

B.Sc. JOURNALISM AND MEDIA STUDIES

1ST SEMESTER 100 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	GST 111	Communication in English	2	C
2	GST 121	Character in Leadership	1	C
3	CMS 101	Introduction to Human Communication System	2	C
4	CMS 103	Writing for the Media	2	C
5	JMS 101	Introduction to Journalism	2	C
6	JMS 103	Traditional African Communication System	2	C
7	CUL-JMS 101	Life Skills/Critical Thinking	2	C
8	CUL-JMS 103	Basic Multimedia and Journalism	2	C
9	CUL-JMS 107	Introduction to Sports Journalism	2	C
10	CUL-JMS 113	Introduction to Science and Technology Reporting	2	C
11				
Total Core			19	
Total Elective				
Total			19	

2ND SEMESTER 100 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	GST 104	Computer Certification	1	C
2	GST 112	Nigerian People and Culture	2	C
3	JMS 102	Basic Reporting Techniques	2	C
4	CUL-JMS 102	Media English 1	2	C
5	CUL-JMS 104	Foundations of Cultural Reporting	2	C
6	CUL-JMS 106	Introduction to Public Speaking	2	C
7	CUL-JMS 112	Introduction to Health Journalism	2	C
8				
9				
10				
11				
Total Core			13	
Total Elective				
Total			13	

1ST SEMESTER 200 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	ENT 211	Entrepreneurship and Innovation	2	C
2	CMS 201	History of Nigerian Media	2	C
3	JMS 201	News Writing & Reporting	2	C
4	JMS 203	Photo Journalism I	2	C
5	JMS 205	Editing and Infographic in Journalism	2	C
6	CUL-JMS 201	Children Issues in Journalism	2	C
7	CUL-JMS 205	Media English 2	2	C
8	CUL-JMS 203	Media Attachment	2	C
9	CUL- JMS 211	Commentary Dynamics in Sports	2	C
10			2	C
11				
Total Core			18	
Total Elective				
Total			18	

2ND SEMESTER 200 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	GST 212	Philosophy, Logic and Human Existence	2	C
2	JMS 202	Photo Journalism II	2	C
3	JMS 204	Writing for the Print Media	2	C
4	JMS 206	Feature Writing	2	C
5	CUL-JMS 202	Reporting Cultural Heritage	2	C
6	CUL-JMS 212	Advanced Public Speaking	2	C
7				
8				
9				
10				
11				
Total Core			12	
Total Elective				
Total			12	

1ST SEMESTER 300 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	CMS 301	Theories of Communication	2	C
2	CMS 303	Data Analysis in Communication Research	2	C
3	JMS 301	Newspaper Production I	2	C
4	JMS 303	Scientific and Data Journalism	2	C
5	JMS 305	Multimedia and Online Journalism	2	C
6	JMS 307	Media Entrepreneurship	2	C
7	JMS 309	Media Attachment	2	C
8	CUL-JMS 321	Writing Women Empowerment Stories	2	C
9	CUL-JMS 331	Advanced Health Journalism	2	C
10				
11				
Total Core			18	
Total Elective				
Total			18	

2ND SEMESTER 300 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	GST 312	Peace and Conflict Resolution	2	C
2	ENT 312	Venture Creation	2	C
3	CMS 302	Foundations of Communication Research	2	C
4	JMS 302	Journalism and Politics	2	C
5	JMS 304	Investigative Journalism	2	C
6	JMS 306	Foreign Correspondence	2	C
7	JMS 308	Trends and Issues in Journalism and Media Studies	2	C
8	CUL-JMS 320	Fashion Journalism	2	C
9				
10				
11				
Total Core			16	
Total Elective				
Total			16	

1ST SEMESTER 400 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	CMS 401	International Communication	2	C
2	JMS 401	Magazine Production	2	C
3	JMS 403	Rural Community Newspaper	2	C
4	JMS 405	Editorial Writing	2	C
5	JMS 407	Comparative Media Systems	2	C
6	JMS 409	Media Ethics	2	C
7	JMS 499	Original Research Project I	2	C
8	CUL-JMS 401	Media Attachment	2	C
9				
10				
11				
Total Core			16	
Total Elective				
Total			16	

2ND SEMESTER 400 LEVEL

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	CMS 402	Communication and Society	2	C
2	JMS 402	Critical and Review Writing	2	C
3	JMS 404	Specialised Reporting	2	C
4	JMS 406	Media, Economics and Management	2	C
5	JMS 408	Media Law	2	C
6	JMS 410	Journalism for Development	2	C
7	JMS 499	Original Research Project II	2	C
8	CUL-JMS 420	Advanced Fashion Journalism	2	C
9				
10				
11				
Total Core			16	
Total Elective				
Total			16	

Course Descriptions

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 selfreliance (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; Reorientation 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.

CUL-JMS 101- Life Skills and Critical Thinking for Undergraduates (2 Units; C, LH=30, PH=Nil)

Overview

The complexities of the contemporary world have placed a huge demand on young people who have to navigate divergent, conflicting and sometimes confusing situations as they make their ways through life. As such it is pragmatic that young people entering the university system be exposed to the rudiments of decision making that will impact their lives during their programme in the university and thereafter as graduates.

This is the major rationale for introducing them to Life Skills and Critical Thinking as a course of study at the first year which is not available in most social science programmes in Nigerian universities.

Objectives

The objectives of the course are to:

1. Explain the concept of critical thinking.
2. Identify and develop critical thinking skills
3. Identify critical thinking processes.
4. Explain critical thinking techniques.
5. Describe life problems and coping methods
6. Determine a systematic plan for goal setting and attainment
7. Identify success principles and learning techniques to enhance goal attainment

Learning Outcomes

On completion of the course, students should be able to:

1. Define the concept of critical thinking.
2. Identify at least five (5) critical thinking skills
3. Identify at least five (5) critical thinking processes.
4. Apply critical thinking techniques
5. Describe life problems and coping methods
6. Set goals in an effective manner.
7. Determine a systematic plan for reaching their goals.
8. Use success principles and learning techniques to enhance results.
9. Generate and maintain the motivation needed to attain their goals.
10. Complete a goal, evaluate the results, and reflect on how they may refine the process

Course Contents

What is critical thinking? Why is critical thinking important for undergraduates?, Demonstrating critical thinking, The critical thinking processes, Identifying life problems and coping methods, Investigating and evaluating thinking, Effective Goal Setting, Challenges of Goal Setting, Ben Carson Risk Assessment Guide, Mapping an Argument, Evaluating Arguments, Inductive Reasoning and Analogies, Sources and Causes, Causal and Deductive Arguments, Fallacies and

Biases, Using evidence critically, Displaying critical thinking in reading and writing, General Strategies for critical writing.

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.

CUL-JMS 102: Media English I (2 Units; Elective, LH=30, PH-Nil)

Overview

Media scholars and professionals are consensual that for journalists to communicate to their respective audience with high fidelity there is the need for substantial appreciation of English

grammar right from the universities and journalism training institutions. Due to the fact that the English Language is a second language to Nigerians, many journalists who chose to conduct their affairs in the language often suffer from *Grammaritis*. This neologism refers to the avoidance, or aversion to following grammatical codes when using any new language, in this case, the media English. While most language learners are contented with basic vocabularies and expressions to sustain a social conversation, Media English requires a more formal and correct syntax such that the narrative conveys both elegance and meaning.

It is to address this fear and aversion to proper grammatical construction narrative in Media that this course is conceptualized. It is imperative that all mass media contents must be written with the same obligation clearly, concisely, correctly, and interestingly. Thus, the following subsections provide the objectives of the course, learning outcomes and the course contents to address the stated needs.

The Objectives of the Course:

1. Demonstrate an understanding of media English and attribute of good writing.
2. Apply grammar usage, style and proper spellings in Media English.
3. Differentiate between parts of speech and figures of speech.
4. Evaluate the use of English language on the Nigerian media.
5. Formulate news stories using appropriate media English.

Learning Outcomes:

1. Demonstrate use of Media English in writing.
2. Apply grammar usage and proper spellings in Media English.
3. Apply appropriate style in Media English
4. Distinguish between parts of speech and figures of speech.
5. Create news stories using appropriate media English.

Course Contents:

Media English, attribute of good writing, grammar usage and style, spellings, parts of speech, figures of speech, pronunciations, abbreviations, print, radio, television, critical analysis of the use of English language on the Nigerian media, edited publication, BBC World Service, CNN, Times magazine, etc.

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. Agegrade 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.

CUL-JMS 103 Basic Multimedia and Journalism (2 Units; Elective, L=30, P=Nil)

Overview

Technology has shifted the dynamics of the journalism industry in the last two decades, transitioning it into a fast-paced industry requiring up-to-date knowledge of, and skills in digital technology. Today's journalist is expected to constantly update their knowledge of the technologies available to practice their craft, and their skillsets in the use of these technologies. This course is expected to equip students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to writing news and feature stories using today's technology skills and deploying them on the platforms afforded us by technology.

Objectives

The objectives of the course are to;

1. Explain the concept of Basic Multimedia and Journalism
2. Identify the five (5) types of Multimedia Elements
3. Explain the role of Multimedia in today's Journalism practice
4. Describe the importance of MIL and Ethics in telling BMM stories in Journalism

5. Explain how to design a storyboard
6. Describe the guidelines for telling journalism stories with the different BMM elements.

Learning Outcomes

On completion of the course, students should be able to:

1. Explain the concept of Basic Multimedia and Journalism
2. Describe five (5) types of Multimedia Elements
3. Explain at least four (4) roles of Multimedia in today's Journalism practice
4. Describe four (4) reasons why MIL and Ethics are important in telling BMM stories in Journalism
5. Design a storyboard for a selected multimedia journalism story
6. Explain at least three (3) guidelines each for telling journalism stories with the different BMM elements.

Course Contents

Defining Concepts – Basic Multimedia, Journalism. Types of Multimedia. Importance of Multimedia in the field of Journalism. Advantages and Disadvantages of Multimedia. Forms of Multimedia Content. Use of Multimedia. Types of Journalism. Required Skills for Basic and Multimedia Journalism. MIL, Ethics, and Multimedia Journalism. Multimedia Planning. Storyboarding for Multimedia Stories. Elements and Principles of Multimedia Stories Design. Working with Graphics and Images in Multimedia Design. Telling Multimedia Stories with Photographs. The Art of Multimedia Storytelling with Videos and Animation. Practical Storytelling with Multimedia Elements. Ethical and Legal Issues in Multimedia Journalism. Publishing Multimedia Stories.

CUL-JMS 104 Foundations of Cultural Reporting (2 Units; L=30,)

Overview

In the last two decades, and even more recently, society has been fractured by racial, ethnic, and religious dispute and conflicts, oftentimes fueled by traditional, and new media coverage and representation of the issues, as well as alternative media forms. This course will help students understand the role of the media in mediating the cultural space and prepare them to represent and cover cultural issues properly through a combination of theoretical and practical exercises. It will provide students with a comprehensive understanding of the fundamental principles and practices of cultural journalism.

Course Objective:

The objectives of the course are to:

1. Explain the major concepts in cultural reporting
2. Describe the history and evolution of cultural journalism, its different forms, and its relevance in contemporary society.
3. Explain the different forms of cultural reporting.

4. Itemise the principles of cultural reporting
5. Describe the process for conducting cultural interviews for traditional and new media platforms.
6. Understand the role of cultural reporting in shaping the public sphere and actions
7. Explain how to develop a portfolio of original cultural content, including articles, reviews, interviews, and other multimedia content, demonstrating their proficiency in cultural journalism.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Define the major concepts in cultural reporting
2. Describe the history and evolution of cultural journalism,
3. Identify three (3) of the different forms of cultural reporting
4. Highlight at least four (4) principles of cultural reporting
5. Describe at least four (4) steps in the process for conducting cultural interviews for traditional and new media platforms.
6. Describe four (4) ways cultural reporting shapes the public sphere and actions
7. Develop a portfolio of original cultural content,

Course Contents:

Introduction to concepts – culture, journalism, public sphere. History and evolution of cultural journalism. Social Construction of Culture. Understanding the Reporters Frames of Reference on Culture. Understanding Audiences for Cultural Reporting. Forms of cultural journalism - including reviews, features, interviews, and criticism. Principles of Cultural Reporting. Role and impact of cultural journalism in contemporary society. Sources of Cultural Reports. Theories and Cultural Reporting. Principles of journalistic ethics. Legal frameworks that govern cultural journalism, including copyright and privacy laws. Developing research skills and strategies for cultural journalism. Conducting effective interviews with cultural personalities. Writing skills for cultural journalism (including structuring articles, headlines, and leads). Cultural Reporting for Newspapers. Cultural Reporting for Electronic Media. Use of multimedia in cultural journalism, including photography, video, and social media. Review of Cultural Representations in Traditional Media. Review of Cultural Representations on New Media Platforms. Role of cultural journalism in shaping the public sphere and actions.

CUL-JMS 106 Introduction to Public Speaking (2 Units; L=30 PH=45,)

Overview

Speaking is both a skill, and an artform, and at every level, members of society are expected to encapsulate and present their ideas in simple, clear, coherent, and cohesive forms. This skill does

not happen overnight, It takes imbibing the right knowledge about what public speaking is, and the necessary skillset to do it.

This course will thus imbue students with the rudimentary knowledge they need to do get started in their public speaking journey.

Course Objectives

The objectives of the course are to:

1. Explain Public Speaking
2. Describe the types of Speeches/Speaking
3. Highlight ways to make Public Speaking Content Memorable and Compelling
4. Explain ways for students to be an Effective Listener
5. Describe the Parameters of Public Speaking.
6. Explain how to Manage Speech Anxiety.

Learning outcomes

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

1. Define Public Speaking
2. Identify at least four (4) types of Speeches/Speaking
3. Highlight four (4) ways to make Public Speaking Content Memorable and Compelling
4. Describe three (3) ways to be an Effective Listener
5. Explain the four (4) Ps of Public Speaking.
6. Pinpoint two (2) ways to Manage Speech Anxiety.

Course Contents

Definitions – Public Speaking. Understanding Speech. Types of Speeches/Speaking. Differences between Speaking and Writing. Understanding your Setting. Making Ideas Compelling and Memorable. Illustrating and Delivering your Ideas. Barriers to Effective Public Speaking. Importance of Active Listening. Hindrances/Barriers to effective listening. Techniques/tips to becoming a better active listener. Understanding your audience. Principles of Effective Public speaking. P's of Public speaking: planning, preparation, practice, performance. Ethical Public Speaking. Managing Speech Anxiety. Demonstrating Public Speaking.

CUL- JMS 107 Introduction to Sports Journalism (2 Units; Elective, L=30, PH=Nil)

Overview

Sports has become a global game changer in the last one decade attracting a multi-billion dollar market. However, the curriculum in most of Nigerian institutions have not focused deliberate

attention on the need to train prospective journalists in the arena of sports in a way that will make them globally acceptable. This is the intention of this course.

This is an introductory course for students designed to explore the writing, reporting, techniques and ethics of sports journalism. It focuses on the practical requirements of sports journalism. These include researching and writing sports stories, athletes' profiles and providing match reports for print and online platforms. It also addresses critical issues such as sports policy and the role of sport in society.

Objectives

The objectives of the course are to;

7. Explain the concept of sports Journalism.
8. Highlight the historical perspectives of sports reporting.
9. Describe the principles of sports reporting.
10. Explain the perceptual differences of sports in society.
11. Explain the critical issues affecting sports reporting in Nigeria.

Learning Outcomes

On the completion of this course, students should be able to:

1. Highlight Five (5) issues affecting sports reporting in Nigeria.
2. Describe the specialist position of sport in the media industry,
3. Define the role of sports reporting in society.
4. Report matches using various journalistic styles
5. Cover and report sport events.

Course Contents

Exploring the concept of sports journalism. History of the Olympics, The World Cup, The growth of global Leagues (Premier League, European League etc), The Nigerian League system Selected Nigerian sports journalists. The symbiotic relationship between the media and sports. The history and evolving nature of sports reporting. Attributes of a sports journalist. Challenges of Sports reporting, Technical terms in Sports Reporting, Perceptual differences in sports reporting. Researching for sports journalism. Interviewing sports people. Writing sports stories. Writing match reports. Evaluating sports issues. Ethics of sports media.

CUL-JMS 112 Introduction to Health Journalism (2 Units; Elective, LH=50, PH=Nil)

Overview

The recent corona virus pandemic has brought to fore the need to have a more effective way of writing about health issues in the mass media. Issues of public health are therefore no longer limited to the purviews of medical experts but would need well trained journalists to serve as effective intermediaries between the scientific community and the general public on issues that

affect public health. Such training is currently lacking in the curriculum of many journalism schools indicating a critical gap to fill.

There is therefore need to prepare students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to writing stories that enhance understanding about health at both the public and private levels.

Objectives

The objectives of the course are to;

12. Explain the concept of health
13. Explain the concept of health journalism
14. Identify challenges to Health Reporting in Nigeria
15. Explain the importance of Health Reporting in Nigeria
16. Describe the stakeholders in Health Reporting in Nigeria
17. Explain sources of news on Health Reporting in Nigeria
18. Explain ethical guides for writing stories Health Reporting in Nigeria
19. Identify opportunities for Health Reporting in Nigeria

Learning Outcomes

On completion of the course, students should be able to:

1. Define the concept of Health Journalism
2. Describe the focus of Health Reporting in Nigeria
3. Identify at least ten (10) stakeholders in Health Reporting in Nigeria
4. Highlight at least ten (10) challenges to Health Reporting in Nigeria
5. Pinpoint at least ten (10) sources of Health Reporting in Nigeria
6. Explain the ethical issues for Health Reporting in Nigeria
7. Identify at least ten (10) opportunities for Health Reporting in Nigeria
8. Classify at least ten (10) opportunities for journalists reporting Health
9. Define at least 20 (20) terminologies in Health Reporting

Course Content

Defining Health and Health Journalism, Who is the Health Reporter?, Why is Health Reporting Different?, Importance of Health Reporting, Health Issues in Nigeria's population, Dynamics of Health Reporting, Stakeholders in Health Reporting, Ethical Issues in Health Reporting, Focus of Health Reporting, Challenges of Health Reporting, Understanding Health Terminologies, Opportunities for Health Reporting, Opportunities in Health Reporting

CUL-JMS 113 Introduction to Science and Technology Reporting (2 Units; Elective, LH=30, P=Nil)

Overview

Scientific processes, technological innovations and journalism do not fit together easily. However, the contemporary society with advances in science and technology have created the need and highlighted the importance of communicating science in a trustworthy and understandable way for the public to make reasonable use of its end products.

This course is therefore designed to acquaint students with the knowledge, principles and skills of science and technology reporting. The course highlights the general concept and philosophy of science and technology reporting, its importance in the contemporary society, challenges as well as the blue print to effective science and technology reporting.

Course Objectives

The objectives of the course are to;

1. Introduce students to the fundamental principles of science and technology reporting.
2. Explain common terminologies in science and technology reporting
3. Describe the techniques and practice of science and technology reporting.
4. Explain the concept of Artificial Intelligence and Robotics
5. Describe the requisite skills for reporting science and technology stories.
6. Highlight the peculiarities and technicalities involved in science and technology reporting.
7. Explicate the increasing relevance of science and technology reporting in the contemporary society.

Learning Outcomes

On completion of this course, students should be able to:

1. Differentiate between general news reporting and science and technology reporting
2. Identify at least five (5) principles of science and technology reporting.
3. Classify at least ten (10) sources of science and technology reports.
4. Define AI and Robotics
5. Write science and technology news/reports.
6. Describe challenges associated with science and technology reporting

Course Contents

Introduction to news reporting. Reportorial principles. Meaning of science and technology reporting. The world of Science-AI and Robotics, The science and technology news. Barriers/Blueprints to effective science and technology reporting. Career prospects in science and technology reporting. Sources of science and technology news. Strategic interviews for science and technology reporting. Reporting science and technology beat. Writing science and technology

stories. Editing principles for science and technology. Legal and ethical issues in science and technology reporting. General issues in science and technology reporting,

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.

CUL-JMS 201 Children Issues in Journalism (2 Units; Elective, LH=30, P=Nil)

Overview

Children issues are often subsumed under general public issues both in the policy dimension as well as implementation. The media is expected to play an agenda setting role if this development is to be positively reversed and bring issues affecting children part of the agenda both at national and subnational levels. Doing so will help in achieving the SDG Goals.... There is thus the need to train graduates who can function with passion in such role. Currently there is limited attention in the curricula for such training, hence the need to prepare students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to writing stories that enhance understanding about issues related to and affecting children, at both the public and private levels.

Objectives

1. Describe the demography of children in Nigeria
2. Explain why Children Issues Matters in Journalism
3. Explain the ethics of Reporting Children Issues
4. Describe Nigeria's policy on children
5. Identify Stakeholders in Reporting Children Issues
6. Describe International Instruments on Children Rights
7. Explain the concept of Advocacy Journalism for Children Issues

Learning Outcomes

On completion of the course, students should be able to:

1. Describe the demography of children in Nigeria
2. Clarify why Children Issues Matters in Journalism
3. Explain the ethics of Reporting Children Issues
4. Describe Nigeria's policy on children
5. Identify at least ten (10) Stakeholders in Reporting Children Issues
6. Define the concept of Advocacy Journalism for Children Issues
7. Identify at least ten (10) challenges of Reporting Children Issues
8. Undertake the packaging of Reports on Children

Course Contents

Children Demography in Nigeria, Why Children Issues Matters in Journalism, Current Treatment of Children Issues in Nigerian Media, Ethics of Reporting Children Issues, Nigeria's Policy on Children, Advocacy Journalism for Children Issues, International Instruments on Children Rights, Nigerian Constitution and children rights, Child Rights Acts (2003), Stakeholders in Reporting Children Issues, Challenges of Reporting Children Issues, Packaging Reports about Children, Packaging Reports for Children, Child Trafficking in Nigeria, Child Abuse in Nigeria, Children and Education in Nigeria, Children and Health in Nigeria, Child Labour in Nigeria.

CUL-JMS 202 Reporting Cultural Heritage (2 Units; Elective, LH=30, P=Nil)

Overview

Cultural heritage is important as it serves as the repository of culture handed down from generation to generation. It encapsulates the history and artefacts from generations before. However, there has been concern over the disconnection between the contemporary generation and their cultural background with the influence of western cultural practices.

With a lot of conversations on-going about the return of artefacts taken from Nigeria, this course presents a useful opportunity for students to learn how to report and catalogue history in such a way that it would be useful for society, helping them truly appreciate the beauty of generations past, and lessons it holds for the future, especially in several communities of Lagos state that are rich in cultural heritage. This would be done through a combination of theoretical and practical exercises.

Course Objective:

The objectives of the course are to:

8. Explain the major concepts in cultural heritage reporting
9. Describe reasons why reporting cultural heritage is important.
10. Discuss present media representations of cultural heritage.
11. Explain cultural heritage reporting using communication theories.
12. Teach the principles of writing cultural heritage reports for traditional and new media platforms.
13. Encourage students to develop a portfolio of original content, including articles, reviews, interviews, and other multimedia content, demonstrating their proficiency in cultural heritage reporting.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Define the major concepts in cultural heritage reporting
2. Detail at least three (3) reasons why reporting cultural heritage is important.
3. Describe three (3) issues with present media representations of cultural heritage.
4. Justify cultural heritage reporting using at least three (3) communication theories.

5. Write at least two (2) reports for traditional media, and two for new media platforms focused on a selected cultures.
6. Develop a portfolio of original content, including articles, reviews, interviews, and other multimedia content, demonstrating their proficiency in cultural heritage reporting.

Course Contents:

Definition of concepts – culture, cultural heritage, reporting. Importance of cultural heritage. Components of Cultural Heritage. Link between Cultural Heritage and Sustainable Development. Media Representations of Cultural Heritage. Communication Theories and Reporting Cultural Heritage. Reporting History, Memories and Heritage. Media as Custodians of Cultural Heritage. Reporting Archaeology, Conservation and Cultural Heritage. Reporting Tourism as a Way of Promoting Cultural Heritage. Reporting the Social Aspect of Cultural Heritage. Reporting Heritage Values. Representing the International Dynamics of Cultural Heritage. Case Studies in Cultural Heritage Reporting. Reporting Legislations for Cultural Heritage. Media Production and Cultural Heritage.

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.

CUL-JMS 203 – Media Attachment (2 Units C: LH30, PH Nil)

Overview

An effective journalism training must allow for a great infusion of practical exposure for students to become acquainted with contemporary development in the newsroom and there is no better way to achieve this than sending the students to understudy professionals at work for a period of time. Most curriculum currently allows for only a short period of this training at the 300 level which is not sufficient for the kind of niche that CUL seeks to carve for itself in the media and communication studies sector.

This course is therefore a bridge between the school and the newsroom and it is a requirement for students to be exposed to the media for practical experience. They are expected to put in a minimum of 12 weeks of intensive industrial attachment. Each student is expected to keep a log book duly signed by the supervising officer and the Departmental Supervisor.

Objectives

The objectives of the course are to:

1. Acquire hands-on experience in the specialized area of study.
2. Identify most of the equipment in use in the area of study
3. Use some of the equipment in the area of study
4. Become more professional in his/her practice of the area of study
5. Based on the practical training exposed to, endeavour to venture into the possibility of being self-employed in the area of study.

Learning Outcomes

On completion of the course, students should be able to:

1. Have acquired hands-on experience in the specialized area of study.
2. Identify most of the equipment in use in the area of study
3. Use some of the equipment in the area of study
4. Become more professional in his/her practice of the area of study
5. Based on the practical training exposed to, endeavour to venture into the possibility of being self-employed in the area of study.

Course Contents

This is basically a practical oriented course which is to be undertaken by the student in any journalism organisation. They are expected to be exposed to practical training in News writing, Feature writing, monitoring of news from agencies and networks, conducting interviews, Vox PoP etc

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.

CUL-JMS 205: Media English II (2 Units C: LH30, PH Nil)

Overview

Studies conducted in the US, UK, Canada, Australia and Nigeria about English proficiency among students revealed that grammar, spelling and punctuation are the major challenges irrespective of academic discipline and orientation. This reality has been acknowledged by prominent newspaper editors in both developed and developing countries as the salient challenge affecting aspiring and practicing journalists. Media scholars and professionals are consensual that for journalists to communicate to their respective audience with high fidelity there is the need for substantial appreciation of English grammar right from the universities and journalism training institutions. Due to the fact that the English Language is a second language to Nigerians, many journalists who chose to conduct their affairs in the language often suffer from *Grammaritis*. This neologism refers to the avoidance, or aversion to following grammatical codes when using any new language, in this case, the media English. While most language learners are contented with basic vocabularies and expressions to sustain a social conversation, Media English requires a more formal and correct syntax such that the narrative conveys both elegance and meaning.

The Objectives of the Course:

1. Explain word classes.
6. Describe sentence structures.
7. Analyze punctuation and its conventions.
8. Justify the necessity of correct spelling
9. Compose grammar and the Radio copy

Course Learning Outcomes:

At the end of the course, students are expected to,

1. Demonstrate an understanding of word classes.
2. Describe sentence structures.
3. Classify punctuation and its conventions.
4. Pinpoint the necessity of correct spelling.
5. Create grammar and the Radio copy.

Course Contents:

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, concord, types of sentence by structure, sentence type by function, elements of sentence, importance of punctuation marks, basic punctuation rules, the necessity of correct spelling, common journalistic usage errors, grammar and the radio copy.

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.

CUL- JMS 211 Commentary Dynamics in Sports (2 Units; Elective, L=30, PH=Nil)

Overview

Sports commentary is an essential aspect of sports journalism. The goal is to expose students to how commentaries are written for various sports. Sports commentary is linked to expressions like rhythm, tension, vitality and life. Students will learn to channel their observations, opinions and experiences into compelling arguments that reflects the essence of sports reporting.

Course Objectives

1. Explain the responsibilities necessary for sports commentary writing.
2. Describe skills necessary for sports commentary writing
3. Analyse ethical practices in sports commentary writing.
4. Explain common reporting and storytelling routines for sports reporters.
5. Examine significant trends in sports media platforms.

Learning Outcomes

On the completion of this course, students should be able to:

7. Define sports commentary writing.
8. Explain at least four (4) skills required for sports commentary writing.
9. Identify ethical principles that can influence sports commentary writing.
10. Highlight Five (5) significant trends in commentary writing.
11. Write sports commentary for print media platforms.

Course Contents

Fundamentals of sports writing/reporting. Sports commentary: an overview. Importance of awareness of the sports commentary and its qualities. Sports commentary and its place in sports journalism. The sports commentator: role, mission and skills. Characteristics and rules of commentary. Basic principles and rules of commentary writing and production. Process of sports commentary writing. Language of sports commentary. Issues in sports commentary writing. Writing commentary for radio and television.

CUL-JMS 212 Advanced Public Speaking (2 Units; Elective, L=30, PH=45)

Overview

Speaking is both a skill, and an artform, and at every level, members of society are expected to encapsulate and present their ideas in simple, clear, coherent, and cohesive forms. This skill does not happen overnight, It takes imbibing the right knowledge about what public speaking is, and the necessary skillset to do it. This course will imbue students on the advanced knowledge and skills they need to progress and become more effective public speakers.

Course Objectives

The objectives of the course are to:

1. Explain Public Speaking and Describe the types of Speeches/Speaking
2. Highlight the Principles of Public Persuasion
3. Explain how to use Support Arguments in Public Speaking
4. Demonstrate how to Master Body Language and Eye Contact
5. Explain how to Incorporate Multimedia Tools into Public Speaking
6. Emphasize the importance of Media and Information Literacy (MIL) and Ethics in Public Speaking.
7. Demonstrate how to deliver persuasive speeches

Learning outcomes

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

1. Define Public Speaking and
2. Describe at least three (3) types of Speeches/Speaking
3. Identify at least three (3) Principles of Public Persuasion
4. Demonstrate how to use Support Arguments in a Public Speaking Exercise
5. Incorporate Mastery of Body Language and Eye Contact into their Public Speaking Exercise
6. Describe how to Incorporate Multimedia Tools into Public Speaking
7. Identify at least three (3) reasons why Media and Information Literacy (MIL) and Ethics are essential in Public Speaking.
8. Demonstrate how to deliver persuasive speeches

Course Contents

Definitions – Public Speaking. Recap of Types of Speeches/Public Speaking. Importance of Audience and Context. Principles of Advanced Persuasion. Developing Strong and Compelling Arguments. Effective Use of Evidence to Support Arguments. Tailoring Arguments to Different Audiences and Values. Understanding and Applying different Rhetorical Strategies. Understanding the Role of Non-Verbal Communication. Communication Theories and Public Speaking. Mastering Body Language and Eye contact. Using Vocal Variety to Enhance Delivery. Understanding and Controlling Nervous Tics and other Distracting Behavior. Handling Silence and Pauses Effectively. Incorporating Multimedia Tools into Presentations. Effective Use of Social Media to Engage Audiences. Choosing Appropriate Presentation Software. Developing

Online Content and Virtual Presentations. MIL and Ethical Considerations in Public Speaking. Impact of Bias, Stereotypes, and Power Dynamics on Communication.

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 postconflict 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.

CUL-JMS 320: Fashion Journalism (2 units) (2 Units; Elective, L=30, PH=Nil)

Overview

Fashion Journalism presents a comprehensive overview of how to report fashion. Encompassing skills for print and broadcast media, the business of fashion need to be explained to communication students, which will offer practical guidance on how to report effectively on fashion. Covering a broad range of subject areas in print and broadcast media to fashion theory, this course offers everything a student needs to know to excel in fashion journalism, especially where the university is located. It is also appropriate to mention that fashion journalists got a bad press both from the industry and from the academics who write about them. There are no courses about fashion journalism unlike conflict reporting, sport reporting, etc studies about fashion media has been ignored. Therefore, this course aimed at equipping students of journalism in Caleb University with the knowledge and expertise they need in fashion journalism.

Similarly, the significance of this course can be attributed to the fashion and lifestyle journalism that are top choices of specialism for students, and there are hundreds of graduates chasing every job that comes up in the industry. Fashion coverage has expanded in newspapers, magazines and broadcast and has found a natural home on the internet. Sites like style.com and live-streamed, catwalk shows have opened up the fashion industry to a public hungry for more. Fashion has become a branch of the broader entertainment industry. As such, graduates that are well groomed in fashion journalism will meet the need of the industry. Thus, the following sub-sections provide the objectives of the course, learning outcomes and the course contents to address the stated needs.

The Objectives of the Course:

1. Define Fashion Journalism
2. Identify where fashion journalists work.
3. Apply the basic principles of fashion journalism writing.
4. Examine ideas, sources and interviewing in fashion journalism.
5. Explain fashion journalism in PR and fashion blogging and social media.
6. Develop different news and features in fashion journalism.

Course Learning Outcomes:

1. Define Fashion Journalism
2. Describe where fashion journalists work.
3. Describe the basic principles of fashion journalism writing.
4. Identify at least five (5) sources of interviewing in fashion journalism.
5. Explain fashion journalism in PR
6. Describe fashion blogging and social media.
7. Create write-ups on news and features in fashion journalism.

Course Contents:

Definition of concepts in Fashion journalism, working in fashion journalism, ways into fashion journalism, fashion and media audience, the fashion industry, ideas, sources and interviewing,

working fashion news, features, reporting the catwalk, styling in fashion journalism, photography, video for online, fashion blogging, social media, fashion journalism and PR,

CUL-JMS 321 Writing Women Economic Empowerment Stories (2 Units; Elective, L=30, P=Nil)

Overview

Globally there is a paradigm shift in women empowerment and Nigeria is witnessing such a shift too. Women economic empowerment is Goal 5 of the SDGs, to create equal opportunities for women in the economic front and therefore enhance their status. Women Economic Empowerment will also help in achieving Goals 1, 2 and 8 of the SDG. The mass media has a significant role to play in enhancing women economic empowerment and as such students need to be prepared for that role which is lacking in many curricula for journalism training. There is therefore need to prepare students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to writing stories that enhance economic empowerment of women at community and national levels.

Objectives

The objectives of the course are to;

1. Explain the concept of women economic empowerment
2. Identify challenges to women economic empowerment in Nigeria
3. Explain the role of the media in enhancing women economic empowerment
4. Describe the stakeholders in women economic empowerment
5. Explain sources of news on women economic empowerment
6. Describe guidelines for writing stories on women economic empowerment

Learning Outcomes

On completion of the course, students should be able to:

1. Define the concept of women economic empowerment
2. Identify at least ten (10) challenges to women economic empowerment in Nigeria
3. Highlight at least ten (10) stakeholders in women economic empowerment
4. Identify at least ten (10) sources of news for women economic empowerment
5. Implement the guidelines for writing stories on women economic empowerment

Course Contents

Defining women economic empowerment. Paradigm shifts in Women Economic Empowerment. Challenges of women economic empowerment in Nigeria. The Media and Women Economic Empowerment. Challenges of the Media that affect What and How we write Women Economic Empowerment. Objectives for writing Women Economic Empowerment stories. Critical Review and writing of Women Economic Empowerment stories. Issues for writing stories on Women Economic Empowerment. How to Source stories on Women Economic Empowerment. Tracking Women Economic Empowerment issues in budgets. Legislations on Women Economic Empowerment in Nigeria. Skills for writing Women Economic Empowerment stories for New

Media. Use of Social Media stories for Women Economic Empowerment in Nigeria. Template for reporting Women Economic Empowerment in Nigeria. Using Data to drive Women Economic Empowerment stories. Using Photographs to drive Women Economic Empowerment stories.

CUL-JMS 331 Advanced Health Journalism (2 Units; Elective, L=30, PH=Nil)

Overview

The recent corona virus pandemic has brought to fore the need to have a more effective way of writing about health issues in the mass media. Issues of public health are therefore no longer limited to the purviews of medical experts but would need well trained journalists to serve as effective intermediaries between the scientific community and the general public on issues that affect public health. Such training is currently lacking in the curriculum of many journalism schools indicating a critical gap to fill.

There is therefore need to prepare students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to writing stories that enhance understanding about health at both the public and private levels. This course is an advanced component of its prerequisite at the 200 level.

Objectives

The objectives of the course are to:

1. Explain the concept of Healthcare Reporting
2. Explain responsible health reporting
3. Explain the critical link between modern journalism and medical practice
4. Expound the process of reporting medical innovation
5. Identify at least 10 (10) Lifestyle Diseases
6. Describe how to undertake health policy analysis
7. Explain how to report Health Crisis/Disease Outbreaks in different populations
8. Explain critical guides for investigating health stories
9. Explain critical guides for writing stories on suicide and mental health
10. Explain how to use data for health stories

Learning Outcomes

On completion of the course, students should be able to:

1. Define the concept of responsible health reporting
2. Describe the link between journalism and medical practice
3. Explain the concept of Healthcare Reporting
4. Outline the process of reporting medical innovation
5. Identify at least Ten (10) Lifestyle Diseases
6. Describe the process of health policy analysis
7. Highlight how to report Health Crisis/Disease Outbreaks in different populations

8. Describe how to use data for writing health stories
9. Implement critical guides for writing stories on suicide and mental health

Course Contents

What's wrong with health reporting?, The Media and Medical practice, Healthcare Reporting, Reporting medical innovation, Reporting health crisis/Disease Outbreaks, Reporting Lifestyle Diseases, Reporting Sexual Violence/Assault, Reporting Suicide, Reporting Mental Health Issues, Using data in health reporting, NGOs in Health Sector, Health Policy Analysis, Investigating health: Experience sharing by award winning health journalists, Award Winning Story Critiques, Responsible health reporting? Vaccines and Vaccination, Writing Healthy Stories for Health Readers, Technology and Health Reporting, Advocacy for Health Reporting.

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.

CUL-JMS 401 – Media Attachment (2 Units C: LH30, PH Nil)

Overview

An effective journalism training must allow for a great infusion of practical exposure for students to become acquainted with contemporary development in the newsroom and there is no better way to achieve this than sending the students to understudy professionals at work for a period of time.

Most curriculum currently allows for only a short period of this training at the 300 level which is not sufficient for the kind of niche that CUL seeks to carve for itself in the media and communication studies sector.

This course is therefore a bridge between the school and the newsroom and it is a requirement for students to be exposed to the media for practical experience. They are expected to put in a minimum of 12 weeks of intensive industrial attachment. Each student is expected to keep a log book duly signed by the supervising officer and the Departmental Supervisor.

Objectives

The objectives of the course are to:

1. Acquire hands-on experience in the specialized area of study.
2. Identify most of the equipment in use in the area of study
3. Use some of the equipment in the area of study
4. Become more professional in his/her practice of the area of study
5. Based on the practical training exposed to, endeavour to venture into the possibility of being self-employed in the area of study.

Learning Outcomes

On completion of the course, students should be able to:

6. Have acquired hands-on experience in the specialized area of study.
7. Identify most of the equipment in use in the area of study
8. Use some of the equipment in the area of study
9. Become more professional in his/her practice of the area of study
10. Based on the practical training exposed to, endeavour to venture into the possibility of being self-employed in the area of study.

Course Contents

This is basically a practical oriented course which is to be undertaken by the student in any journalism organisation. They are expected to be exposed to practical training in News writing, Feature writing, monitoring of news from agencies and networks, conducting interviews, Vox PoP etc

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 21st 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.

CUL-JMS 420: Advanced Fashion Journalism (2 Units C: LH30, PH Nil)

Overview

Advanced fashion journalism builds up on and is a continuation of the “introduction to fashion journalism”, which presents a comprehensive overview of how to report fashion. Encompassing skills for print and broadcast media, the business of fashion need to be explained to communication students, which will offer practical guidance on how to report effectively on fashion. Covering a broad range of subject areas in print and broadcast media to fashion theory, this course offers everything a student needs to know to excel in fashion journalism, especially where the university is located.

Objectives of the Course:

- a. Demonstrate an understanding on styling in fashion journalism, photography and video for online.
- b. Discuss laws and ethics in fashion journalism.
- c. Apply editing and writing skills in fashion journalism.
- d. Assess content creation, career options and job prospects in fashion journalism.
- e. Create different feature stories in fashion journalism.

Course Learning Outcomes:

- a. Describe styling in fashion journalism, photograph and video online.
- b. Explain laws and ethics in fashion journalism.
- c. Identify editing and writing skills in fashion journalism.
- d. Explain content creation, career options and job prospects in fashion journalism.
- e. Develop different feature stories in fashion journalism.

Course Contents:

Styling in fashion journalism, photograph, video online, typologies of fashion journalists, laws and ethics, editing in fashion journalism, writing skills, fashion journalism, content creation, career

options, job prospects, issues in fashion shoots, reporting new trends, feature stories and practical in fashion journalism.

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.