

## B.Sc. Mass Communication

### 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	CTC 101	Certification	1	C
4	CMS 101	Introduction to Human Communication System	2	C
5	MCM 101	Foundations of Broadcasting and Film	3	C
6	MCM 103	Introduction to Advertising	2	C
7	MCM 105	Introduction to Book Publishing	2	C
8	MCM 107	Introduction to Photojournalism	2	C
9	CUL-MCM 101	Life Skills and Critical Thinking	2	C
10	CUL-MCM 111	Introduction to Travel Journalism	2	C
11	POL 101	Introduction to Political Science	3	E
<b>Total Core</b>			<b>19</b>	
<b>Total Elective</b>			<b>3</b>	
<b>Total</b>			<b>22</b>	

### 2<sup>ND</sup> 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	CMS 102	Writing for the Media	2	C
4	MCM 102	Principles of Public Relations	2	C
5	MCM 104	Introduction to News Writing	2	C
6	MCM 106	African Communication Systems	2	C
7	CUL-MCM 122	Introduction to Film Cinema and Literature	3	C
<b>Total Core</b>			<b>14</b>	
<b>Total Elective</b>			<b>-</b>	
<b>Total</b>			<b>14</b>	

**1<sup>ST</sup> 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	MCM 201	Critical and Reviewing Writing	2	C
4	MCM 203	Feature Writing	2	C
5	MCM 205	Techniques in Book Publishing	2	C
6	MCM 207	Radio/TV News Reporting and Production	2	C
7	MCM 209	Drama, Film and Documentary Production	2	C
8	MCM 211	Basics of Screenwriting and Film Animation	2	C
9	MCM 213	Writing for Public Relations	2	C
10	MCM 215	Advertising Media Planning	2	C
11	CUL-MCM 221	Media Attachment	2	C
12	CUL-MCM 211	Children Issues in Journalism	2	C
<b>Total Core</b>			<b>24</b>	
<b>Total Elective</b>			-	
<b>Total</b>			<b>24</b>	

**2<sup>ND</sup> SEMESTER 200 LEVEL**

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	MCM 202	Editing and Graphics of Communication	2	C
2	MCM 204	Advanced and Specialised Reporting	2	C
3	MCM 206	Manuscript Editing, Layout and Design in Book Publishing	2	C
4	MCM 208	Radio/TV Programme Writing and Production	2	C
5	MCM 210	Presentation and Performance	2	C

6	MCM 212	Marketing Foundations for Public Relations and Advertising	2	C
7	MCM 214	Advert Copy Writing	2	C
8	MCM 216	Fundamentals of Media Relations	2	C
9	CUL-MCM 202	Reporting Cultural Heritage	2	C
10	CUL-MCM 214	Local Paradigms in Investigative Journalism	2	C
11	CUL-MCM 218	Development Reporting	2	C
12	GST 212	Philosophy, Logic and Human Existence	2	C
<b>Total Core</b>			<b>24</b>	
<b>Total Elective</b>				
<b>Total</b>			<b>24</b>	

### 1<sup>ST</sup> 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	MCM 301	Mass Communication and Politics	2	C
4	MCM 303	Gender and Communication	2	C
5	MCM 305	Newspaper Management and Production	2	C
6	MCM 307	Photojournalism Research and Management	2	C
7	MCM 309	Commentary, Critical Writing and Public Affairs Broadcasting	2	C
8	MCM 311	Film Production and Screen Directing	2	C
9	MCM 313	Advertising and Public Relations Research	2	C
10	MCM 315	Consumer Affairs	2	C
11	CUL-MCM 331	Media Attachment	2	C

12	CUL-MCM 323	Writing Women Empowerment Stories	2	C
13	CUL-MCM 333	Advanced Health Journalism	2	C
<b>Total Core</b>			<b>26</b>	
<b>Total Elective</b>			-	
<b>Total</b>			<b>26</b>	

### 2<sup>ND</sup> 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	MCM 302	Online Journalism	2	C
5	MCM 304	Foreign Correspondence	2	C
6	MCM 306	Investigative Journalism	2	C
7	MCM 308	Broadcast Programming, Management and Operations	2	C
8	MCM 310	International and Foreign Broadcasting	2	C
9	MCM 312	Organisation and Management of Advertising and Public Relations Agencies	2	C
10	MCM 314	International Public Relations and Advertising	2	C
11	CUL-MCM 330	Fashion Journalism	2	C
12	CUL-MCM 322	Media Consultancy	2	C
13	CUL-MCM 324	Leadership in the Media	2	C
<b>Total Core</b>			<b>26</b>	
<b>Total Elective</b>			-	
<b>Total</b>			<b>26</b>	

**1<sup>ST</sup> SEMESTER 400 LEVEL**

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	CMS 401	International Communication	2	C
2	MCM 401	Research Project	2	C
3	MCM 403	Media Attachment	2	C
4	MCM 405	Mass Media Law	2	C
5	MCM 407	Message Design for Development	2	C
6	MCM 409	Community Media and Relations	2	C
7	CUL-MCM 411	Diversity Peace and Conflict Reporting	2	C
8	CUL-MCM 415	Behaviour Change Communication	3	C
9				
<b>Total Core</b>			<b>17</b>	
<b>Total Elective</b>			<b>-</b>	
<b>Total</b>			<b>17</b>	

**2<sup>ND</sup> SEMESTER 400 LEVEL**

S/N	CODE	DESCRIPTION	UNIT	STATUS
1	CMS 402	Communication and Society	2	C
2	MCM 402	Research Project	2	C
3	MCM 404	Mass Media Ethics	2	C
4	MCM 406	Communication for Development	2	C
5	CUL- MCM 412	Issues in Broadcasting and Journalism	3	C
6	CUL- MCM 422	Advanced Fashion Journalism	2	C
7				
8				
9				
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11				
12				
13				
<b>Total Core</b>			<b>13</b>	
<b>Total Elective</b>			<b>-</b>	
<b>Total</b>			<b>13</b>	

**COURSE DESCRIPTIONS**

**GST 111: Communication in English (2 Unit C: LH 15; PH 45)**

## **Learning Outcomes**

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

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

## **Course Contents**

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

## **GST 112: Nigerian Peoples and Culture (2 Unit C: LH 30)**

### **Learning Outcomes**

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

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

### **Course Contents**

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

### **CMS 101: Introduction to Human Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

### **CMS 103: Writing for the Media (2 Units C: LH 30)**

#### **Learning Outcomes**

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.

### **CUL-MCM 101- Life Skills and Critical Thinking for Undergraduates (2 Units C: LH 30, PH Nil)**

#### **Overview**

The complexities of the contemporary world has placed a huge demands 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 to decision making
5. Describe life problems and coping methods
6. Set goals in an effective manner.

7. Determine a systematic plan for reaching defined goals.
8. Use success principles and learning techniques to enhance results.
9. Generate and maintain the motivation needed to attain 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.

### **MCM 101: Foundations of Broadcasting and Film (3 Units C: LH 45)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define broadcasting, film and cinema;
2. explain the physical, technical and societal bases of radio and television broadcasting;
3. describe the individual items or equipment used in radio and television and film;
4. trace the evolution of film as a distinct medium of communication and as an art form;
5. discuss film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms; and
6. explain the role of the cinema in society.

#### **Course Contents**

The course will provide an overview of the physical, technical and societal bases of radio and television broadcasting and relate the laws of nature that make broadcasting possible, as well as the scientists who exploited them; describes the individual items or equipment used in radio and television and surveys the diverse environment of broadcasting stations and networks. It shall also survey the evolution of film as a distinct medium of communication and as an art form; notable creative pioneers of the art form and their contributions; relationship of film to other media. It also examines film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms – the short story, novel, poem and drama; overview of the kinds of film – documentary (non-fiction), and avant-garde – the role of the cinema in urban and rural communities.

### **MCM 102: Principles of Public Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define public relations;
2. explain the evolution, objectives and functions public relations;
3. explain the principles, practice and ethics governing public relations;
4. explain the nature, process, roles and problems of Public Relations; and

5. discuss the philosophies, underlying PR practices; list PR channels

### **Course Contents**

This course is designed to acquaint students with conceptual issues around nature, process, roles and problems of Public Relations. It covers basic introduction to PR and processes, philosophies, underlying PR practices; PR channels and relationships and differences between PR and other PRA tools. It shall examine the concepts, theories, and practices of Public Relations and Public Affairs; the importance of Public Relations in either profit or non-profit organizations. It presents the principles, practice and ethics governing public relations with emphasis on mutual communication between the public and an organisation, evaluation of public attitude, identification of policies and procedures of an individual or an organisation with public interest and plan.

### **MCM 103: Introduction to Advertising (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define advertising;
2. explain the evolution, objectives and functions advertising;
3. outline the principles and tenets of the advertising;
4. discuss advertising in the marketing mix; differentiate between the line and below the line advertising;
5. trace the history of advertising in Nigeria;
6. explain the development of advertising agencies;
7. discuss the indigenization of the advertising profession in Nigeria;
8. explain the regulation of advertising in Nigeria and different countries;
9. comparatively analyse advertising in different countries and discuss the roles of advertising in modern societies;
10. list and discuss some theories of advertising, particularly the theories of persuasion; and
11. apply theories of persuasion to some adverts running to link theory and practice

### **Course Contents**

The course will focus on a general review of the fundamental principles and tenets of the advertising discipline. It shall also review the historical development of advertising in Nigeria; the development of advertising agencies; the organisation of the advertising profession in Nigeria; the regulation of advertising; and also, comparative analysis of advertising in different countries and its roles in modern societies.

### **MCM 104: Introduction to News Writing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define news;
2. identify elements of news, news values/virtues;
3. discuss qualities of a good news writer or reporter;
4. identify the components of a typical news story;
5. discuss the general rules/guidelines for news writing or reporting; and

6. explain standard reporting and news gathering techniques and sources of news stories.

### **Course Contents**

This is a practical course designed to enable students to become proficient in preparing a publishable copy under deadline. The course examines various definitions of news as well as the structure of the news story and other journalistic forms. Students are also taught the theory and practice of News Reporting, made to review the lively arts for a daily newspaper. Focus is on writing, analysing and marketing factual articles for newspapers, general and specialized magazines; subject research, investigation of editorial needs, ethical and legal problems and manuscript preparation. Also, students are taught how to identify a news story; and assigned beats, primarily on campus, to develop stories for publication and encouraged to submit outstanding articles to the metropolitan news media.

### **MCM 105: Introduction to Book Publishing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain the concept of book publishing;
2. discuss publishing as a cultural activity and as a business;
3. discuss the environment of book publishing, publication as a mass industry and divisions of the industry; and
4. explain the publishing process; industry activities and associations.

#### **Course Contents**

Examination of book publishing as a cultural activity, and as a business; the environment of book publishing; book publication as a mass industry; divisions of the industry; A look at the publishing process; industry activities and associations.

### **MCM 106: African Communication Systems (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define African communication systems;
2. outline the major elements and importance of African communication systems;
3. list and discuss the classes of African communication systems, and their communication functions in Africa;
4. discuss the functionality of the names, venue, institutions, folk media and extra-mundane or esoteric as channels of communication in Africa; and
5. explain myths /legends and the use of myths in explaining the unexplainable.

#### **Course Contents**

This course is designed to expose students to African Oral traditional communication structure, form and content. Also, a survey of past and present modern mass media systems as influenced by African Political Culture will be examined. Students are expected to identify and discuss the structure, form and content of the traditional communication system in their areas of origin. The students shall also be exposed to the functionality of African communication systems by examining names, venue, institutions, folk media and extra-mundane or esoteric as channels of

communication in Africa; and explore myths /legends and the use of myths in explaining the unexplainable.

### **MCM 107: Introduction to Photojournalism (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define news photography;
2. explain basic camera and darkroom techniques with emphasis on the development of the emerging photojournalist's sensitivity to people;
3. list circumstances and events to take pictures that communicate;
4. discuss the operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory;
5. explain the techniques of photograms and photo-easy; and
6. apply Photojournalism skills – shoot and produce photos that communicate and submit a portfolio of work done

#### **Course Contents**

This is a practical introduction to news photography featuring solid grounding in basic camera and darkroom techniques but placing emphasis on the development of the emerging photojournalist's sensitivity to people; circumstances and events to which he will be expected to take pictures that communicate; fundamentals of photography, operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo-laboratory. This is a photo-reporting course with emphasis on pictures that communicate with aesthetic as well as technical skills. Portfolios are required. Students are taught the techniques of photograms and photo-Easy.

### **CUL- MCM 111 - Introduction to Travel Journalism (2 Units C: LH 30, PH Nil)**

#### **Overview**

The course, a subset of journalism focuses on how to skillfully write informative and insightful stories on the travel industry including about journeys, cultures and people. Students will develop the skill to write and broadcast travelogues for programmes on travel and tourism. They will also learn how culture and media shape the travel industry as well as how to engage with different cultures as travel journalist. With the tremendous growth in the field of travel and tourism over the years, students offering this course will get to know the intricacies associated with travelling to new places, meeting new people and tasting new cuisines while working as a travel journalist.

#### **Objectives**

The objectives of the course are to:

1. Explain the concept of travel journalism
2. Discuss origin of, historical and cultural developments in travel journalism
3. Identify qualities of a good travel journalist

4. Identify sources of news for a travel journalist
5. Describe the principles of writing insightful stories as a travel journalist.

### **Learning Outcomes**

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

1. Define key concepts in travel journalism
2. Explain the historical and cultural developments in travel journalism
3. Identify least at three (3) qualities of a good travel journalist
4. Identify at least five (5) major sources of news for a travel journalist
5. Write basic stories related to travel journalism.

### **Course Contents**

Concepts of travel journalism. Concept of tourist “gaze” and “staged authenticity”. Origin of, historical and cultural developments in travel journalism. Qualities of a good travel journalist. Sources of news for travel journalist-tourism, festivals, carnivals, travel agencies etc. Differences between travel journalism and travel writing or blogging. Theoretical perspectives on travel journalism. Cultural perspectives on travel and tourism. Influence of culture on travel and tourism. Influence of media on travel and tourism. How to engage with different cultures as travel journalist. The media and the tourist journalist imagination. Concept of globalization. Impact of globalization on travel and tourism. Concept of post-colonialism. Impact of post-colonialism on travel and tourism. Impact of government policies on travel and tourism. The codes and conventions of different nations on travel journalism. Other issues on travel and tourism. How to write insightful stories as a travel journalist on culture, history of people, social fabrics of places, foods.

### **CUL- MCM 122 Introduction to Film, Cinema and Literature (3 Units C: LH 45, PH Nil)**

#### **Overview**

The course explores the boundaries between film, cinema and literature as well as their relevance to each other. It equally examines kinds of film, film as a medium of communication and the cinema as a communication setting with particular reference to literature and its various forms. Lastly, the course x-rays the role of the cinema in urban and rural communities.

#### **Objectives**

The objectives of the course are to:

1. Explain the concepts of film, cinema and literature.
2. Discuss the link between film, cinema and literature
3. Describe the functions and types of film and literature.
4. Discuss the literary elements and literary devices as they relate to film, cinema and literature.
5. Practical review of films and literatures orally and in written compositions.

### **Learning Outcomes**

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

1. Define the concepts film cinema and literature
2. State at least four (4) main functions of film and literature
3. Identify at least four (3) three types of film and literature
4. Identify at least seven (7) literary elements and literary devices and explain they can be used to create good stories.
5. Describe how literary elements and literary devices are used in film and literature.

### **Course Contents**

Definition of film and cinema. Differences between film and cinema. Functions of film. Major categories of film. Film genres. Impact of film on society. Definition of literature. Genres of literature. The main literary elements in literature. Types of characters in literary works. Types of point of views used in writing. Elements of plot in every good story. Types of dialogue. Differences between literary elements and literary devices. Common literary devices in prose. Common literary devices in poetry. Identification and appreciation of literary elements and devices in films and literature.

## **200 LEVEL**

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

#### **Learning Outcomes**

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

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

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments,

logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding, etc.

### **ENT 211: Entrepreneurship and Innovation (2 Unit C: LH 15; PH 45)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

### **CMS 201: History of Nigerian Media (2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

### **Course Contents**

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

### **MCM 201: Critical and Reviewing Writing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define critical and Review writing as a specialize form of media writing;
2. explain the different principles of review writing;
3. outline the functions of critical and review writing; discuss the approaches, components and techniques of critical writing and how to write critical articles and reviews on the fine and popular arts;
4. list the different works of art for review; and
5. explain and appreciate fine and popular arts and apply the basic principles of criticism in reporting and evaluating them.

### **Course Contents**

Prerequisite; news writing or consent of instructor; theory and practice of reviewing the lively arts for a daily newspaper, students write reviews of plays, movies, television programmes, musical and dance events. This course examines critical and review writing as a specialize form of media writing; highlighting the different principles of review writing; functions of critical and review writing; approaches, components and techniques of critical writing and how to write critical articles and reviews on fine and popular arts; and different works of art for review. It also examines fine and popular arts and the basic principles of criticism in reporting and evaluating them

### **MCM 202: Editing and Graphics of Communication (3 Units C: LH 45)**

#### **Learning Outcomes**

At the end of this course, the students will

1. trace the history of Editing and Graphics in Nigeria and other countries;
2. explain the art and method of graphic editing;
3. identify, explain and editing symbols;
4. edit photographs for newspaper publication; and
5. demonstrate the use of editing software for editing and graphics.

### **Course Contents**

Students are taught how to write and edit copy in a style appropriate to the news media. Emphasis is placed on the preparation of articles and photographs in photo editing for newspaper publication. Editing symbols and news proof reader's symbols will be used in this case.

## **CUL-MCM 202 Reporting Cultural Heritage (2 Units C: 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:

1. Explain the major concepts in cultural heritage reporting
2. Describe reasons why reporting cultural heritage is important.
3. Discuss present media representations of cultural heritage.
4. Explain cultural heritage reporting using communication theories.
5. Teach the principles of writing cultural heritage reports for traditional and new media platforms.
6. 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.

### **MCM 203: Feature Writing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define feature writing;
2. identify elements of a feature story;
3. discuss qualities of a good feature writer;
4. identify the components of a typical feature story; discuss the general rules/guidelines for feature writing;
5. outline elements of a good feature story and the elements by which feature stories are evaluated before selection; and
6. discuss how to source data for a feature story.

#### **Course Contents**

This is a practical course designed to enable students to become proficient in preparing a publishable feature article. The course develops student's confidence in the act of investigating and writing of publishable stories. Focus is on writing, analysing and marketing feature articles for offline and online newspapers and magazines. Subject research, investigation of editorial needs, ethical and legal problems and manuscript preparation are also discussed in this course. It provides excellent material from the Nigerian and foreign news media for study and imitation.

### **MCM 204: Advanced and Specialised Reporting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. define specialised reporting/specialised reporter;
2. outline beats;
3. identify specialised reports and the components;
4. discuss how to make scientific language more audience centric;
5. explain in-depth report and investigative journalism;
6. discuss the steps to investigating human interest stories;
7. explain how to fact-check a story; and
8. discuss follow-up; write a publishable investigative human angle piece/specialized reports/ science articles for newspapers, magazines, radio, television and online platforms.

#### **Course Contents**

Advanced instruction and practice in writing news stories with emphasis on investigative and

other in-depth reporting techniques; Instruction and practice in reporting and writing news stories with emphasis on the reporting of the neighbourhood, accidents, fires, suicides, crime, business, press conference, innovation hubs, etc. Advanced and specialized reporting is a vast field, but rather than narrow it down it has been designed in such a way that institutions/students will focus on their areas of strength. This course is also designed to (i) provide instruction in the techniques of reporting specialized subjects such as agriculture, medicine, religion, sports, labour, the courts, the arts, science and technology, gender issues such as sexual and gender-based violence (SGBV), children, etc; (ii) provide instruction and practice in writing popular science articles for newspapers and magazines with emphasis on translation of scientific language, familiarization with literature of science and the interviewing of scientists (iii) expose students to the basic literature as well as outstanding examples of reporting issues such as agriculture, medicine, religion, sports, labour, the courts, the arts, science and technology, sexual and gender-based violence (SGBV) and children.

### **MCM 205: Techniques in Book Publishing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. discuss frontiers in book publishing technology; and
2. Explain the xerography and similar duplicating processes.

#### **Course Contents**

Survey of frontiers in book publishing technology; and the advent of xerography and similar duplicating processes. It shall expose students to the frontiers in book publishing technology and xerography plus similar duplicating processes.

### **MCM 206: Manuscript Editing, Layout and Design in Book Publishing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain copy editing;
2. edit/prepare 'mock' manuscripts for publication;
3. explain layout and design in book publishing;
4. discuss the workings of the production department and its role in the publishing process/type-setting methods;
5. plan the layout and design different sizes of books; and
6. apply type-setting methods by planning few pages.

#### **Course Contents**

This course will concentrate on intensive instruction in copy editing and preparation of "mock" manuscripts for publication. It shall also examine the workings of the production department and its role in the publishing process; type-setting methods; planning the layout and designing the form and size of the book.

### **MCM 207: Radio/TV News Reporting and Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain radio/TV news reporting and production;
2. discuss broadcasting reportorial process;
3. list sources and elements of news;
4. describe news gathering and writing for radio/TV;
5. explain broadcasting (news), copy and guidelines for its preparation; and
6. produce news summaries and bulletins of various formats; and radio/TV and news magazine.

### **Course Contents**

Perusal of the broadcasting reportorial process, review of sources and elements of news; gathering and writing news for radio/TV; examination of the broadcasting (news), copy and guidelines for its preparation; production of news summaries and bulletins of various formats; and radio/TV and news magazine.

### **MCM 208: Radio/TV Programme Writing and Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain radio/TV programme writing and production;
2. list radio/TV programmes;
3. outline elements and activities of the writing process for radio/TV;
4. analyse radio/television writing process;
5. analyse and evaluate radio/television scripts;
6. evaluate production of talks, interviews, discussion and magazine programmes;
- and 7. write/produce radio/television programmes talks, spot announcements, eye-witness accounts and magazines programme scripts.

#### **Contents**

Examination of the elements and activities of the writing process with special attention to the nature of radio/TV and its audience; focus on the writing of talks, spot announcements, eyewitness accounts and magazines. Students will do comprehensive analysis of the writing process as it pertains to television; analysis and evaluation of television scripts, and production of talks, interviews, discussion and magazine programmes. They are expected to do intense writing exercises.

### **MCM 209: Drama, Film and Documentary Production (2 Units: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will explain drama, film and documentary production;

1. outline and discuss the problems involved in producing drama, film and documentary, blocking, casting, budgeting and performance;
2. explain the pioneers of the documentary form;
3. analyse the creative, political, anthropological and journalistic environment of documentary design, plan pre-production, carry out intensive fieldwork;
4. write drama, film and documentary scripts and produce same; and

5. evaluate individual documentary projects.

### **Course Contents**

Overview of special problems involved in producing drama, film and documentary for radio and television; blocking; casting; budgeting; performance. It shall also survey and evaluate the pioneers of the documentary form. Also, the analysis of the creative, political, anthropological and journalistic environment of documentary; design, pre-production planning, intensive fieldwork, production and subsequent evaluation of individual documentary projects. Emphasis shall be on drama or documentary for both radio and television; or both drama and documentary for only radio or television.

### **MCM 210: Presentation and Performance (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain announcing and performance;
2. discuss voicing and the nature of speech;
3. describe performance techniques with regard to the microphone and the camera, as well as of performance types; and
4. perform as actor and/or straight announcer, disc jockey, news anchor/reporter, interviewer, master of ceremonies and narrator.

#### **Course Contents**

Examination of the fundamentals of voicing and the nature of speech; review of performance techniques with regard to the microphone and the camera, as well as of performance types, viz: the actor, the straight announcer, the disc jockey, the news reporter, the interviewer, the master of ceremonies and the narrator. There shall be practical exercises in the various roles.

### **MCM 211: Basics of Screenwriting and Film Animation (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain screen writing;
2. discuss the nature film script;
3. discuss the importance of pre-visualisation, the content, outline and treatment of the screenplay; apply knowledge gained in writing a film script;
4. explain film animation;
5. trace the history of animation and the development of cartoon film;
6. outline the traditional techniques of animation and recent technical innovations;
7. discuss the preparation and treatment of verbal script, the storyboard and visual choreography; and
8. Outline the uses of animation – its place in entertainment, public relations, advertising and research.

#### **Course Contents**

Analysis of the nature of the film script; The importance of pre-visualization; the content, outline and treatment of the screenplay; and practice exercises in scripting and evaluation. It shall explore the history of animation; development of the cartoon film; traditional techniques

of animation (cell-animation) and recent technical innovations—automation and computerization; preparation and treatment of detailed verbal script; the storyboard; visual choreography; uses of animation – its place in entertainment, public relations, advertising and research.

## **CUL-MCM 211 Children Issues in Journalism (2 Units C: LH 30, PH 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**

The objectives of this course are to:

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.

### **MCM 212: Marketing Foundations for Public Relations and Advertising (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. define marketing;
2. explain the need for communication solution to marketing problems;
3. outline and discuss the marketing mix; list and discuss the type of communication solution which can effectively deal with marketing problems in different situations; and
4. discuss how to use advertising and PR as communication tools to market or promote a product, person, an organization or idea.

#### **Course Contents**

A study of advertising and PR as communication tools, which can be used to market or promote a product, person, an organization or idea. The art and science of marketing will be reviewed as the bases for determining the needs and types of communication solutions, which can effectively deal with marketing problems in different situations.

### **MCM 213: Writing for Public Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. define public relations and public relations writing;
2. outline what and various public relations writing;
3. define the scope of and conduct public relations research;
4. outline the importance, purpose, and methods of conducting research in writing for PR
5. identify resources to enhance proper writing style; and
6. effectively write a range of PR communications materials.

#### **Course Contents**

Principles of effective writing in public relations; practice in the styles of writing, news releases, brochures, position papers, speeches, etc. It shall define public relations and public relations writing, delving into various public relations writing; the scope of and conduct public relations research; the importance, purpose, and methods of conducting research in writing for PR. There shall be practical writing on a range of PR communications materials.

### **MCM 214: Advert Copy Writing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. outline how to research for information on the product and the consumer;

2. design a campaign strategy – develop advertising plan and execution; and
3. write/design ads.

### **Course Contents**

This is a skills course focusing on the creative aspects of advertising. In this course, students will learn how to write ads as well as develop advertising plans and executions. Through this process, students will learn how to research for information on the product, the consumer and apply this information in developing campaign strategy. Students will learn to write advertising messages for print and broadcast, design print ad layouts, and plan and prepare broadcast story boards. Internet advertising will also be studied.

### **MCM 215: Advertising Media Planning (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain advertising media plan;
2. outline the sources of data for media planning;
3. discuss the importance and use of research for advertising media plan; and
4. prepare manually or using a software a media plan for maximizing advertising budget and justify the plan.

### **Course Contents**

The preparation of advertising media plan: analysis of the various media in terms of advertising audience reach and the frequency of reach; consideration of other crucial factors in matching media with markets.

### **CUL-MCM 214 Local Paradigms in Investigative Journalism (2 Units C: LH 30, PH Nil)**

#### **Overview**

The 21<sup>st</sup> century journalist needs skills to appropriately frame news and reports about communities, institutions and personalities. Lagos state is a melting pot of diverse culture, languages and nationalities; a microcosm of the Nigerian nation. The state is also host to several leading national media outlets that employ our graduates. Oftentimes investigative journalism training focuses on the big pictures; issues in the urban and cosmopolitan settings about government, political players and institutions. While this is needed, there is a gap to be filled in focusing on issues around small and underreported communities, especially in a megacity like Lagos. Such focus will help to give voice to the voiceless and enhance the attainment of a state of equity. Such training will expose students from early in their studies to the skills for investigation and give them opportunities to contribute to community development in the state.

There is therefore need to prepare students from the Journalism and Media Studies programme of Caleb University with relevant skills and practical exposure to conflict triggers in selected communities of Lagos state to aid their understanding of the issues and shape their reportorial skills in that regard. The importance of investigating conflict triggers lies in meeting the SDG Goal 5 (gender equality and empower all women and girls), Goal 8 (sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) and Goal 16 (peaceful and inclusive societies for sustainable development, provide access to justice for all and build

effective, accountable and inclusive institutions at all levels). The objectives of the course, learning outcomes, and contents are provided to address this need. Students will be assigned to monitor news media for their reportage of conflict in Lagos state.

### **Objectives**

The objectives of the course are to:

1. Explain basic history of communities in Lagos state
2. Explain the context of conflict triggers in cosmopolitan communities
3. Identify issues of diversity, peace and conflict in Lagos state
4. Describe conflict situations in selected communities of Lagos state
5. Identify conflict triggers in the selected communities
6. Identify Methods and Approaches of Conflict Sensitive Investigation/Reporting
7. Identify safety issues for journalists on Investigation of Conflict

### **Learning Outcomes**

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

1. Describe the historical background of at least three (3) major communities in Lagos state
2. Identify the population of Lagos state in terms of Gender, Ethnic, Religious and Economic groups
3. Explain Agenda Setting Theory (AST) in the context of investigative reporting
4. Describe at least five (5) conflict triggers in cosmopolitan communities in general
5. Highlight at least five (5) conflict triggers in the selected Lagos communities
6. Review media reportage of diversity, peace and conflict in Lagos state
7. Describe the outcomes of ethnic and religious conflicts in Lagos state
8. Identify at least five (5) possible solutions to dealing with ethnic and religious conflicts in Lagos state
9. Describe Methods and Approaches of Conflict Sensitive Investigation/Reporting
10. Identify at least four (4) safety issues for journalists in conflict reporting

### **Course Contents**

Historical background of major communities in Lagos state. Gender, Ethnic, Religious and Economic Make Up of Lagos state. Group Think Theory (GTT) in the context of diversity and conflict reporting. Agenda Setting Theory (AST) in the context of diversity and conflict reporting. Outcomes of ethnic and religious conflicts in Lagos state. A Review of critical studies on diversity, peace and conflict reporting in Nigeria. Conflict triggers in cosmopolitan communities. Conflict triggers in the selected Lagos communities. Media reportage of diversity, peace and conflict in Lagos state. Possible solutions to dealing with ethnic and religious conflicts in Lagos state. Conflict Sensitive Investigation and Reporting. Methods and Approaches of Conflict Sensitive Investigation and Reporting. Safety issues for journalists in investigating local issues.

### **MCM 216: Fundamentals of Media Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. discuss media relations - evolution, objectives, functions and responsibilities;
2. explain means ways and means of establishing and maintaining rapport and credibility with media gate keepers;
3. analyse the various tools employed in media relations;
4. explain how to consistently project positive image through the media
5. simulate press interview session;
6. monitor and evaluate the effectiveness of media exposures - media audit and analysis; and
7. prepare a media relations budget.

### **Course Contents**

The main focus will be the analysis of ways and means of establishing and maintaining rapport and credibility with media gatekeepers. At the end of this course, the students will: explain media relations; discuss media relations - evolution, objectives, functions and responsibilities; discuss means ways and means of establishing and maintaining rapport and credibility with media gate keepers; analyses the various tools employed in media relations; explain how to consistently project positive image through the media; outline how to nurture and sustain appropriate liaison/ relationship with the news media at all times; organise a mock press conference effectively simulate press interview session; monitor and evaluate the effectiveness of media exposures - media audit and analysis; and prepare a media relations budget.

### **CUL-MCM 218 Development Reporting (2 Units C: LH 30, PH Nil)**

#### **Overview**

The course builds on the various reporting courses to more specifically focus on development themes enunciated in the Millennium Development Goals (MDGs)/ SDGs and other emerging global and local issues including Child Rights, gender, globalization, climate change, population, AIDS, Tuberculosis and Malaria and other health interventions, environment, food security, youth empowerment, conflict and peace. It is designed to further an appreciation of the logic of communication and development in action. An electronic **CALEB DEVELOPMENT HIGHLIGHTS** will be produced as part of this course.

#### **Objectives**

The objectives of the course are to:

1. Explain the concepts of development
2. Identify differences between the MDG and SDG
3. Explain Nigeria's national communication policy on climate change
4. Identify four ways the media shapes the narratives society has of climate change Explain the role of the media in shaping constructions and narratives of climate change
5. Produce an electronic copy of **CALEB DEVELOPMENT HIGHLIGHTS**

#### **Learning Outcomes**

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

1. Define at least 2 concepts of development
2. Identify at least five (5) differences between the MDG and SDG
3. Pinpoint five (5) ways that climate change has impacted the environment and health of people and societies.
4. Highlight Nigeria's national communication policy on climate change
5. Identify four (4) ways the media shapes the narratives society has of climate change
6. Design an advocacy or marketing campaign for Climate Change targeted at local communities around Caleb.
7. Produce an electronic copy of ***CALEB DEVELOPMENT HIGHLIGHTS***

### **Course contents**

Concepts of Development, MDGs, SDGs, Principles of Child Rights, Globalisation and media, Population Dynamics, Malaria in Nigeria, Women Empowerment in Nigeria, Climate Change, Poverty and Economy in Gender and Development, Communicating Gender and Development, Public Understanding, Attitudes and Knowledge of selected SDG Goals, Nigeria's Communication Policy on Climate Change, Public Understanding, Attitudes and Knowledge of Climate Change,

### **CUL-MCM 221 – Media Attachment (2 Units C: LH 30, 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

## **300-Level**

### **GST 312: Peace and Conflict Resolution (2 Unit C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

Concepts of peace, conflict and security in a multi-ethnic nation. Types and theories of conflicts: ethnic, religious, economic, geo-political conflicts; structural conflict theory, realist theory of conflict, frustration-aggression conflict theory. Root causes of conflict and violence in Africa: indigene and settlers' phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic inequalities; Social disputes; Nationalist movements and agitations; selected conflict case studies – Tiv-Junkun; Zango Kartaf, chieftaincy and land disputes etc. Peace building, Management of conflicts and security: Peace & human development. Approaches to peace & conflict management --- (religious, government, community leaders etc.). Elements of peace studies and conflict resolution: Conflict dynamics assessment scales: constructive & destructive. Justice and legal framework: Concepts of social justice; The Nigeria legal system. Insurgency and terrorism. Peace mediation and peace

keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). negotiation d). Collaboration etc. Roles of international organizations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in 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 the course, students should be able to

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

### **Course Contents**

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

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

### **Learning Outcomes**

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

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

### **Course Contents**

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics.

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

### **Learning Outcomes**

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

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

### **Course Contents**

Students are introduced to how to analyse both quantitative and qualitative data,

particularly the use of tables, graphs and other statistical techniques and procedures, the use of various software, e.g., SPSS. They are taught how to present and interpret data, and draw relevant inferences using these techniques.

### **MCM 301: Mass Communication and Politics (2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. discuss the relationship between communication and politics;
2. explain the role of mass communication (journalism, advertising, PR, film and other popular cultural communication platform in politics.);
3. identify and explain the factors that influence the use of mass media in politics; and
4. explain the nature of promotional culture.

#### **Course Contents**

The environment within which mass communication and politics exist and operate is changing environment how political actors are coping in using the media to advance their agenda and interest. Access to and control of organs of the public sphere are crucial to success in politics. Issues in political advertising, political marketing, political PR, political journalism, commercialism, ownership and control and their implications for governance and democracy will be discussed.

### **MCM 302: Online Journalism (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain new and social media; outline the impact of social networking sites on news gathering and reportage;
2. discuss the issue of fake news and social media;
3. explain the role social media in shaping citizenship and identities;
4. outline the challenges in using new and social media; and
5. create and upload contents online

#### **Course Contents**

The course will focus emerging waves of social media such as Face book; Twitter, LinkedIn, etc; impact of social networking sites on news gathering and reportage; issues about social media and potential for peddling harmful information; social media and the citizenship power; connectivity and access.

### **MCM 303: Gender and Communication (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. analyse and critique the influence of journalism, media products and popular culture on how society views women and men in society;
2. explain the multiple relationships between gender and mass communication; and
3. discuss gender-based influences in communication between men and women, and how

communication works/contents create gender roles and identities.

### **Course Contents**

This course is designed to expose students to the theoretical and practical perspectives which have informed current thinking in gender and communication. Generally, the major purpose of this course is to analyse and critique the influence of journalism, media products and popular culture on how society views women and men in the broader society they live in; and vice versa. This course critically examines the multiple relationships between gender and mass communication, specifically focusing on gender-based influences in communication between men and women, and how communication works/contents create gender roles and identities. It explores historical and theoretical issues surrounding gender construction and communication, and approaches to the study of gender. It further examines media assumptions about masculinity and femininity, media representations of women and men, coverage of gendered issues, and women and men as media professionals. It delves into ways in which communication in the media and media products; and structures in the professions of mass communication create and sustain gender roles. Analysis and discussion shall focus on the ways media create and perpetuate gender stereotypes/roles in their structures and messages, specifically focusing on the way women are depicted in media messages. The course integrates theory and practice to heighten our sensitivity to gender differences and similarities in the communication process. So, from a practical perspective, it shall examine how popular culture and journalism have helped perpetuate stereotypes of men and women. Using examples from media contents (films, broadcast news reports, television shows, internet-published articles, videos, magazine, newspapers, music recordings and literature), students will follow and examine how news reporting and filmmaking have been filtered through the public private dichotomy lens. Through discussion and debate, students are expected to develop critical thinking skills in order to analyse the profound influence of the media and media products from mainstream and gender points of view. Particular emphasis will be placed on the historical impact of gender bias and cultural ignorance on credibility and fairness in news reporting and representation of women in other media products. The course shall also examine various relevant feminist and communication theories, both historical and contemporary; and how they can be applied to various contemporary moral and social issues from a gender perspective. Gender and Communication is a vast field. Rather than narrow down issues, the course has been designed to enable you focus on issues that you are most interested in. Part of the course requirement is for students to do their own researches and come up with well researched papers on the theme they select. Students are expected to thoroughly investigate selected topics.

### **MCM 304: Foreign Correspondence (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain foreign correspondence;
2. discuss the development of an elite press corps and the international scene for the country
3. explain the politics and economics of foreign correspondence; and
4. outline the skills that will enable the reporter to function effectively as a foreign

correspondent

### **Course Contents**

The course emphasises the need for the development of an elite press corps to survey the international scene for the country. It teaches the students, discusses the politics and economics of foreign correspondence and teaches skills that will enable the reporter to function effectively as a foreign correspondent.

### **MCM 305: Newspaper Management and Production (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain newspaper management and production;
2. discuss basic management and economic theory; and
3. apply management and economic theory to the management process in the newspaper business

#### **Course Contents**

Basic management and economic theory and application of theory to the management process in the newspaper business. Emphasis shall be on newspaper management and production; basic management and economic theory; and the application of management and economic theory to the management process in the newspaper business.

### **MCM 306: Investigative Journalism (2 Units C: LH 30)**

#### **Learning Outcomes**

Students should be able to:

1. have in-depth knowledge of the path and history of investigative journalism;
2. intelligently discuss the 'dos and don'ts' of investigative journalism;
3. analyse the attributes of the investigative reporter;
4. identify and reflect on the general principles of investigative journalism; and
5. examine the basic tips for investigative reporting.

#### **Course Contents**

The concept and nature of investigative 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.

### **MCM 307: Photojournalism Research and Management (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. describe how to carry out research in photo-journalism;
2. outline the research opportunities in photo-journalism;
3. explain the management of a photo-journalism laboratory; and
4. discuss the coding and/or filling of photographs and presentation of photography chemical, papers, films.

### **Course Contents**

It looks at the problems in depth of the field in photography; cinema angles, lighting reflections, sensitometry, optics, reduction intensification distortion and perceptivity form the focus of the course. Also, research opportunities in photo-journalism are talked about in the course. It shall also examine the general management of photo-laboratory; and coding and/or filling of photographs and presentation of photography chemical, papers, films, etc. Photojournalism lab is differentiated from studio-photography in this course.

### **MCM 308: Broadcast Programming, Management and Operations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. describe the structure of radio/TV station;
2. describe the setting up of studio, standard operating procedures and use of studio facilities;
3. explain broadcast management and programming, planning and scheduling;
4. analyse the nature and process of broadcast management and organization;
5. explain basic management and economic theory;
6. apply management and economic theory to the management process in the broadcast business; and
7. plan and direct outside broadcasts and simulated transmissions or “live” broadcasting.

### **Course Contents**

This course focuses on systematic analysis of radio and television studio/control room technology and the nature of sound; practical exercises in studio set-up, standard operating procedures and use of studio facilities. It also looks at the nature and process of management and organization, generally, with particular reference to types of broadcasting organization and their settings; consideration of the primary operations of radio and television stations and networks, particularly, programming and personnel and the skills required to manage them in the interest of society. It shall explore practical daily management of (radio) stations involving programme planning/ scheduling, traffic control, personnel management; and planning and directing of special outside broadcasts and simulated transmissions or “live” broadcasting.

### **MCM 309: Commentary, Critical Writing and Public Affairs Broadcasting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain broadcasting commentary and critical writing;
2. discuss the different principles of broadcast commentary and writing;
3. explain the functions of broadcasting commentary and critical writing;
4. discuss the approaches, components and techniques broadcasting commentary and critical writing and how to write critical commentaries and reviews on the fine and popular arts;

5. explain the structure, internal dynamics and functions of the News and current/public affairs division of broadcasting organizations;
6. write interpretative report on government and public institutions and agencies; and
7. produce a current/public affairs discussion/news/magazine programme; and or a documentary.

### **Course Contents**

Examination of the opinion function of journalism and types of commentary programmes, with particular attention to the editorial and emphasis on the application of principles derived from research in persuasive communication and attitude change. Also, distinction between commentary and critical writing; types of criticism and art review for radio and television will be discussed. It shall also critically examine the structure, internal dynamics and functions of the News and current/public affairs division of broadcasting organizations; delving into interpretative reporting of government and public institutions and agencies and production of current/public affairs discussions, news, magazines and documentaries.

### **MCM 310: International and Foreign Broadcasting (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will;

1. explain international and foreign broadcasting;
2. comparatively analyse national systems of broadcasting worldwide in terms of types of ownership, control, programming purposes and effects or impact; and
3. explain the purposes and impact of external radio broadcasting stations.

#### **Course Contents**

Comparative analysis of national systems of broadcasting worldwide in terms of types of ownership, control, programming purposes and effects or impact; consideration of international organisation dealing with technical facilities and those dealing with programmes; and examination of the purposes and impact of external radio broadcasting stations.

### **MCM 311: Film Production and Screen Directing (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. define film production;
2. analyse the technical apparatus of filmmaking – the camera, microphones, lighting machines, sets – and types of shots;
3. explain story board and composition with regard to territorial space and proxemic patterns, open and closed forms; and lighting, sound music and special effects;
4. outline and the skills and qualities of a film producer;
5. explain film directing;
6. explain film production process; and
7. analyse techniques of cinematography, production phases and activities and film structuring.

### **Course Contents**

This course examines the techniques of cinematography, production phases and activities and film structuring; and analyses the technical apparatus of filmmaking – the camera, microphones, lighting machines, sets – and types of shots. There shall be intensive instruction in the production of short films and analysis of popular productions; and focus on the story board and composition with regard to territorial space and proxemic patterns, open and closed forms; and lighting, sound music and special effects; skills and qualities of the film producer. It shall also delve into the theories of directing, dramatic form and acting are examined through lectures, demonstrations and applied exercises to establish theoretical and practical foundations. It shall explore the television industry and the relationship of film to television. The students/course convenor are to establish contacts with televisions stations and networks and arranging co-production meetings. It shall also examine meeting the deadlines and resolving artistic conflicts.

### **MCM 312: Organisation and Management of Advertising and Public Relations Agencies (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. outline and discuss the principles of organising and managing advertising and public relations agencies;
2. produce a list of guidelines for starting an enterprise in advertising and public relations;
3. explain the functions of the various departments of a full-service advertising and public relations agencies; and
4. discuss good agency/client relationship highlighting the importance of digesting clients' marketing problems and proffering ideas that will increase their visibility, sales, reputation and profit.

### **Course Contents**

Establishment of effective guidelines for starting an enterprise in advertising or PR; The organization and management of the various departments of a full-service agency. It is a practical course for the study of the importance of advertising and public relations agencies; their management and reasons why clients change agencies. The course should be reinforced with visits to some frontline agencies in the advertising and public relations industries to understand agency operations after which the students are expected to prepare and present in class a proposal for starting and running either advertising or public relations agencies.

### **MCM 313: Advertising and Public Relations Research (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain the concept of research;
2. outline the reasons for research in advertising and public relations;
3. explain how to gather data for advertising and public relations planning and decision making discuss the importance of advertisers and public relations research in helping

clients locate market segments and identify target markets; and  
4. apply quantitative and qualitative research methods to advertisers and public relations research Outline the challenges international advertisers face in collecting research data abroad.

### **Course Contents**

Application of quantitative and qualitative research methodologies in advertising and public relations contexts; emphasis will be placed on budget, copy, and media research. It shall examine the concept of research; reasons for research in advertising and public relations; how to gather data for advertising and public relations planning and decision making; the importance of advertisers and public relations research in helping clients locate market segments and identify target markets. Practicum will be on the application of quantitative and qualitative research methods to advertisers and public relations research; and identification of the challenges international advertisers face in collecting research data abroad.

### **MCM 314: International Public Relations and Advertising (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain how to investigate and measure soft power through media communication campaigns and case studies addressing, trade policy and agenda like human rights, environmental protection and terrorism;
2. analyse trends, issues and problems confronting public relations departments in multinational corporations and other organizations involved in international trade and business;
3. discuss the problems confronting public relations department in multinational corporations explain international and the complications of cross-cultural and multilingual problems in public relations;
4. discuss the principles in advertising and their applications in various countries;
5. explain issues of cultural norms and how not to infringe these; and
6. discuss the exportation, importation and adoption of foreign advertising and their economic and social consequences.

### **Course Contents**

The course is focused on behaviour in sciences approach to international communications. It analyses trends, issues and problems confronting public relations departments in multinational corporations and other organizations involved in international trade and business. It also examines the exportation, importation and adoption of foreign advertising programmes and their economic and social consequences; and deals with principles in advertising and their applications in various countries, issues of cultural norms and care not to infringe these; choosing appropriate symbols and images; the message and ensuring it is understood.

### **MCM 315: Consumer Affairs (2 Units C: LH 30)**

## **Learning Outcomes**

At the end of this course, the students will:

1. define consumer affairs;
2. discuss the historical foundation of consumerism as well as the state of consumerism in Nigeria and in other countries;
3. explain consumer rights and responsibilities, consumer issues and public policy; and
4. analyse consumer action as well as the key role that relationship management plays in maintaining customer loyalty and enhancing level of satisfaction.

## **Course Contents**

Demonstrates how appropriate PR policies and programmes can prevent or help solve consumer problems; covers the consumer movements and their impact on the market place and how to work with consumer advocates for the benefit of organizations.

## **CUL-MCM 323 Writing Women Economic Empowerment Stories (2 Units C: LH 30, PH 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-MCM 324 Leadership in the Media (2 Units C: LH 30, PH Nil)**

### **Overview**

The Nigerian media landscape presents very many scenarios of challenges and opportunities for leadership. This becomes all the more imperative given the contemporary convergence of media practice and production. Hence, this course focuses on different leadership models for the mass media in view of the dynamics in the industry and the changing roles of the media globally and in Nigeria. This course explores leadership strategies for competitive media management based on emerging market realities.

### **Learning Objectives**

The Objectives of the course are to:

1. Explain the concept of leadership
2. Identify various leadership styles in the media
3. Describe the relationship between media leadership and industry unions
4. Explain leadership characteristics and strategies
5. Explicate on the role of media in leadership and transformation

### **Learning Outcomes**

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

1. Explain the concept of leadership
2. Identify at least three (3) leadership styles in the media
3. Describe the relationship between media leadership and industry unions
4. Explain leadership characteristics and strategies
5. Explicate on the role of media in leadership and transformation

## **Course Contents**

Defining Concepts: What is leadership, Different leadership/ownership styles, Leadership theories/Models –Applications to the mass media, Trait approaches to leadership, Skills approaches to leadership, Behavioural approach to leadership, Leadership Credentials, Leadership

strategy and style, Leadership characteristics and strategic direction in media companies, Media Leadership in a declining Advertising industry, Leadership, Unionism and Media Regulators, The role of the media in leadership and transformation, Media as a tool for nation building , Media as a social arbiter, Media Leadership and political power – Role differentiation, Case studies of media influence on leadership, Leadership styles and power in newsrooms, Broadcast media entrepreneurs in Nigeria, Impact of leadership behaviour on news convergence, newsroom culture, and job satisfaction

### **CUL-MCM 330: Fashion Journalism (2 Units C: LH 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.

#### **Objectives**

The objectives of this course are to:

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.

#### **Learning Outcomes**

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

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-MCM 331 – Media Attachment (2 Units C: LH 30, 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:

6. Acquire 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.

#### **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

### **CUL-JMS 333 Advanced Health Journalism (2 Units : LH 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 the course, students should be able to

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

##### **Course Contents**

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

## **CMS 402: Communication and Society (2 Units C: LH 30)**

### **Learning Outcomes**

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

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

### **Course Contents**

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

## **MCM 401 & 402: Research Project (4 Units C: LH 60)**

### **Learning Outcomes**

At the end of this course, the students will

1. identify a social problem from a communication perspective;
2. review conceptual and empirical literature to identify a gap the study will fill
3. operationalise concepts;
4. apply necessary theories for explaining the problem;
5. identify and apply the appropriate methods for data gathering;
6. analyse and present findings using tables, graphs and the measures of central tendency; also use of themes for qualitative data;
7. discuss findings in line with literature and theories;
8. interpret findings; and
9. write publishable feature/produce a professional project.

### **Course Contents**

Each student is required to select, in consultation with the supervisor a topic/problem and study this in detail, apply necessary theories/concepts and appropriate methods. Students are expected to initiate and execute a project following the steps in the research process, or do a feature of some other place that is professional-oriented and publishable.

### **MCM 403: Media Attachment (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. discuss the workings of a particular mass media organization where they did their internship;
2. recall and share experiences on work done in a media organization via written report and class presentation; and
3. present a portfolio of work done in media organisation.

### **Course Contents**

Students understudy the operations of a particular media organization under a carefully monitored arrangement between the Department of Mass Communication and that organization, then give a comprehensive account of their experience in a written report and class presentation.

### **MCM 404: Mass Media Ethics (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. discuss the ethical responsibilities of individuals, groups, and organizations engaged in message construction, transmission or consumption; and
2. explain ethical and moral standards applicable to the mass media.

### **Course Contents**

Ethical and moral standards applicable to the mass media; Ethical responsibilities of individuals, groups, and organizations engaged in message construction, transmission or consumption, particularly in the field of news and public affairs.

### **MCM 405: Mass Media Law (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. explain the legal framework within which the mass media operates;
2. trace the development and constitutional growth of freedom of expression in Nigeria; and
3. discuss the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt obscenity, copyright, etc. and government regulation.

### **Course Contents**

Study of the legal framework within which mass philosophy bearing upon the mass media,

the development and constitutional growth of freedom of expression in Nigeria, the privileges and restraints affecting the mass media, libel, sedition, privacy, contempt obscenity, copyright, etc and government regulation.

### **MCM 406: Communication for Development (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. explain communication for development;
2. discuss the importance of gender equitable development;
3. outline the phases in development communication;
4. discuss the basics in determining the communication strategies and activities for various development concerns and stakeholders;
5. design a basic communication strategy; and
6. apply development paradigms, theories and models in explaining social and behavioural Change

#### **Course Contents**

This course introduces students to the theory and practice of behavioural change communication; and is designed to expose students to the theoretical and practical perspectives which have informed current thinking in development and social and behaviour change communication (SBCC). Key issues in development and the use of communication to promote sustainable development will be explored. Strategies being utilized by development agencies will also be discussed and analysed with a view to exposing students to a variety of approaches. Also, this course shall examine theories and models of behaviour change, key approaches to social and behavioural change communication (SBCC) – approaches aimed at the individual behavioural change, information, education and communication (IEC); and community level interventions. Students develop strategic planning abilities, along with specific skills in designing survey instruments and focus groups.

### **MCM 407: Message Design for Development (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will:

1. outline appropriate communication activities and media platforms for various development concerns and participant groups
2. explain the concept of message development;
3. discuss the purpose of messages to the communication objective and the participant groups;
4. outline the importance of message design;
5. explain the steps involved in message development;
6. define pretesting;
7. explain the reasons for messages and materials pretesting;
8. discuss pretesting concerns;
9. outline tips for effective pretesting;
10. design of messages for various participant groups behavioural change communication

activities (design and produce SBCC campaign materials, showcase the messages developed and pre-test them);

11. pre-test messages designed and revise accordingly; and

12. present the messages designed.

### **Course Contents**

This course also explores ways messages can be used to educate people and encourage them to adopt and enjoy improved life styles using appropriate communication and media platforms. This is against the backdrop that in today's contemporary society, the channels of communication are ever increasing. It covers the major steps involved in developing a state-of-the-art health and other development communication campaign materials; and focuses on communication channels and their importance. In particular, the five categories of communication channels - mass media, mid media, print media, social and digital media and interpersonal communication (IPC) will be explored and their advantages and disadvantages. It shall also explore how to select an appropriate channel mix for a communication response; appropriate channels for reaching specific audience segments; the concept of message development; purpose of messages to the communication objective and the participant groups; importance of message design; and steps involved in message development. Key topics include stakeholders and behavioural analysis, using theory and formative research to guide message strategies/concepts, pretesting messages with stakeholders, and reviewing demographic and market research data to inform channel/outreach approaches. All concepts shall be applied to a semester-long class project in which students conceptualize and design a health, population and any development issue campaign. Also, major SBCC campaigns in Nigeria shall also be critiqued; while the ways in which education can be subtly but effectively worked into both new and time-honoured genres of entertainment in order to foster positive behaviour change shall be examined, because throughout history, stories, drama, poetry, music, dance and other entertainment formats have been used to enlighten and educate both adults and children. Practicum shall be the production of evidence-based messages that respond to relevant needs in contextually appropriate ways. As such, students are expected to design and produce SBCC campaign materials, showcase the messages developed and pretest them. The produced and pre-tested messages shall be revised accordingly.

### **MCM 409: Community Media and Relations (2 Units C: LH 30)**

#### **Learning Outcomes**

At the end of this course, the students will

1. research community needs and problems and produce a fact sheet;
2. audit broadcast the contents (content analysis) with regard to community needs and problems; and the role and qualities of radio and television;
3. produce a SWOT analysis; plan community development projects for implementation through special radio programmes using the result of the SWOT analysis and fact sheet;
4. write and produce a programme;
5. evaluate the programme for impact;
6. audit the contents (content analysis) of rural community, small municipalities and

urban neighbourhoods' newspapers;

7. explain the audience and business and management procedures of rural community, small municipalities and urban neighbourhood newspapers;
8. apply management and economic theory to the management process in the community newspaper business; write, edit and publish contents for the rural community, small municipalities and urban neighbourhood newspapers;
9. define community relations;
10. discuss community relations and its effectiveness as an element in the overall public relations programme; and
11. explain the untraditional approaches using case histories to demonstrate how to cope with crisis situations.

### **Course Contents**

This course is focused on rural broadcasting, rural community newspaper and community relations. It analyses community needs and problems with regard to the role and qualities of radio, television and newspaper. Analysis of community needs and problems with regard to the role and qualities of radio/TV, planning of community development projects for implementation through special radio/TV programmes; and programme production and evaluation research; also writing, editing and publishing weekly or regular newspaper for the rural community, small municipalities and urban neighbourhoods; content analysis, readership research and business and management procedures. It also looks at relations and how effective community relations can be an essential element in the overall public relations programme of organisations, focusing on untraditional approaches and case histories to demonstrate how to cope with crisis situations.

### **CUL-MCM 411 Diversity Peace and Conflict Reporting (2 Units C: LH 30, PH Nil)**

#### **Overview**

That the media dictates the agenda for public discourse is not in doubt. What however this means is that there is need to have media practitioners who understand the diversity embedded in a plural society like Nigeria and uses such knowledge to build the peace that is needed for the anticipated development of the country. As at now there are limited opportunities for such training at the undergraduate level, hence the justification for Diversity Peace and Conflict Reporting as a course in the Mass Communication programme of Caleb University.

This course focuses on diversity and conflict within the context of intercultural relations and multiculturalism nationally, continentally and globally. It explores issues of diversity, pluralism, communities; conflict; peace journalism.

#### **Objectives**

The objectives of this course is to:

1. Explain the context, theory and issues of Diversity, Peace and Conflict/Conflict-sensitivity
2. Describe the Methods and Approaches of Diversity Reporting;
3. Clarify the Methods and Approaches of Peace Reporting.
4. Explain the Methods and Approaches of Conflict/Conflict-sensitive Reporting

5. Describe the implications of Hate Speech in a nation of diverse nationalities like Nigeria
6. Explicate on the practice and implications of Fake News on social cohesion
7. Explain the need for Safety of Journalists and how to achieve such

### **Learning Outcomes**

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

1. Define the contexts of diversity, peace and conflict in Nigeria
2. Identify at least five (5) sources of conflict
3. Describe the Methods and Approaches of Diversity Reporting;
4. Identify the Methods and Approaches of Peace Reporting.
5. Describe the Methods and Approaches of Conflict/Conflict-sensitive Reporting
6. Describe the implications of Hate Speech in a nation of diverse nationalities like Nigeria
7. Explain the practice and implications of Fake News on social cohesion

### **Course Contents**

Diversity, peace and conflict in society, relationship between ethnic, religious and gender backgrounds and conflict in Nigeria, ethical contexts in which Diversity and conflict exist, Stereotypes and conflicts, sources of information on ethnic stereotypes in Nigeria, media roles in reinforcing stereotypes, Group Think Theory(GTT) and Diversity, Agenda Setting for Peace and Diversity Reporting, Ethnic and Religious Conflicts in Nigeria, nature and causes of ethnic and religious conflicts in Nigeria, outcomes of ethnic and religious conflicts in Nigeria, challenges of ethnic and religious conflicts in Nigeria, conflict-sensitive reporting, challenges of conflict reporting, the concept of Peace reporting, the demands of peace reporting, Hate Speech and its implications on promoting conflict, Fake News and its implications on promoting conflict, Safety of Journalists reporting conflict.

### **MCM 412 Issues in Broadcasting and Journalism (3 Units C: LH 30, PH Nil)**

#### **Overview**

The course explores salient issues of current concerns in broadcasting and journalism in traditional and transmedia settings. These are issues that students need to have prior exposure to in order to be able to suit well into the media world as they graduate. As such this course is relevant to the training of journalists. The issues to be covered in the course include issues of content, production and the environments of operation at local and global levels and include but are not limited to such as sex, violence, media ownership, deregulation, regulation, community radio, community television, ownership, management, ethics, law, gender, resource availability and management, programming, demographics, cable and satellite broadcasting, competition, culture, globalisation. It also involves impacting on students the skill for designing programmes.

#### **Objectives:**

The Objectives of the course are to:

1. Explain issue of violence in broadcasting and journalism.
2. Explicate on the issue of sex and the media
3. Identify Ownership Patterns and Influence on Issues in Broadcasting and Journalism
4. Explain News Commercialisation

5. Clarify Copyright issues in Journalism and Broadcasting,
6. Describe the challenges of Citizen Journalism

### **Learning Outcomes**

At the end of the course, students are able to:

1. Describe issue of violence as it relates to broadcasting and journalism.
2. Explicate on the issue of sex and the media
3. Identify Ownership Patterns and Influence on Issues in Broadcasting and Journalism
4. Define News Commercialisation
5. Identify at least five (5) Copyright issues in Journalism and Broadcasting,
6. Describe the challenges of Citizen Journalism

### **Course Contents**

Sex and the media, violence and the media, media ownership, deregulation, regulation, community radio, community television, management, ethics, law, gender and the media, resource availability and management, media programming, demographics, cable and satellite broadcasting, competition, culture, globalisation, Copyright issues in Journalism and Broadcasting, Citizen Journalism: Issues/Challenges, Ownership Patterns and Influence on Issues in Broadcasting and Journalism, News Commercialisation, Treatment of Environmental Issues in Journalism and Broadcasting in Nigeria, Misinformation and Disinformation, Regulation, Skills and Advocacy Approach to dealing with Negative New Media Trends, Regulatory bodies for Broadcasting and Journalism in Nigeria (NBC, NUJ, NIPR, APRCON), Opportunities in New Media Broadcasting and Journalism

### **CUL-BCC 415 Behaviour Change Communication (3 Units C: LH 30, PH NIL)**

#### **Overview**

This course is a strategic introduction of the student to the theory and practice of behavioral change communication. The course becomes more relevant to Mass Communication students as it gives them a wider opportunity to engage with concepts and practice of BCC and thus make them more employable upon graduation. The course examines: theories and models of behavioural change, key approaches to behavioral change – approaches aimed at the individual level behavioral change, information, education and communication (IEC); and community level interventions. Major BCC campaigns in Nigeria shall also be examined. Students are expected to design BCC campaigns as part of this course and produce an electronic **CAMPAIGN FOR CHANGE** to showcase messages developed

#### **Objectives**

The Objectives of the course are to:

1. Explicate on the concept of behaviour change communication (BCC) and its elements.
2. Explain the theories and models of behaviour change communication
3. Demonstrate behaviour change communication campaigns
4. Develop competencies in designing behaviour change interventions by the students
5. Produce a **Campaign for Change** video and poster on a specific issue

## **Learning Outcomes**

At the end of the course students are able to:

1. Define the concept of behaviour change communication (BCC) and its elements.
2. Explain the theories and models of behaviour change communication
3. Demonstrate behaviour change communication campaigns
4. Demonstrate competencies in designing behaviour change interventions
5. Produce a *Campaign for Change* video and poster on a specific issue

## **Course Contents:**

Foundations of Behaviour Change Communication - BCC, Emotional Intelligence & Soft Skills for Effective and Sustainable Change, Getting to Know your Audience: Needs Assessment, Barriers/Facilitators of Behaviour Change: Why People Do Not Change Easily, Identity and Attitude to BCC, Behaviour Change Messengers: Establishing Trust, BCC Change Process/Steps, Guiding Principles for BCC, Characteristics of Effective BCC programmes, Myths of Behaviour Change, Stages of Behaviour Change, BCC Theories, BCC Strategies/Techniques: Development & Interventions: Applying the theories, BCC Strategies and Methods {People, Places & Policies}, BCC Communication Objectives/Framework [Evaluation, Doing it better], Steps and Elements of a Communication Strategy, Framing Communication, Message Design, Campaign for Change Production Workshop: Print/Audio & Audio-Visual Materials, Campaign for Change Production Output, BCC Campaigns Dissemination/Implementation/Monitoring/Evaluation, Limitations and Challenges of BCC

## **CUL-MCM 422: Advanced Fashion Journalism (2 Units C: LH 30, 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.

### **The Objectives of the Course**

The objectives of this course are to:

1. Demonstrate an understanding on styling in fashion journalism, photography and video for online.
2. Discuss laws and ethics in fashion journalism.
3. Apply editing and writing skills in fashion journalism.
4. Assess content creation, career options and job prospects in fashion journalism.
5. Create different feature stories in fashion journalism.

### **Course Learning Outcomes**

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

1. Describe styling in fashion journalism, photograph and video online.
2. Explain laws and ethics in fashion journalism.
3. Identify editing and writing skills in fashion journalism.
4. Explain content creation, career options and job prospects in fashion journalism.
5. 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.