify a social problem from a communication perspective;
2. review conceptual and empirical literature to identify a gap the study will fill
3. operationalise concepts;
4. apply necessary theories for explaining the problem;
5. identify and apply the appropriate methods for data gathering;
6. analyse and present findings using tables, graphs and the measures of central tendency; also use of themes for qualitative data;
7. discuss findings in line with literature and theories;
8. interpret findings; and
9. write publishable feature/produce a professional project.

### **Course Contents**

Each student is required to select, in consultation with the supervisor a topic/problem and study this in detail, apply necessary theories/concepts and appropriate methods. Students are expected to initiate and execute a project following the steps in the research process, or do a feature of some other place that is professional-oriented and publishable.

### **MCM 403: Media Attachment**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. discuss the workings of a particular mass media organization where they did their internship;
2. recall and share experiences on work done in a media organization via written report and class presentation; and
3. present a portfolio of work done in media organisation.

### **Course Contents**

Students understudy the operations of a particular media organization under a carefully monitored arrangement between the Department of Mass Communication and that organization, then give a comprehensive account of their experience in a written report and class presentation.

### **MCM 404: Mass Media Ethics**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. discuss the ethical responsibilities of individuals, groups, and organizations engaged in message construction, transmission or consumption; and
2. explain ethical and moral standards applicable to the mass media.

### **Course Contents**

Ethical and moral standards applicable to the mass media; Ethical responsibilities of individuals, groups, and organizations engaged in message construction, transmission or consumption, particularly in the field of news and public affairs.

### **MCM 405: Mass Media Law**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. explain the legal framework within which the mass media operates;
2. trace the development and constitutional growth of freedom of expression in Nigeria; and
3. discuss the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt obscenity, copyright, etc. and government regulation.

### **Course Contents**

Study of the legal framework within which mass philosophy bearing upon the mass media, the development and constitutional growth of freedom of expression in Nigeria, the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt obscenity, copyright, etc and government regulation.

## **MCM 406: Communication for Development**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. explain communication for development;
2. discuss the importance of gender equitable development;
3. outline the phases in development communication;
4. discuss the basics in determining the communication strategies and activities for various development concerns and stakeholders;
5. design a basic communication strategy; and
6. apply development paradigms, theories and models in explaining social and behavioural change

### **Course Contents**

This course introduces students to the theory and practice of behavioural change communication; and is designed to expose students to the theoretical and practical perspectives which have informed current thinking in development and social and behaviour change communication (SBCC). Key issues in development and the use of communication to promote sustainable development will be explored. Strategies being utilized by development agencies will also be discussed and analysed with a view to exposing students to a variety of approaches. Also, this course shall examine theories and models of behaviour change, key approaches to social and behavioural change communication (SBCC) – approaches aimed at the individual behavioural change, information, education and communication (IEC); and community level interventions. Students develop strategic planning abilities, along with specific skills in designing survey instruments and focus groups.

## **MCM 407: Message Design for Development**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will:

1. outline appropriate communication activities and media platforms for various development concerns and participant groups
2. explain the concept of message development;
3. discuss the purpose of messages to the communication objective and the participant groups;
4. outline the importance of message design;
5. explain the steps involved in message development;
6. define pretesting;
7. explain the reasons for messages and materials pretesting;
8. discuss pretesting concerns;
9. outline tips for effective pretesting;
10. design of messages for various participant groups behavioural change communication activities (design and produce SBCC campaign materials, showcase the messages developed and pre-test them);
11. pre-test messages designed and revise accordingly; and
12. present the messages designed.

## **Course Contents**

This course also explores ways messages can be used to educate people and encourage them to adopt and enjoy improved life styles using appropriate communication and media platforms. This is against the backdrop that in today's contemporary society, the channels of communication are ever increasing. It covers the major steps involved in developing a state-of-the-art health and other development communication campaign materials; and focuses on communication channels and their importance. In particular, the five categories of communication channels - mass media, mid media, print media, social and digital media and interpersonal communication (IPC) will be explored and their advantages and disadvantages. It shall also explore how to select an appropriate channel mix for a communication response; appropriate channels for reaching specific audience segments; the concept of message development; purpose of messages to the communication objective and the participant groups; importance of message design; and steps involved in message development. Key topics include stakeholders and behavioural analysis, using theory and formative research to guide message strategies/concepts, pretesting messages with stakeholders, and reviewing demographic and market research data to inform channel/outreach approaches. All concepts shall be applied to a semester-long class project in which students conceptualize and design a health, population and any development issue campaign. Also, major SBCC campaigns in Nigeria shall also be critiqued; while the ways in which education can be subtly but effectively worked into both new and time-honoured genres of entertainment in order to foster positive behaviour change shall be examined, because throughout history, stories, drama, poetry, music, dance and other entertainment formats have been used to enlighten and educate both adults and children. Practicum shall be the production of evidence-based messages that respond to relevant needs in contextually appropriate ways. As such, students are expected to design and produce SBCC campaign materials, showcase the messages developed and pre-test them. The produced and pre-tested messages shall be revised accordingly.

## **MCM 409: Community Media and Relations**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will

1. research community needs and problems and produce a fact sheet;
2. audit broadcast the contents (content analysis) with regard to community needs and problems; and the role and qualities of radio and television;
3. produce a SWOT analysis; plan community development projects for implementation through special radio programmes using the result of the SWOT analysis and fact sheet;
4. write and produce a programme;
5. evaluate the programme for impact;
6. audit the contents (content analysis) of rural community, small municipalities and urban neighbourhoods' newspapers;
7. explain the audience and business and management procedures of rural community, small municipalities and urban neighbourhood newspapers;
8. apply management and economic theory to the management process in the community newspaper business; write, edit and publish contents for the rural community, small municipalities and urban neighbourhood newspapers;
9. define community relations;
10. discuss community relations and its effectiveness as an element in the overall public relations programme; and
11. explain the untraditional approaches using case histories to demonstrate how to cope with crisis situations.

## Course Contents

This course is focused on rural broadcasting, rural community newspaper and community relations. It analyses community needs and problems with regard to the role and qualities of radio, television and newspaper. Analysis of community needs and problems with regard to the role and qualities of radio/TV, planning of community development projects for implementation through special radio/TV programmes; and programme production and evaluation research; also writing, editing and publishing weekly or regular newspaper for the rural community, small municipalities and urban neighbourhoods; content analysis, readership research and business and management procedures. It also looks at relations and how effective community relations can be an essential element in the overall public relations programme of organisations, focusing on untraditional approaches and case histories to demonstrate how to cope with crisis situations.

**Note:** The Course Lecturers should be made up of journalism, broadcast and PRAD experts.

## Minimum Academic Standards

### Equipment

S/N	Equipment (Photography)
1	DSLR (Digital Single Lens Réflex Cameras)
2	Lenses: 24mm-50mm zoom
3	Lenses: 18-135m zoom
4	Lenses: 50mm
5	Bounce flash
6	Studio Lamps
7	Backdrop Canvas
8	Tripod
9	Professional Photo Printer
10	Reflectors/umbrellas
11	Scanner
12	External Hard Disk
13	Computers with software
14	Flat screen Computer with the following software: Adobe, Corel Draw, page maker, Printshop Professionals Photoshop and other graphic art soft wares ( HP i3or i7 Core, 8GB Ram/500GB HDD/DVDRW/17"LCD/Window 7/8
15	Professional Camera Tripod
16	HP Photosmart Printer
	<b>NEWS ROOM</b>
1	TV sets
2	Scanner
3	Digital Audio Midget
4	DVD Players
5	Printers
6	Radio Sets
7	Decoder (with subscription)
	Radio Receiver

	Conference Table and Chairs (1 set with minimum of twelve chairs)
	Micro Digital Audio Recorder
	<b>PUBLIC RELATIONS</b>
<b>1</b>	Multimedia Projector
<b>2</b>	Projector stand/Screen
<b>3</b>	DVD Players/Recorder
<b>4</b>	Scanner
<b>5</b>	Computer System
<b>6</b>	Coloured Printer
	Provision of 4x8ft Tack Board
	Interactive Board
	External Hard Disk
	HP Desktop Computer with minimum of 500gb Hard Drive 8 GB RAM with 2GB dedicated graphics Core i7 with pre-installed graphic software (Corel Draw, Adobe Photoshop, Element etc)
	<b>RADIO AND TELEVISION STUDIO</b>
	16 Channel Audio Mixing Console
	Work station (Core i7, 8GB Ram, 2TB HDD)
	Audio Distribution Amplifier
	Studio Monitor Speakers
	Behringer Studio Headphones
	Headphone Audio Splitter
	Steel Equipment Rack
	Studio Monitor Amplifier
	Labelling Kit
	ADDA Analogue/digital/Analogue Audio Converter
	Studio Signalling Light System
	Studio Warning Light System
	Audio Technical Broadcast Standard Microphone kits
	Studio Furnitures
	16 Channel Audio Mixing Console
	Work station (Core i7, 8GB Ram, 2TB HDD)
	<b>TV STUDIO EQUIPMENTS</b>
	Sony Camcorder Fx1 (Professional Digital Camera)
	27U Standing Cabinet
	DV Player
	Video Mixer 22"HD Preview Monitor with Split Adapter
	Digital Vision mixer (TV Production Console 6 channels)
	Audio Mixer
	HDM Studio Preview Monitor 32" LED
	Video/Editing Work Stations
	Studio Active Monitor Speakers
	22" Work Station Preview Monitors

	8TB Network Hard Drive
	LED soft Light
	Adobe CS6 Software Enterprise
	Table Top Condenser Microphones
	DVD Recorder and Accessories
	Monitoring Headphones
	UPS

## Staffing

### Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Social Science programmes shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 units per semester for students and a minimum of six full-time staff/equivalent in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

### Administrative Support Staff

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent and adequate number of senior staff that are computer literate.

### Technical Support Personnel

The services of technical support staff, which are indispensable in the proper running of laboratories and workshops/studios, are required. It is important to recruit very competent and adequate number of senior technical staff to facilitate practical training and maintain studios and equipment. The technical staff should undergo regular training to keep them abreast of developments in equipment operation and maintenance.

## Classrooms, laboratories, workshops, and offices

### 1) Spaces

The NUC recommends the following physical space requirement:

		m <sup>2</sup>	
Professor's Office	-	18.50	
Head of Department's Office	-	18.50	Tutorial Teaching
Staff's Office	-	13.50	
Other Teaching Staff Space	-	7.00	
Technical Staff Space	-	7.00	
Secretarial Space	-	7.00	
Science Staff Research Laboratory	-	16.50	
Education Staff Research Laboratory	-	14.50	
Seminar Space/per student	-	1.85	
Drawing Office Space (A.O. Board) (Per Student)	-	4.60	
Drawing Office Space (A.I. Board) (Per Student)	-	3.70	
Laboratory Space	-	7.50	

### 2) Equipment

To achieve the benchmark statements for any programme, there should be:

1. A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.

2. At least one large and reasonably equipped central workshop for teaching and research.

3. Drawing and design/ Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to the programme.

### **Library**

In addition to the stock in the general university library, Journalism and Media Studies discipline requires more specialised holdings to reflect the needs of the various programmes. There must also be adequate programme/departmental library facilities to cater for the needs of staff and students in all the programmes in the faculty. These include current journals, textbooks and manuals which should be in sufficient numbers. The university should also have an e-Library with electronic resources (academic and professional) for Journalism and Media Studies programme while the programme would be better positioned if it has its own e-Library.

## B. Sc Public Relations

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### **Overview**

The changing and dynamic world of business, politics, cultural and entertainment activities require well trained professionals to communicate their interest, concerns to a populace that has equally become more complex and sophisticated. In this context there is a growing need for university graduates to fill the gap in a wide array of Public Relations areas. Currently graduates from other disciplines are hired for many of these slots. There is now a need for more specialized training in Public Relations to meet this growing demand.

### **Philosophy**

The philosophy and mission statement underlying the Bachelor of Science (B.Sc. Honours) degree in Public Relations of the Faculty/School of Communication and Media Studies is to produce graduates imbued with the ability to understand and make contribution to the development of Nigeria and the global Community. The B.Sc. Public Relations degree is designed to produce highly knowledgeable, skilful, socially responsible, and self-reliant graduates, who are equipped with entrepreneurial knowledge and skills in Public Relations and other components of public communication to enhance development in all sectors of the Nigerian society.

### **Objectives**

The aim of the programme is to expose graduates of Public Relations (PRS) to the fundamental nature of the society with a sense of critical inquiry as it relates to the role of public relations in society. Accordingly, the objectives of the programme are as follows:

1. train scholars and professionals who have a good knowledge of the theoretical framework/foundation of public relations and can practically apply the same to solve real life issues for public, private and not-for-profit organisations;
2. train and equip students with requisite knowledge and skills required to function as professionals in public relations, community relations, financial public relations, crisis communication, corporate social responsibility and other aspects of public communications in present day knowledge society;
3. provide the public relations students with the opportunity to master the arts and sciences of communicating with publics that transcend all disciplines in communication and media studies for the promotion of corporate or business practice and national development;
4. train and sensitize scholars and professionals to be more effective communicators, able to think, research creatively and write, produce and disseminate information using the tools of public relations in different sectors of the society using available media channels and tools;
5. train scholars and professionals who would act as trustees of the public interest, be socially responsible to the communities they serve; are accurate, fair, balanced and objective in their engagements of societal issues; and are able to act as agents of social change and development; and
6. at the end of the degree programme in public relations, it is expected that graduates should be able to establish their own business organisations in the area of public relations, political communication, cross-cultural communication, event management, social communication, lobbying and related areas of practice.

### **Unique Features of the Programme**

The unique features of the PR programme include:

1. production of graduates who can critically analyse social issues and devise communication/ PR strategies and tactics to communicate with the public;
2. the use of digital tools in PR practice;
3. satisfying the different groups of the organization;
4. engaging in dialogue to resolve issues, disputes, misunderstanding etc;
5. planning and executing activities to create goodwill between the organization and its various publics both internal and external; and
6. research as a prominent aspect of PR practice.

### **Employability skills**

A graduate of Public Relations should have the following skills needed for employability and practice of Public Relations:

1. Writing and Public Speaking Skills
2. Computer literacy and competence in the use of information technology which especially include: word processing, Internet communication, information retrieval through on-line computer searches, effective PowerPoint presentation skills, computer graphics designs and animation skills etc.
3. Creativity and imagination
4. Effective oral presentation
5. Media and information literacy
6. Entrepreneurial skills
7. Ability to demonstrate adequate knowledge and understanding of the essentials in all aspects of PR.
8. Ability to apply such knowledge and understanding to the solution of social problems and development challenges
9. Ability to recognize and analyse new problems and plan strategies for their solution
10. Communication skills in presenting scientific research materials and arguments clearly and correctly, both orally and in writing to a wide range of audiences
11. Competence in statistical and qualitative data processing skills
12. Knowledge of a wide-range of research methods in Public Relations
13. Ability to function entrepreneurially in a wide range of career choices; and
14. Ability to apply critical scientific reasoning to problem solving.

### **21<sup>st</sup> Century skills**

In this 21<sup>st</sup> century, there are so many changes in the area of PR; a PR practitioner in this century should be conversant with these changes to enable him or her perform optimally. One of such changes that has impacted tremendously on PR practice is the internet. An understanding of this internet driven technologies and acquiring the requisite skills is needed to enable a practitioner to be effective in his job in spite of any form of change in the workplace or the environment. These include but are not limited to the following:

Collaborative team work skill  
 Creativity and innovative imagination skill  
 Problem solving skill  
 Technological and computer skill  
 Information literacy skill  
 Global cultural awareness skill  
 Leadership skill  
 Oral and written communication skill  
 Flexibility and adaptability skill

## Admission and Graduation Requirements

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

### Four-year Degree Programme

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

### Direct Entry Mode

Any one of the following qualifications is acceptable for the three-year degree programme.

1. A pass at merit level in a relevant diploma programme (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

### Graduation Requirements

To graduate, a student must have:

1. Completed and passed all the courses as prescribed at all levels, that includes the core courses, the GST courses and faculty wide courses
2. Completed and met the standards for all required and optional courses
3. Obtain a minimum (GPA of 1.5) and
4. Met all other requirement that may be prescribed by the department, faculty and senate.

### Global Course Structure

#### 100 Level

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>	<b>STATUS</b>	<b>LH</b>	<b>PH</b>
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	
CMS 101	Introduction to Human Communication	2	C	30	
CMS 102	Writing for the Media	2	C	30	
PRS 111	Introduction to Public Relations	2	C	30	
PRS 112	History of Public Relations	2	C	30	
	<b>TOTAL</b>	<b>12</b>			

**200 level**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 201	History of Nigerian Media	2	C	30	
PRS 201	Principle of Public Relations	2	C	30	
PRS 202	Media Relations	2	C	30	
PRS 203	Digital and Social Media for Public Relations	2	C	30	
PRS 204	Writing for Public Relations	2	C	30	
PRS 205	Public Relations for not-for -Profit sector	2	C	30	
PRS 206	Public Relations and the Society	2	C	30	
PRS 207	Marketing and Advertising in Public Relations	2	C	30	
PRS 209	Public Relations in a Multi-cultural Society	2	C	30	
	<b>TOTAL</b>	<b>22</b>			

**300 level**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>	<b>STATUS</b>	<b>LH</b>	<b>PH</b>
GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture creation	2	C	15	45
CMS 301	Theories of Communication	2	C	30	
CMS 302	Foundation of Communication	2	C	30	
CMS 303	Data Analysis in Communication Research	2	C	30	
PRS 301	Public Relations Research	2	C	30	
PRS 303	Brand Communication	2	C	30	
PRS 304	Corporate Social Responsibility	2	C	30	
PRS 305	Financial Public Relations	2	C	30	
PRS 306	Crisis Communication	2	C	30	
PRS 307	SIWES	4	C		
PRS 308	PR for Business Organisations	2	C	30	
PRS 309	Stakeholders and Community Relations	2	C	30	
PRS 310	Political Communication	2	C	30	
PRS 311	Media and Communication Planning and Strategy	2	C	30	
	<b>TOTAL</b>	<b>32</b>			

#### 400 Level

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>	<b>STATUS</b>	<b>LH</b>	<b>PH</b>
400 LEVEL 1 <sup>ST</sup> & 2 <sup>ND</sup> SEMESTERS					
CMS401	International Communication	2	C	30	
CMS402	Communication and Society	2	C	30	
PRS 401	Public Relations Campaign Planning and Execution	2	C	30	
PRS 402	International Public Relations	2	C	30	
PRS 403	Ethics and Professionalism in PR	2	C	30	
PRS 404	Public Relations Production Techniques (Multimedia/Interactive)	2	C	15	45
PRS 405	Entrepreneurship in Public Relations	2	C	30	
PRS 409	Comparative Public Relations Systems	2	C	30	
PRS 410	Public Relations Law	2	C	30	
PRS 499	Final Year Project	4	C		
	<b>TOTAL</b>	<b>22</b>			

#### Course Contents and Learning Outcomes

##### 100-Level

##### **GST 111: Communication in English**

**(2Unit C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

##### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (logic and syllogism, inductive and deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making etc. mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern language learning. Language skills for effective communication. Major word formation

processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

## **GST 112: Nigerian Peoples and Culture**

**(2 Unit C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

## **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

### **Course Content**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication

media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

### **CMS 103: Writing for the Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

#### **Course Content**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

### **PRS 111: Introduction to Public Relations**

**(2 Units C: LH 30:)**

#### **Learning Outcomes**

At the end of this course, the student should be able to:

1. explain what Public Relations is about;
2. identify the different definitions of Public Relations;
3. clear the confusion between what is marketing, advertising, press agency, publicity and public relations;
4. recognize what these terms are;
5. show how PR boosts organizations;
6. identify the functions and uses of PR; and
7. explain the qualities and qualifications of PR practitioners

#### **Course Contents**

The course introduces the student to what public relations is all about, the various definitions of public relations such as the Mexican statement, the definitions by the British/American institutes of public relations and definitions by scholars, differences between PR and Marketing, Advertising, Publicity, Press Agency etc.

## **PRS 112: History of Public Relations**

**(2 Units C: LH 30)**

### **Learning Outcomes**

On completion of the course, the student should be able to explain:

1. how PR originated;
2. the stages of the development of PR in America;
3. the origin of PR in Nigeria;
4. the present state of PR practices in Nigeria;
5. the challenges facing PR practices in Nigeria; and
6. the key historical leaders in PR evolution both in America and Nigeria

### **Course Contents**

Evolution of Public Relations in the world and Nigeria in particular, this course discusses the history of PR practice in the world focusing on the United State of America and Nigeria. The era of press agency or let the people be fooled, the era full information or let the people be informed; the history of PR in Nigeria from the colonial period to present day.

## **200-Level**

### **GST 212: Philosophy, Logic and Human Existence**

**(2 Units C: LH 30)**

### **Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

## **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students should be able to

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

### **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. highlight the origin and development of media in Nigeria;
2. explain the factors that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

### **Course Content**

This course traces the major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

## **PRS 201: Principles of Public Relations**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. analyse the different definitions of PR, the Mexican statement, British and American institutes of PR and other scholarly definitions;
2. have a smart knowledge of the evolution of PR globally and Nigeria;
3. comprehend the relationship between PR and related disciplines;
4. identify the channels or media of public relations;
5. distinguish the differences between PR and other PR tools like marketing and advertising.; and
6. analyse the basic principles of PR practice.

### **Course Contents**

This course is designed to acquaint students with conceptual issues around nature, process, roles and problems of Public Relations. It covers basic introduction to PR and processes, philosophies, underlying PR practices; PR channels and relationships, differences between PR and other PR tools.

## **PRS 202: Media Relations**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to

1. appreciate the necessity for cordial relations between organizations and media;
2. recognize the processes involved in building good media relations between organizations and practitioners;
3. identify the consequences of poor media relations on the organisation;
4. identify the various media, their characteristics, needs and demands; and
5. discuss the uses of the media by PR practitioners to meet their communicational and organizational needs.

### **Course Contents**

The course exposes students to knowledge and skills in their engagement with media stakeholders, including journalism, broadcasting, entertainment media, media regulatory bodies and media publics. The course also teaches the students the various media tools (e.g news release, photography, documentaries, interviews, facility visit, event management) and how and when to use them.

## **PRS 203: Digital and social media for Public Relations**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. have good knowledge of the language of visual imagery – have ability to develop a blog in class as a tool to interact with his/her wider audience;
2. have a good understanding of how to build an integrated campaign and website, using such software like: Photoshop, in design, dream weave, flash and other applications;
3. have understanding of the process of design which includes: ideation, strategy, and execution; and
4. have a fair grip of the dynamics of social media and its usage in PR; be knowledgeable of such social media platforms like: Facebook, Twitter, LinkedIn and YouTube and how to employ them in Public Relations practice.

### **Course Contents**

Digital Media (DM) is an intensive course in which students will learn the technical and conceptual tools to understand the basics of digital media as well as begin to learn the language of the visual imagery. In this class each student will develop his blog as a means of communicating and presenting work to a wider audience. Students will be required to build an integrated campaign and web site using software, which includes Photoshop, InDesign, iMovie, Dream weave, Flash and other applications. Students are to develop an understanding of the process of design consisting of ideation, strategy and execution. Basically, students will be introduced to the dynamics of the social media and their uses in public relations. Emphasis will be placed on Facebook, twitter, linked-In and the YouTube.

### **PRS 204: Writing for Public Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. comprehend how to write press releases;
2. identify feature articles projecting the image of the organization;
3. explain rejoinders to negative publicity; and
4. describe how to produce educational literature like diary, calendar, annual reports, coverage brochure.

#### **Course Contents**

Students are to learn how to write specific public relations items. These include press release, feature articles, proposals, re-joinders, letter, speech/address, invitation card and how to produce educational literatures like diary, calendar, annual reports, corporate brochures, direct mail, leaflets and handbills.

### **PRS 205: Public Relations in Private and public sectors**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. explain the relationship between PR and other sectors of the economy and the society at all levels, CSOs and commercial organization; and
2. explain how PR functions in commercial organizations such as banks, insurance companies etc and how they differ from PR in non-profit-organization.

#### **Course Contents**

This course will expose students to public relations in support of non-commercial organisations. Non-commercial organisations will include government at local, state and federal levels, NGOs, church, mosque, palaces, central bank, national insurance commission, PENCOM, and other non-profit making organisations. Commercial organisations will include banks, insurance companies, manufacturing companies, and others in the real sector.

### **PRS 206: Public Relations and Society**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. identify all the PR tools that are essential for success of the economy, politics and society;
2. have a good grasp of marketing communication and its impact on the environment and society;
3. explain the place of PR in prospective minority groups interest; and
4. discuss the criticisms of PR.

### **Course Contents**

Public Relations tools are essential to the success of the economy, politics and society. This course examines the influences of marketing communication tools on segments of gender, children, the environment, politics and so on. Ethical issues in Public Relations are also examined. An overview of Public Relations in macro society for socio-economic environment; freedom of expression; economic and socio-cultural impact of Public Relations; deception and other ethical issues; Public Relations and propaganda; Public Relations and minority groups are also examined.

### **PRS 207: Marketing and Advertising in Public Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. identify the relationship between PR and Advertising i.e., similarities and differences;
2. recognise the elements of promotion and how it can be used in produce or service campaigns for the benefit of the sponsors; and
3. discuss the concept of integrated marketing communication (IMC).

### **Course Contents**

This course will address marketing and advertising bringing out their similarities and differences in one hand and their similarities and differences with public relations. Also, students will be exposed to how to integrate the three elements in a campaign for the benefits of the sponsor. The course will further expose the students to emerging trends in integrated marketing communication.

### **PRS 209: Public Relations in a Multicultural Society (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students are expected to

1. explain the dynamics of PR in a diverse setting;
2. explain the application of PR to promote national integration and unity;
3. discuss the use of PR in managing shocks and conflicts in a multicultural setting; and
4. explain use of PR in promoting international social relations.

### **Course Contents**

This course exposes students to the application of PR tools and principles to promote and project peaceful co-existence in diverse and interferences settings like Nigeria. It identifies the cases of conflicts in the system and proffer functional PR solutions to transform and resolve conflicts.

### **300-Level**

### **GST 312: Peace and Conflict Resolution (2 Unit C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and

5. describe roles of international organisations, media and traditional institutions in peace building.

### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. root causes of conflict and violence in Africa: indigene and settlers phenomenon; boundaries/boarder disputes; political disputes; ethnic disputes and rivalries; economic inequalities; social disputes; nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. peace building, management of conflicts and security: peace & human development. approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: conflict dynamics assessment scales: constructive & destructive. justice and legal framework: concepts of social justice; The Nigeria legal system. insurgency and terrorism. peace mediation and peace keeping. Peace & Security Council (International, National and Local levels) Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

### **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity Identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, First mover advantage, E-commerce business models and successful E-Commerce companies,). Small business management/family business: Leadership & management, basic book keeping, nature of family business and family business growth model. Negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern

business communication methods). Opportunity Discovery Demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - *Artificial Intelligence (AI)*, *Virtual/Mixed Reality (VR)*, *Internet of Things (IoTs)*, *Blockchain*, *Cloud Computing*, *Renewable Energy* etc. Digital business and E-Commerce strategies).

### **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

#### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

### **CMS 302: Foundations of Communication Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and
7. explain the importance of ethics in media and communication research.

#### **Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics).

### **CMS 303: Data Analysis in Communication Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences, from data and significance of research findings.

### **Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

### **PRS 301: Public Relations Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. define research;
2. appreciate the importance of research in PR;
3. identify the types of PR research e.g., effectiveness survey, image survey, trends survey, motivation survey, content analysis etc.; and
4. comprehend the meaning and application of the term RACE: Research, Action, Communication and Evaluation as applied to PR cases or problems

#### **Course Contents**

This course focuses on: definition of research, nature of research in PR, importance of research in PR, types of research i.e. PR research platforms, context of research in PR, RACE in PR, designing research instruments for PR. For the analysis, quantitative data analysis in Public relations research can be used statistical techniques, the application of statistical software and the interpretation of statistical outputs. Ethical issues in public relations research are also discussed.

### **PRS 303: Brand Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. demonstrate both theoretical/ practical understanding of the key issues needed to develop strong global brands;
2. analyse cases to understand past successes and failures in strategy and why; and
3. demonstrate depth knowledge of total culture in communication and emerging issues in brand globalisation

#### **Course Contents**

This course examines key issues needed to develop strong global brands by considering past successes and failures in strategy, addressing the importance of knowing local culture in communication and positioning, and discussing emerging issues in brand globalization.

### **PRS 304: Corporate Social Responsibility**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. define what is meant by CSR;
2. identify the Schools of thought in CSR;
3. explain corporate social investments, patronage, donations etc.; and
4. explain how corporate organisations can use CSR to leverage their reputation, brand personality.

### **Course Contents**

This course will underline the place of corporate social responsibility as the anchor of corporate philanthropy and bring out the tenets and their uses. Such tenets include corporate social investment, patronage, donations, and endorsement. How these are used to uplift the society will be exposed, so is how corporate organizations can use them to leverage their reputation, brand, personality, etc. Also examine the "schools of thought in corporate social responsibility" i.e. Edward Bernays and Milton Friedman

### **PRS 305: Financial Public Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. recognize the dynamics of financial PR e.g., financial news analysis, AGM: what it is and how it is organized;
2. capital market, banking relationship, investors relationship; and
3. PR for banks, insurance companies etc.

#### **Course Contents**

Here students will be exposed to financial relations and events. These include financial news analysis, annual general meeting which is a statutory responsibility of any organization, understanding capital market, banking relationships, how banks create money, functions of banks, insurance companies, central bank, national insurance commission, PENCOM, microfinance, micro-insurance, investors relations, etc. The stock exchange market and the product sold in the stock exchange market such as: shares, stocks, bonds, debentures and the dealing methods on the stock exchange market

### **PRS 306: Crisis Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. summarise the meaning of crises/ conflicts in societies;
2. analyse the nature of crises societies and organisations, what causes them;
3. application of PR tools such as propaganda, dialogue etc. in resolving crises; and
4. analyse stakeholders and how to handle them professionally.

#### **Course Contents**

This course is designed to acquaint students with the theoretical and operational issues underlying conflict and crisis in the society. It also examines the nature, causes and methods of handling conflicts and crisis in organisations and society through professional use of PR. It is also designed to teach the art and science of conflict analysis as a prelude to deploying PR tools towards conflict management. Issues management and its techniques will also be given adequate treatment. These students are expose to stakeholders techniques and how to communicate with each group (message design, make choices etc). This is because if issues are well treated, crises are well managed.

## **PRS 308: PR for Business Organisations: Business Writing and Presentation Skills (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. have good knowledge of the relationship that exists between PR and commercial organisations; those areas like: stock exchange, financial services, and other for profit-purposes;
2. learn how to write and present business communication matters;
3. make speech delivery;
4. write Newsletters; and
5. write business proposals

### **Course Contents**

This course examines uses of public relations in commercial organisation, stock exchange, financial services, and other for-profit purposes. This is advanced PRS PR for Public & Private Sectors as detailed above. Here to include NACCIMA, LCCI. NECA, MAN, International Chambers of Commerce involving selected countries like Nigerian-British Chamber of Commerce, Nigeria-USA, Nigeria-South Africa, Nigeria-China, Nigeria-India, Nigeria-Brazil, Nigeria-Russia, etc.

The course also equips students with knowledge and skills for business writing and presentation. It includes writing for internal communications in business, government and non-governmental organisations. It also equips students with skills for speech delivery, writing newsletters, business proposal writing and making pitches in PR, Advertising and other promotional areas.

## **PRS 309: Stakeholders and Community Relations (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to

1. identify who are the stakeholders in every organization; and
2. have a good grasp of how to use PR to create mutual understanding between an organization and its critical stakeholders.
3. recognise how to engage communities profitably;
4. manage community issues effectively;
5. explain the evolution of community relations in Nigeria;
6. identify how to plan and execute community relations programmes; and
7. identify how to liaise with community structures or organs for the benefit of both the organisation and community.

### **Course Contents**

Efforts will be made to differentiate publics of a firm from the stakeholders of the firm. Also, what stake is the stakeholder holding in an organisation will also be identified; community relations will also be treated here. Critical stakeholders of an organization will also be identified here and relationship management techniques will also be examined. An understanding of the principles and techniques of profitable engagements with community publics are examined. The concept of community, structure of the community, inter-group and social relations, theories of community relations, managing community issues and concerns, historical development of community relations in Nigeria, planning and execution of community relations programmes and case studies in community relations are discussed.

## **PRS 310: Political Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to

1. identify how to use PR tools to market political parties, their candidates and issues;
2. discuss what is meant by propaganda, its evolution, types etc.; and
3. recognise concepts like lobbying, political advertising, political campaigns mediatization.

### **Course Contents**

Theories and practice of political communication and marketing are examined. Specialised aspects of political communication are also discussed including propaganda, marketing of candidates, lobbying, political advertising; public relations and politics, political campaigns, and so on. The course will also explore the concept of public opinion poll and PR uses of the media (old and new)

## **PRS 311: Media and Communication Planning and Strategy** **(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. identify the role of media analysis and planning in public relations;
2. explain key terminologies like media math, strategies and tactics and allocation of media resources;
3. identify the tools of strategic planning like SWOT, TOWS, PEST, Porter's Five Forces, etc.

### **Course Contents**

The course addresses the role of media analysis and planning in Public Relations. It covers basic media terminology and media math, the distinctions between media objectives, strategies and tactics and the different ways of allocating resources in media. Students will be introduced to tools of strategic planning like SWOT, TOWS, PEST, Porter's Five Forces, etc.

## **400-Level**

## **CMS 401: International Communication**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalisation, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

### **Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialized and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalization, ICTs and communication development, new/social media platforms, ownership

and control, cultural imperialism, the role of international News Agencies and such other media organization like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world.

The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

## **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatization.

### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organizations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. The course will also discuss media representation of gender, minorities.

## **PRS 401: Public Relations Campaign Planning and Execution**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. demonstrate a good understanding of activities involved in, and the different roles played by the key actors in the planning and execution of PR campaigns;
2. identifying the key actors in the different stages of PR campaign planning and execution examples: the advertiser, PR firms, media, regulatory organisations, regulatory agencies (such as NIPR, NBC, APCOM etc.) and consumers; and
3. identify the stages of PR planning and execution, development of creative strategy documents, copy platform, visuals, media planning, execution and evaluation.

### **Course Contents**

This course is designed to acquaint the students with the activities involved in, and the different roles played by the key actors in the planning and execution of PR campaigns. The students is exposed to the various model of campaigns planning, resources, mobilization and identify relevant public. Major areas include identifying the key actors in the different stages of PR campaign planning and execution including the advertiser, PR firms, media, regulatory agencies and consumers. Stages of PRS planning and execution include briefs, creative strategy documents, copy platform, visuals, media planning, execution and evaluation.

### **PRS 402: International Public Relations**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will be able to:

1. appreciate the definition of IPR;
2. explain the history and development of IPR;
3. recognise the influence of environmental factors;
4. identify the factors responsible for the growth of IPR;
5. explain the importance of listening as important tool in IPR planning; and
6. comprehend the media for IPR

### **Course Contents**

This course should start with the definition of international public relations IPR, the history or development of IPR, factors responsible for the growth of IPR and the importance of image and the environmental factors that affect the implementation of international PR campaigns. It should focus on the analysis of trends, issues and problems confronting PR organisations in international trade and politics. It also covers principles of PR in various countries, cultural norms and choosing of appropriate symbols and images.

### **PRS 403: Ethics and Professionalism in Public Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the student will be able to explain:

1. how the laws of libel, sedition, obscenity/indecency, plagiarism and copyright violation etc. affect PR practice;
2. the history of NIPR from 1963 to attaining the status of a chartered institute in June 1990 via decree no.16 which is now an act of National Assembly;
3. duties of NIPR; and
4. the NIPR code of professional conduct bye- laws no.1 of 1992: the provisions

### **Course Contents**

This course examines ethical issues in public relations truth, the importance of socially responsible PR and the evils of PR done for selfish reasons. It also discusses the code of ethics of Nigerian Institute of Public Relations (NIPR). The course also explains the concept of professionalism and how it is applicable to PR.

**Prs 404: Public Relations Production Techniques (Multimedia/Interactive)  
(2 Units C: LH 15; PH 45)**

**Learning Outcomes**

At the end of this course, the students will be able to:

1. recognise how to use all the multimedia tools and interactive devices such as power point, excel, photo shopping, animation etc. in producing PR campaign materials.

**Course Contents**

This is a practical course that allows students to plan, produce and present communication campaigns suitable for the various challenges of public relations, using multimedia and interactive devices. Skills in PowerPoint Presentation, use of Excel, Photo shopping and animation schemes are acquired.

**PRS 405: Entrepreneurship in Public Relations (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, the students will be able to:

1. explain business opportunities open to practitioners in PR such as lobbying, PR consultancy, writing releases and organising conferences, producing house organs for organisations; and
2. demonstrate how to initiate and plan promotions for companies, other corporate bodies and government.

**Course Contents**

This course captures the essence of opportunities in business and social investments and their exploitations in PR. Students are going to be exposed to how to fish for opportunities, plan, get access to finance and execute projects in PR for results.

**PRS 409: Comparative Public Relations Systems (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, the students will be able to:

1. explain the practice of PR in different countries; and
2. explain the influence of environmental factors on PR practice, e.g., in some countries particularly the developing ones, PR is equated with telling lies.

**Course Contents**

The course equips students with knowledge and issues surrounding the practice of public relations across the globe with particular references to Europe, America, Asia and the African continents.

**PRS 410: Public Relations Laws (2 Units C: LH 30)**

**Learning Outcomes**

At the end of this course, the student should distinguish:

1. how all the laws listed below can affect PR practices.

**Course Contents**

This course discusses the laws of libel, sedition, copyright, obscenity and indecency as they apply to PR. It also discusses the law setting up the NIPR and the role of NIPR as regulatory PR body.

**PRS 499: Final Year Project****(4 Units C)****Learning Outcomes**

1. choose an independent research topic;
2. evaluate and review published studies in the area of chosen topic;
3. apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches, in conducting research; and
4. outline challenges encountered in conducting original research.

**Course Contents**

This is a research focused course where student apply knowledge and skills gained from research methods courses.

The course invites students to think critically and problematize a particular public relations challenge and apply or use appropriate research methods to seek insightful solutions and arrive at creative recommendations based on the research findings in a way that will enhance knowledge or understanding. Working under the guidance of a supervisor, students will be guided on how to problematize issues, generate secondary and primary data as well as analyze such data and use them to answer research questions.

**Minimum Academic Standards****Equipment**

Number	EQUIPMENT DESCRIPTION	QUANTITY
1	60 INCHES TELEVISION	2
2	DESKTOP COMPUTER [MAC OR PC CONFIGURATION 16 GIGABYTE RAM OPERATING MEMORY 1 TERABYTE HARD DISK DRIVE CORE I7 4 <sup>TH</sup> OR 5 <sup>TH</sup> GENERATION 4 GIGABYTE DEDICATED GRAPHICS CARD	12
3	DISPLAY BOARDS 4*8 FEET	5
4	CD/DVD PLAYER	1
5	HIGH FIDELITY SOUND SYSTEM	1
6	PROJECTOR AND SCREEN	1
7	PHOTOCOPIER	1
8	PRINTER	1
9	SCANNER	1
10	DSTV DECODER	1
11	EXTERNAL HARD DISK DRIVE – 5 TERRABYTES	2
12	FLASH DRIVES- 4 TERRABYTES	6
13	BLANK CDS	
A	PRINTABLES DISC [CD &DVD]	2 PACKS EACH
B	WRITABLE DISC [CD& DVD]	2 PACKS EACH
C	RECORDABLE DISC [CD&DVD]	2 PACKS EACH
14	INTERNET- HIGH SPEED	
15	ORIGINAL SOFTWARES	
A	ADOBE PREMIERE	
B	PHOTOSHOP	
C	3D STUDIOMAY	

D	SOUNDFORGE	
E	FRUITY LOOP	
F	AFTER EFFECT	
G	ADOBE ILLUSTRATOR	
H	ADOBE READER	
I	ADOBE INVESIGN	
J	MAYA	
K	ADOBE PAGE MAKER	
L	PAPER PORT	
M	ANTIVIRUS SOFTWARES	
N	ANTISPY SOFTWARES	
O	WHATSAPP	
P	MICROSOFT OFFICE FULL PACKAGE	
16	DSLR CAMERA (CANON OR NIKON)	2
17	DSLR CAMERA LENS 18MM-55MM AND 75MM-300MM LENS	2
18	CAMERA TRIPOD FOR DSLR CAMERA	2
19	BOX OF REDHEAD [SET OF 3] LIGHTS	1
20	WIRELESS LAVALIR MICROPHONES [CLIP MICS]	2

## Staffing

Resource Requirements for Teaching and Learning

### Academic Staff

1. Student/lecturer ratio should be 30:1 for effective teaching and learning particularly in skills and production courses.
2. Staff mix by rank and sex (i.e.) 20 – 35 – 45 (i.e. 20% Professor, 35% - Senior Lecturer and 45% lecturer).
3. Lecturers should belong to two or more professional organisations in Public Relations.
4. They should be encouraged and supported to attend learned conferences both locally and internationally. At least 70% should be Ph.D. holders.
5. Should be given quicker response time for research grant proposal.
6. Senior Lecturers and above should be provided with modern telephones, i.e. Mobile phones
7. Staff mix by sex, male to female should be 60% to 40% so as to reflect gender sensitivity
8. Academic staff without a first degree in Public Relations or Mass Communication should not be recruited to teach Public Relations courses.

### b) Non-Teaching Staff

1. Ratio of academic to non-academic staff should be 4:1.
2. Among the non-academic staff, the ratio of senior staff to junior staff should be 2:3.
3. All senior non-academic staff should be computer literate so as to be able to cope with new challenges in Public Relations education and training.

For effective Public Relations training, there is a need to have the following people on ground to help the students in their practical/studio and laboratory work.

- (1) PR-LAB Technician
- (2) Photographers
- (3) Graphic Artists

## **Classrooms. Laboratories, workshops, and offices**

### **Classroom space and examination theatres**

Public Relations as a discipline is capital intensive and each teaching and non-teaching staff should have adequate and conducive office. The offices should be well furnished.

Examination halls, classrooms, studios, workshops, photo-labs should be adequate in number and size.

### **Office Accommodation**

All academic staff should have adequate and functional office space with computer network and air-conditioners.

All professors must have adequate office space with provision for a competent secretary.

### **Spaces**

The NUC recommends the following physical space requirement:

	m <sup>2</sup>		
Professor's Office	-	18.50	
Head of Department's Office	-	18.50	Tutorial Teaching
Staff's Office	-	13.50	
Other Teaching Staff Space	-	7.00	
Technical Staff Space	-	7.00	
Secretarial Space	-	7.00	
Science Staff Research Laboratory	-	16.50	
Education Staff Research Laboratory	-	14.50	
Seminar Space/per student	-	1.85	
Drawing Office Space (A.O. Board) (Per Student)	-	4.60	
Drawing Office Space (A.I. Board) (Per Student)	-	3.70	
Laboratory Space	-	7.50	

### **Library**

For effective teaching of Public Relations, a modern and well stocked library containing books by foreign and local authors; in addition, the library should have a wide range of both local and international journals that are current. The same applies to an E- library that will be widely accessible to both staff and students through provision of functional internet.

## B. Sc Strategic Communication

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### Overview

The Bachelor's degree in Strategic Communication aims to produce students with tactical skills and competencies that would shape an organization's relationship with different audiences and enhance the goals of an institution or outfit with an effective internal or external communication strategy.

The graduates will be equipped to design, implement, and evaluate communication campaigns using data driven information. In an increasingly competitive business and work environment, strategic communication graduates will be positioned not only to ensure attainment of organizational goals but also to evaluate competitor's strategic communication initiatives that will enable you identify communication trends or campaigns that stand out.

### Philosophy

The programme is rooted in the philosophy of producing graduates conscious of, and responsive to the internal and external goals of organizations and institutions as well as not-for-profit organizations in a modern society where information and communication are key to successful attainment.

### Objectives

1. equip students to be competent professionals with capacity and ability to tell compelling stories through creative messaging and persuasive communication;
2. equip students with the capacity for independent thinking in the application of theories and concepts to strategically enhance set goals in a technologically driven job market;
3. prepare students to ethically use multiple platforms to disseminate information to various publics and audiences; and
4. inculcate in students critical thinking ability as well as entrepreneurial spirit to function as employees and employers of labour in themselves.

### Unique Features of the Programme:

1. Use of both legacy media skills and digital media skills in strategic communication.
2. Acquisition of theoretical awareness of the dynamics of modern societies.
3. Understanding of the role of public opinion in enhancing internal and external goals.

### Employability Skills

The information society in which we live has made strategic communication vital for the success of goals attainment both for private, governmental, and not for profit organizations. To this end, there is exciting and compelling career opportunities for graduates of strategic communication as content strategists, event managers, digital marketing specialists, digital advocacy, and public affairs specialists. They can serve as social media analysts, fund raising and event managers, public relations and publicists, speech writers and influencers.

Skills and competencies learned in critical web literacy, principles of public relations, principles of advertising, digital marketing for strategic communication, media and communication planning and strategy, brand communication, Digital strategic communication Analytics, Media, Propaganda and Public Opinion etc. position graduates of strategic communication to play these roles as employees and as employers who would use their creative skills to advance set goals.

## **21<sup>st</sup> Century Skills**

Innovation, critical thinking, creativity, and entrepreneurship are the essential ingredients of 21<sup>st</sup> century skills that strategic communication programme is focusing on to prepare graduates to be responsive to the requirements of the modern work environment.

## **Admission and Graduation Requirements**

Candidates are admitted into the degree programmes in any of the following two ways:

1. Indirect Entry.
2. Direct Entry.

## **Four-year Degree Programme**

In addition to acceptable passes in UTME, candidates must obtain at credit level, passes in the Senior Secondary Certificate (SSC) in five subjects including Mathematics, English Language and three other arts or social science subjects in not more than two sittings.

## **Direct Entry Mode**

Any one of the following qualifications is acceptable for the three-year degree programme.

1. A pass at merit level in a relevant diploma programme (provided the SSC requirements are satisfied).
2. Two passes in relevant subject areas at advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination

In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics, English Language and three other relevant subjects.

## **Graduation Requirements**

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

## Global Course Structure

### 100 Level

Course Code	Course Title	No Of Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 211	Nigerian Peoples and Culture	2	C	30	
CMS 101	Introduction to Communication	2	C	30	
CMS 102	Writing for the Media	2	C	30	
STC 101	Introduction to Strategic Communication	2	C	30	
STC 102	Critical Web Literacy	2	C	30	
STC 104	Introduction to Public Relations	2	C	30	
		<b>14</b>			

### 200 Level

Course Code	Course Title	Unit	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	
ENT 211	Entrepreneurship and Innovation	2	C	15	45
CMS 201	History of Nigerian Media	2	C	30	
STC 201	Introduction to academic information resources	2	C	30	
STC 202	Writing for of Strategic Communication	2	C	30	
STC 203	Strategic Political Communication	2	C	30	
STC 204	Strategic Content Creation:	2	C	30	
STC 205	Introduction to Digital Media Skills	2	C	30	
PRS 200	Media Relations	2	C	30	
PRS 201	Principles of Public Relations	2	C	30	
ADV 210	Principles of Advertising	2	C	30	
		<b>22</b>			

**300 Level**

<b>Course Code</b>	<b>Course Title</b>	<b>Unit</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
GST 312	Peace and Conflict Resolutions	2	C	30	
ENT 312	Venture Creation	2	C	15	45
CMS 301	Theories of Communication	2	C		
CMS 302	Foundation of Communication Research	2	C		
CMS 303	Data analysis in Communication Research	2	C		
STC 301	Issues in Strategic Communication	2	C	30	
STC 303	Research Methods in Strategic Communication	2	C	30	
STC 306	Special Topics in Strategic Communication	2	C	30	
STC 307	Digital Marketing for Strategic Communication	2	C	30	
STC 308	Persuasion and Message Design in Strategic Communication	2	C	30	
STC 310	Strategic Campaign Management	2	C	30	
PRS 303	Brand Communication	2	C	30	
PRS 311	Media Planning and Strategy	2	C	30	
		<b>26</b>			

**400 Level**

<b>Course Code</b>	<b>Course Title</b>	<b>Unit</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>
CMS 401	International Communication	2	C	30	
CMS 402	Communication and Society	2	C	30	
STC 402	Practicum/Portfolio in Strategic Communication	4	C	45	
STC 403	Digital Strategic Communication Analytics	2	C	30	

STC 409	Media, Propaganda and Public Opinion:	2	C	30	
STC 410	Corporate Organizational Communication	2	C	30	
STC 412	Corporate and Industrial Public Relations	2	C	30	
STC 499	Original Research Project	6	C	60	
CMS 406	Comm for Development	2	C	30	
		<b>24</b>			

## Course Contents and Learning Outcomes

### 100-Level

#### GST 111: Communication in English

(2 Unit C: LH 15; PH 45)

#### Learning Outcomes

At the end of this course, students should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

#### Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making etc. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

#### GST 112: Nigerian Peoples and Culture

(2 Unit C: LH 30)

#### Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;

4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Re-orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption (WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

### **CMS 101: Introduction to Human Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to:

1. explain the different meanings of communication;
2. highlight the various elements of the communication process;
3. distinguish between different types of human communication and their features;
4. explain the roles of communication; and
5. outline the different forms of African traditional forms of communication.

#### **Course Contents**

A global overview of the history, institutions and functions of communication in human society; an examination of the concepts, levels/categories and elements of human communication; survey of the role and influence of cultural beliefs and practices as well as changing technologies in human communication. The development of different types of communication media, their uses and influences in social and political development. The course introduces the students to various types of communication, communication process, communication modes, African communication system, African oral traditional communication, structure, the role of the media in the development of African cultures, society and civilisation, factor that have influenced the development of human communication, communication as channels for the cultural values and ideas.

**CMS 103: Writing for the Media****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the writing process and sources of information;
2. outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. demonstrate different writing styles for the media.

**Course Contents**

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

**STC 101: Introduction to Strategic Communication****(2 Unit C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the theory and practice of strategic communication;
2. outline the historical development of strategic communication as a field of practice;
3. analyze the different publics in strategic communication; and
4. evaluate the various components of strategic communication.

**Course Contents**

This course introduces students to key theories, concepts, and application of strategic communication to meet organizational goals. In doing this the course will focus on the functions of public relations as well as the methods for internal and external relations in various types of organisations. Students will be introduced to notions of publicity, branding, celebrity, crisis management, event planning as well as campaigns and public opinion etc.

**STC 102: Critical Web Literacy****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. demonstrate understanding of developments and trends associated with social media;
2. compare and contrast the different kinds of social media platforms;
3. create social media contents for different platforms; and
4. discuss challenges posed to society by social media use.

**Course Contents**

This course introduces students to the evolving arena of media literacy by inculcating knowledge and competencies required not only in navigating the web as an information resource but also in the creation and evaluation of online media content. The course will explore the historical evolution of the web over the past few decades and the implications of these developments for knowledge for knowledge production, sharing and or dissemination. Students will be introduced to key concepts in web\_media development and how to deploy literacy skills in both analysis and content production.

**STC 104: Introduction to Public Relations****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. discuss the historical emergence of public relations and the factors that shape current trends and developments in the profession
2. explain the public relations process;
3. outline specialties in public relations; and
4. highlight basic theories and principles relevant to public relations.

**Course Contents**

This course introduces students to the theory and practice of public relations. As an introductory course it covers history of public relations, the forces and factors that shape its emergence, how it operates in modern organizations, impacts on publics as well as functions and role in society. In doing this the course will acquaint students with important concepts and basic theories guiding public relations.

**CMS 102: Introduction to Communication 11****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. outline the constituents of modern communication forms;
2. explain the changing delivery forms in modern communication;
3. compare and contrast between national media systems in the modern world; and
4. discuss the challenges posed to national media systems by globalization.

**Course Contents**

This course builds on the foundation of introduction to mass communication by introducing students to changing trends in modern communication forms including delivery and reception. The course will introduce students to differences among media systems in the world and the threats posed to national media systems in the advent of global media corporations.

**200-Level****GST 212: Philosophy, Logic and Human Existence****(2 Units C: LH 30)****Learning Outcomes**

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically assess the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding, etc.

### **ENT 211: Entrepreneurship and Innovation**

**(2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. outline the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. apply entrepreneurial thinking skills;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. outline the basic principles of e-commerce.

#### **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **CMS 201: History of Nigerian Media**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. highlight the origin and development of media in Nigeria;
2. explain the factors that have influenced the development of the media; and
3. outline the roles the media have played in Nigeria's development.

### **Course Contents**

This course traces the major trends in the development of the communication and media in Nigeria and their contemporary situation; as well as their adaptation and contribution to the political, religious, economic and social development in Nigeria. It examines the factors that have influenced their development, their roles in the Nigerian society. The focus of the course should not be limited to the press and broadcasting but should include film, advertising, PR, new/social media.

### **STC 201: Introduction to academic information resources (2 Unit C: LH 30)**

#### **Learning Outcomes**

1. discuss the educational impact of the Internet in knowledge creation and knowledge consumption;
2. explain the use of search engines and databases, YouTube, iTunes for academic information;
3. highlight issues of academic integrity and digital disruption of learning arising from the use of online material; and
4. outline challenges to the use of Internet as educational information resource.

#### **Course Content**

This course introduces students to ways of sourcing academic literature online. Years ago, information for academic use was highly structured and key learning material are found on the shelves of university library. Often in those days, with the help of University subject librarian students could get hold of desired books or journals. The arrival of the Internet has changed all this as there is now proliferation of resources online. While in some cases students research and access to resources has improved in many others it has not. The key lesson is because of lack of familiarity with the right approach to information literacy in the use of Internet as learning resource and library for academic purposes. This course acquaints students with the use of online resources for academic purposes including acceptable referencing, copyright issues etc. Students will be introduced to effective use of search engines and data bases for academic material as well as YouTube and I-Tunes as learning resources. As well as this, the course will challenge students in exploring issues of academic integrity in the use of online material, appropriate citation of such sources and what online sources are not acceptable for academic referencing.

### **STC 202: Writing for of Strategic Communication**

**(2 Unit C: LH 30)**

#### **Learning Outcomes:**

At the end of the course, students should be able to

1. explain methods of persuasion and or influencing public opinion;
2. outline the role of social media in shaping communication with public;
3. apply processes of strategic communication writing-research-planning, communication, and evaluation; and
4. write media alerts, op-eds, blogs, press releases and company fact sheets.

#### **Course Content**

This course introduces students to the basic elements of professional writing for different publics and different media platforms. Students will explore writing different kinds of copy for print, broadcast media, web, and public relations pieces.

**STC 203: Strategic Political Communication****(2 Units C: LH 30)****Learning Outcomes:**

1. explain notions of advocacy and political marketing;
2. outline elements of political campaign such as party symbols, manifesto, brochures and posters, public rallies etc.;
3. discuss voter analysis, strategy of political marketing, segmentation and targeting; and
4. highlight effectiveness of social media in campaigns and mobilizations.

**Course Content**

The course exposes students on how to apply public communication principles to advocacy and political campaign management as well as investigates the increasing centrality of media relations in democratic politics. The course explores campaign strategies and promotion of political parties and candidates as well as evaluation of campaign effects. The course will invite students to participate in mock sessions in the management of public debate on a chosen campaign topic.

**STC 204: Strategic Content Creation****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. demonstrate proficiency for digital content creation and search engine optimization;
2. apply principles of persuasion to develop multiple media content;
3. design and create a website; and
4. outline challenges in content creation for different publics

**Course Content**

This course invites students to explore and utilize strategic skills in the creation of effective and engaging content across all categories in today's communication ecology such as press releases, advert copy and news etc. Students will examine strategies and tactics required to be an effective storyteller for digital content and traditional platforms.

**STC 205: Introduction to Digital Media Skills****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. discuss the history and processes associated with digital media;
2. outline procedure of converting different digital files into different formats;
3. explain digital media strategies for various delivery systems; and
4. outline challenges in using different software such as Microsoft Word, PowerPoint, Audacity etc.

**Course Content**

This course introduces students to the fundamental digital media production concepts and processes, providing them with basic skills in designing, capturing, editing, and publishing a range of content for the web. They will be introduced to the history and processes associated with digital media. Students will be exposed to different areas of multimedia such as text, images, audio, video, and other software programmes. The course also explores consequences of digital production processes, providing students with an insight into methods and issues of digital communication, including digital media distribution and digital content management.

**PRS 200: Media Relations****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain challenges in attaining positive media relations;
2. conduct media interviews with print, broadcast, and online media outlets;
3. analyse established and emerging media relations strategies and tactics such as press conferences, viral messages and use of influencers; and
4. design and plan an effective media relations campaign for conventional and social media.

**Course Content**

This course equips students with skills and competencies necessary for interacting with media including social networking platforms. Students will be exposed to the techniques of news making and the role of news in achieving or promoting the goals of organizations and clients. Students will be acquainted with techniques of planning and executing successful editorial approaches including placement of news releases in conventional media, management of the news event as well as effective strategies for corporate spokespersons when facing the media.

**PRS 201: Principles of Public Relations****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. examine the role of Public Relations in integrated marketing communications;
2. develop simple campaign plan;
3. explain the role of Public Relations in a free market economy; and
4. outline the four-step public relations process.

**Course Content**

This course introduces students to the field of public relations, its key concepts, and terminologies. It does this by exploring the public relations process and its role in society and economy, from awareness campaigns to promotion and advocacy. Students will be introduced to different specializations in public relations such as crisis management, advocacy, celebrity, lobby etc. Also, to be discussed is the emerging concept of Integrated Marketing Communication, (IMC).

**ADV 210: Principles of Advertising:****(2 Units C: LH 30)****Learning Outcomes:**

At the end of the course, students should be able to

1. explain the role of advertising in economy and society;
2. compare and contrast the field of advertising, public relations and society;
3. outline the historical development of advertising; and
4. evaluate different forms of advertising.

**Course Content**

This course will provide students with a general knowledge of the fundamentals of advertising. It will include advertising strategies, ad appeals, creative techniques, the use of demographics, marketing research and psychographics. The course will give the students an overview of the advertising industry, its functions and practices, and an appreciation of its place within the broader communications context. In the course, students will analyse and discuss forms of advertising, discovering best practice in the advertising industry, and exploring the processes

involved in creating campaigns. Students will examine advertising practice and processes: advertising agencies, advertising professional roles, clients, target audiences, the media, and strategic and creative thinking. An historical analysis sheds light on the important role social forces have played in the evolution of advertising.

### **300-Level**

#### **GST 312: Peace and Conflict Resolution**

**(2 Unit C: LH 30)**

##### **Learning Outcomes**

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. outline major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. discuss security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

##### **Course Content**

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes etc. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders etc.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration etc. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

#### **ENT 312: Venture Creation**

**(2 Unit C: LH 15; PH 45)**

##### **Learning Outcomes**

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. identify opportunities in problems and in high potential sectors regardless of geographical location;
3. explain how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;

6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. highlight why ventures fail due to lack of planning and poor implementation.

### **Course Contents**

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - *Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoT), Blockchain, Cloud Computing, Renewable Energy etc.* Digital Business and E-Commerce Strategies).

### **CMS 301: Theories of Communication**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. identify, explain and compare theoretical concepts;
2. apply theories to real communication and media situations;
3. critique theories, pointing out their strengths and limitations; and
4. explain and apply any of the theories in research and practice.

#### **Course Contents**

Exploration and analysis of major theories and approaches that deal with the nature, uses and effects of media and communication as applied to various types of communication and elements of the communication process (source, message, channels, receiver (audience)); the relationship between theory and research and the relevance of the latter to the success of the former are discussed. The student will be expected to understand the key concept of each theory and to be able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

### **CMS 302: Foundations of Communication Research**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the meaning and features of scientific research;
2. distinguish between scientific research and other ways of knowing;
3. discuss the various types of research methods;
4. explain the practical applications of conducting research;
5. outline the process of conducting research;
6. explain sampling procedure, population, sample; and

7. explain the importance of ethics in media and communication research.

### **Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics).

### **CMS 303: Data Analysis in Communication Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. distinguish between qualitative and quantitative data;
2. outline the different ways of presenting research data;
3. apply different software for data analysis; and
4. discuss how to draw inferences from data and significance of research findings.

#### **Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data, particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

### **STC 301: Issues in Strategic Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain of the role and functions strategic communication in different types of organisations and institutions;
2. demonstrate familiarity with and critical understanding of a variety of contexts of strategic communication (e.g., corporate communication, social change communication, and crisis communication);
3. demonstrate familiarity with the ethics and values of the PR profession; and
4. apply relevant theories for the critical understanding and analysis of strategic communication processes.

#### **Course Contents**

This course will explore strategic communication within the context of an increasingly complex world. The course will enhance your understanding and practice of strategic communication in multiple contexts that are relevant to the professional application of planned and effective communication in the twenty first century. The course will explore the concept and theories of strategic communication. It will also explore key social, technological, and professional issues in the practice of strategic communication, and so broaden your understanding of how these factors shape the creation of effective messages; as well as make you a more thoughtful and successful communicator.

### **STC 303: Research Methods in Strategic Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. apply qualitative and quantitative research procedures in conducting research;
2. comprehend the key procedures that need to be followed to make research scientific and objective;
3. use SPSS in data analysis; and
4. conduct communication research, analyse data and make presentations.

#### **Course Contents**

This course provides students with the basic knowledge and skills in conducting scientific research in strategic communication. Students will be introduced to qualitative and quantitative research methods with a focus on content analysis and survey research. Through the course, students will work on a content analysis project starting from identifying an area for study; develop coding instruction and coding sheet, and collecting data. Students will also be taught on how to use statistical analysis program SPSS (Statistical Package for Social Sciences) for analysing data. AS well as this the course will acquaint students with the purpose and role of literature review in research, how to formulate hypotheses and research questions etc.

### **STC 306: Special Topics in Strategic Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the role and functions of strategic communication in different types of organisations and institutions;
2. demonstrate familiarity with the ethics and values of public relations profession;
3. demonstrate familiarity with critical understanding of variety of contexts of strategic communication, corporate communication, crises communication etc.; and
4. apply relevant theories for the critical understanding and analysis of strategic communication processes

#### **Course Contents**

This course reviews the field of Strategic Communication and selects special topics in the areas of Strategic Communication: business, management, organisational, and corporate communication for special treatment and in-depth analysis. Students are expected to carefully select two special topics in these areas, research into them, present, and lead a discussion on them. The presentations are also expected to be packaged and submitted in soft cover bounds as projects for the course.

### **STC 307: Digital Marketing for Strategic Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain the role and importance of digital marketing in modern society (changing business landscapes);
2. outline the key elements of a digital marketing strategy;
3. demonstrate practical skills in common digital marketing tools such as SEO, SEM, social media and Blogs; and
4. analyze how the effectiveness of digital marketing campaign can be measured.

### **Course Contents**

Today's communication professionals must work strategically across paid, earned, shared, and owned digital media channels. Effectively driving digital traffic builds campaign awareness, stimulates engagement, and moves target audiences toward action. This course teaches students how to employ digital marketing strategies and tools to amplify multichannel Public Relations and strategic communication efforts.

### **STC 308: Persuasion and Message Design in Strategic Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. outline theories of persuasive communication;
2. develop skills to identify and critically analyze persuasive messages;
3. demonstrate understanding of persuasive techniques and their efficacy; and
4. apply ethical principles in the creation, distribution and reception of persuasive messages.

#### **Course Contents**

Persuasion plays an important role in both our personal and professional lives. This course explores an array of theories, approaches, and research findings about how and why persuasion works. The course emphasises the ethical application of persuasive messages and strategies, with an emphasis on how persuasive strategies can be used to develop effective strategic communication messages and applied in strategic communication campaigns. The course is also expected to teach the students on how to deconstruct persuasive messages and become more critically-minded receivers of persuasive messages and tactics they encounter daily.

### **STC 310: Strategic Campaign Management (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain methods of strategic campaign planning and management and show how these fit within organisational goals;
2. create a comprehensive strategic plan;
3. apply acquired knowledge and experience to produce a campaign showing detail planning, organization, time management and evaluation skills; and
4. produce a portfolio of your executed campaign.

#### **Course Contents**

This course explores the conceptualization, planning and management of corporate, government and other non-profit organization's campaigns. Students will be invited to use problem-oriented case studies in the creation, planning and execution of campaigns, Students work on group projects that develop and execute a public relation campaign that would give them a grasp of full range of experiences required in planning and executing public relations campaigns. All the four phases of PR campaign-formative research, strategic planning, implementation and tactics, and evaluation research must be covered. This would provide students hands-on experience in working with clients as they identify organizational problems whose solutions are arrived through a PR campaign.

**PRS 303: Brand Communication:****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain key components of a brand's identity and how they work in creating brand equity;
2. outline factors that shape success or failure of a proposed strategic direction;
3. analyse how cultural differences can impact on brands; and
4. construct, through collaborative work, a brand promotion task.

**Course Contents**

This course examines key issues in the development of strong brands. In doing this the course will focus on brand strategy to build and communicate strong brands. The course will invite students to critically understand how the idea of brand and branding has changed over time. For instance, the course will explore how brands have changed from being 'distinguishing marker' for a product, through its name, symbol or design, to now becoming concerned with the management and control of culture, meaning given to products and practices. The course will invite students to understand the role of culture in brand communication. The course will explore how famous brands and customers' experience of them (like say blue-band or Coca-Cola) can position the company in withstanding competition in a highly competitive environment, use communication to sell the brand's message and achieve customer loyalty for the brand, i.e., brand equity.

**PRS 311: Media Planning and Strategy****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. explain the role of strategic media planning in marketing and advertising decisions;
2. outline the different advertising media for different audiences;
3. plan and or implement a media campaign or event; and
4. analyze the challenges posed to media planning.

**Course Contents**

This course explores key concepts, strategies and procedures in media planning. Students are taught how to assess and make the decision on the appropriate outlet to buy or place an advert or promotion to achieve set public relation, advertising, marketing and media objectives. As well as this, the course will invite students to consider the increasing challenges strategic communicators are facing in a niched but increasingly saturated media market where the consumer is king.

**400-Level****CMS 401: International Communication****(2 Units C: LH 30)****Learning Outcomes**

At the end of the course, students should be able to

1. discuss the structure of international communication, the flow of media/cultural products;
2. explain the concepts of cultural globalization, cultural imperialism;
3. explain the roles/functions of international news agencies and media companies; and
4. explain the role and implications of ICT.

**Course Contents**

This course is an overview of the world's media systems. The focus will be on the flow of information between the industrialized and advancing nations; how ideology, culture, economy and international market structure have all contributed either in hindering or advancing the international flow of news and entertainment among nations. The scope, characteristics, peculiarities and current issues in international communication will be exhaustively treated so as to acquaint the student with a thorough knowledge of the politics and ideological nature of international communication. The course will examine issues like globalization, ICTs and communication development, new/social media platforms, ownership and control, cultural imperialism, the role of international News Agencies and such other media organization like CNN, BBC, Al-Jazeera in global politics. The course will take a critical look at Africa's place in the digital/cyber world.

The course should also discuss relevant theories of imperialism and dependency technological determinism. Discussions in the course should not be limited to the news but should include all the products of the media and cultural industries. The role of the English language should also be considered.

### **CMS 402: Communication and Society**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss the relationship between the media and other social institutions;
2. highlight the dual character of the media as both commercial and political/ideological organisation;
3. explain how various social groups are represented in the media and the implications of such representation;
4. explain the concept of media power;
5. outline the notions of professionalism in media and communication practice; and
6. explain the concepts of mediatization

#### **Course Contents**

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organizations and mass communication politics. The role of communication in development is critically examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. The course will also discuss media representation of gender, minorities.

## **STC 402: Practicum/Portfolio in Strategic Communication (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. apply the skills and knowledge gained in your study to design a campaign or manage an event etc.;
2. exhibit critical thinking in the production of portfolio in your chosen area;
3. show an understanding of the demands of modern digital infrastructure in strategic communication work; and
4. analyse work environmental challenges in carrying out strategic communication activity.

### **Course Contents**

This course invites students to apply knowledge and skills learned in the classroom in a real-life work environment. In doing this, students will work under the direct supervision of professionals at the workplace. The idea is for them to directly take part in activities of the organization where they apply their skills and knowledge as well as remain open to learn. In the practicum work, students are expected to build a portfolio cataloguing and demonstrating their experiences such as campaigns, media monitoring, event management, media releases and newspaper articles, social media content and other communication products.

## **STC 403: Digital Strategic Communication Analytics (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. apply qualitative and quantitative research in developing and evaluating communication plans;
2. use digital advocacy strategies and organizing tools in promoting or supporting causes, candidates or organisations;
3. outline strategies of social media content creation; and
4. evaluate key challenges in digital strategic communication.

### **Course Contents**

This course acquaints students with methods and principles that guide the extracting of useful information from digital communication data. The course helps students to make sense of problems from a data perspective and analyze such problems. Such analysis would form a useful basis for campaign strategy towards a target audience or public.

## **STC 409: Media, Propaganda and Public Opinion (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. apply qualitative and quantitative research in developing and evaluating communication plans;
2. use digital advocacy strategies and organizing tools in promoting or supporting causes, candidates or organizations;
3. outline strategies of social media content creation; and
4. evaluate key challenges in digital strategic communication.

### **Course Contents**

This course takes off from the assumption that propaganda is mass persuasion through the manipulation of symbols or myths and therefore invites students to explore the intersection between media and communication messages, public opinion and propaganda. Students will inquire into the process of public opinion formation and the point at which they remain or cross ethical boundaries. The course will teach students how to apply the technique of propaganda analysis.

### **STC 410: Corporate Organizational Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. explain key elements of organisational Communication theory;
2. discuss the importance of good communication in organizational success;
3. identify communication problems in organizational settings; and
4. apply skills and competencies to resolve organizational communication problems.

#### **Course Contents**

There is always so much taking place within organizations such as recruitment of new staff, promotions and demotions or dismissals, expansions, mergers and take-overs, as well as innovations etc. People within or outside the organization come to know such happenings through communication. Depending on how the communication is executed any of the activities could generate goodwill or hostility. This course therefore invites students to explore the dynamics or process of interpersonal and group communication within organizations. Case studies will be used to introduce the theory and practice used by organizations to plan, develop, execute and evaluate different communication strategies and tactics for communicating internally and externally

### **STC 412: Corporate and Industrial Public Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of the course, students should be able to

1. organise events for local charities including production on videos and newsletter;
2. explain how communication strategies influence (employed), attitudes, shift stakeholders' opinions and tells an organization's theory;
3. analyse the role of influence in corporate reputation or image; and
4. outline challenges to modern corporations and industries.

#### **Course Contents**

The success of corporations lies hugely on the goodwill it has cultivated with its various stakeholders such as customers, investors and shareholders, governments as well as civil society organizations etc. Communication remains at the centre of such goodwill. This course therefore invites students to explore strategies of effective communication with such stakeholders as well as the challenges that could pose obstacle such as globalization, changing corporate identity, issues of diversity, outsourcing etc.

## **CMS 406: Communication for Development**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. discuss theory and history of the role of communication in development;
2. outline the strategic use of communication and media tools in development goals; and
3. apply strategies of communicating social change in development issues from local, national and global perspectives

### **Course Contents**

Explores the roles of media and communication in the development process. It will invite students to critically assess the strategic use of communication and media tools in advancing the goals of social, cultural, and political change. In doing this the course will examine various approaches, models, and strategies of development communication, from both theoretical and historical points of view. The course will also focus on selected areas of development communication, including global poverty, hunger, health, gender, environment, and sustainability. We will also explore emerging and alternative strategies of communicating social change, such as open development, indigenous movements, cultural resistance and digital media activism. Students will produce case studies and map out specific communication strategies aimed at particular development issues from a global, national, or local perspective.

## **STC 499: Original Research Project**

**(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, students should be able to

1. choose an independent research topic;
2. evaluate and review published studies in the area of chosen topic;
3. apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches, in conducting research; and
4. outline challenges encountered in conducting original research.

### **Course Contents**

This is a research focused course where student apply knowledge and skills gained from research methods courses.

The course invites students to think critically and problematize a particular strategic communication challenge and apply or use appropriate research methods to seek insightful solutions and arrive at creative recommendations based on the research findings in a way that will enhance knowledge or understanding. Working under the guidance of a supervisor, students will be guided on how to problematize issues, generate secondary and primary data as well as analyze such data and use them to answer research questions.

## **Minimum Academic Standards**

### **Equipment**

To achieve the benchmark statements for any programme, there should be:

A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped. At least one large and reasonably equipped central workshop for teaching and research.

Drawing and design/ Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements. It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to the programme.

The strategic communication programme requires the following basic equipment:

1. A computer lab capable of running Adobe Creative Cloud Suite software, Microsoft Office and presentation software such as PowerPoint and Keynote.
2. A social media lab fitted with audio visual equipment for strategic audio and video content production
3. A PR copy lab that can accommodate 30 students at a time
4. Video standard HD video cameras

### **Staffing**

#### **Academic staff**

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

#### **Administrative support staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

#### **Technical support personnel**

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

## **Classrooms, laboratories, workshops, and offices**

The NUC recommends the following physical space requirement:

		m <sup>2</sup>
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Science Staff Research Laboratory	-	16.50
Education Staff Research Laboratory	-	14.50
Seminar Space/per student	-	1.85
Drawing Office Space (A.O. Board) (Per Student)	-	4.60
Drawing Office Space (A.I. Board) (Per Student)	-	3.70
Laboratory Space	-	7.50

## **Library**

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (WIFI) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the library should be in line with NUC guidelines.