**Bayero University, Kano**

**Faculty of Communication**

**Department of Mass Communication**

**B.Sc. Mass Communication**

**Proposed 30% Addition to the CCMAS Course Structure/Summary**

**Level 100**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| 1 | BUK-MAC 101 | Introduction to Sociology of Communication | 2 | C | 30 |  |
| 2 | BUK-MAC 102 | Introduction to Psychology of Communication | 2 | C | 30 |  |
| 3 | BUK-MAC 103 | Introduction to Ajami Written Communication | 3 | C | 30 | 45 |
|  |  | **Total** | **7** |  |  |  |

**Level 200**

**(Print major)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| 1 | BUK-MAC 201 | Book Publishing in Northern Nigeria | 3 | C | 45 |  |
| 2 | BUK-MAC 202 | Investigative Journalism | 3 | C | 45 |  |
| 3 | BUK-MAC 203 | Health Journalism | 3 | C | 45 |  |
|  |  | **Total** | **9** |  |  |  |

**PR & Advert major**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 4 | BUK-MAC 204 | Public Relations History in Northern Nigeria | 3 | C | 45 |  |
| 5 | BUK-MAC 205 | Public Relations and the Media Environment in Northern Nigeria | 3 | C | 45 |  |
| 6 | BUK-MAC 206 | Advertising History in Northern Nigeria | 3 | C | 45 |  |
|  |  | **Total** | **9** |  |  |  |

**Broadcasting/Film major**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7 | BUK-MAC 207 | Cinema in Northern Nigeria | 3 | C | 45 |  |
| 8 | BUK-MAC 208 | Hausa Film Industry | 3 | C | 45 |  |
| 9 | BUK-MAC-209 | Reporting Rural Communities | 3 | C | 45 |  |
|  |  | **Total** | **9** |  |  |  |

**Level 300**

**Print major**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| 1 | BUK-MAC 301 | Hausa Traditional Media and Communication Technologies | 3 | C | 45 |  |
| 2 | BUK-MAC 302 | Communication in Islamic Text | 3 | C | 45 |  |
|  |  | **Total** | **6** |  |  |  |

**PR & Advert major**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3 | BUK-MAC 303 | Digital Public Relations | 3 | C | 45 |  |
| 4 | BUK-MAC 304 | Digital Advertising | 3 | C | 45 |  |
|  |  | **TOTAL** | **6** |  |  |  |

**Broadcasting/Film major**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5 | BUK-MAC 305 | Broadcasting and Environmental Health | 3 | C | 30 |  |
| 6 | BUK-MAC 306 | Fundamentals of Podcasting | 3 | C | 30 |  |
|  |  | **Total** | **6** | C | 30 | 45 |

**Level 400**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| 1 | BUK-MAC 401 | Media Entrepreneurship | 2 | C | 45 |  |
| 2 | BUK-MAC 402 | Islam and Persuasive Communication | 2 | C | 45 |  |
| 3 | BUK-MAC 403 | Media and Dryland Agriculture | 2 | C | 45 |  |
| 4 | BUK-MAC 404 | Media and Hausa Family Issues | 2 | C | 45 |  |
| 5 | BUK-MAC 405 | Media and Gender | 2 | C | 45 |  |
|  |  | **Total** | **10** |  |  |  |

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 101 Introduction to Sociology of Communication (2 Units; Core; LH = 15, PH = 45)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in mass communication process in the social context of group memberships, reference groups, and the larger social structure with a view to understand the relationship between media and society as well as to equip students with the intellectual tools to be critically aware of the roles and influences of the mass media in Nigeria which is in agreement of BUK’s mission to address challenges of unethical practices in communication and journalism practice in Northern Nigerian.

**Overview**

This course is designed to provide students with a broader framework for understanding the complex interconnectivity between the concept of sociology and its relationship to mass media. It will point out the role of the media and its influence on the society as an agent of social change. It is further designed to provide students a broad survey of the key issues relating to the study of the media as an important institution of a modern society. This course considers the social impact and social meaning of the media of mass communication. It is also designed to simplify the relationship between media and society as well as to equip students with the intellectual tools to be critically aware of the roles and influences of the mass media in the society.

Sociology of Communication examines the relationship between the Mass Media institution and social structure. It pays detailed and specific attention to concept of sociology; society and culture; impact of the mass media on the society; knowledge of the mass media and its relationship with the major social institution. The meaning of sociology and society will be examined in this course. The student will also learn about the mass media, functions of the Mass Media, theories of the press and its relationship with the constituent element of the society. Attention will be paid to mass communication, contents of the mass media, media and the social world, media ownership, control and press freedom and press censorship and the role of media in economic and political processes, cultural imperialism, globalisation and new technology. This course will assist students in having an informed thought on topics such as social change, social structure, globalisation and the media.

**Objectives**

The objectives of the course are to:

1. Evaluate theories and debate about media practice.
2. Describe media institutions, messages, technology and audience to improve professional capacity for those working in the media.
3. Explain a thorough knowledge and critical understanding of the media as a key social institution.
4. Create awareness on the political and economic forces that shape the production of the media.
5. Improve student’s media literacy through critically assessing the media and becoming seriously aware of their experience as media consumers.

**Learning outcomes**

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

1. Define at least four (4) major theories of sociology;

2. Identify and explain the two (2) major levels of sociology;

3. Explain communication from three (3) sociological perspectives; and

4. Describe two ways of using communication more effectively for relationship building and social interactions.

5. Define media literacy through critical assessment of the media and media consumer experience.

**Course contents**

An overview of sociology and communication, meaning of sociology, sociological perspectives to communication, the concept of sociology and culture, socialisation and the family, sociology and communication, media and social influences – mass media and society, relationship between the media and the society, theories of the press, functions of the mass media, media as the fourth estate of the realm, media industry and social structures – ownership and control, political economy of media ownership, media and the state – control of the media, concept of press freedom, press censorship and cultural imperialism and media independence.

**Minimum Standards additional to CCMAS**

Introduction to Sociology of Communication with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK- MAC 102 Introduction to Psychology of Communication (2 Units; Core; LH = 15, PH = 45)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in mass communication process in the psychological context of group memberships, reference groups, and the larger psychological structure with a view to understand the relationship between mass media and audiences as well as to equip students with the intellectual tools to be critically aware of the roles and influences of the mass media in Nigeria which is in agreement of BUK’s mission to address challenges arising from psychological behavior of mass audiences in communication process and journalism practice in Northern Nigeria.

**Overview**

The course is a basic level course, studying mental and behavioral function of human in communication. Subjects in this course are divided into four subject matters, they are intrapersonal communication, interpersonal communication, intragroup communication, public, mass, and cultural communication. The learning method used in this course is active learning. Students in groups discuss about subject matter and sub-subject matter accompanied by lecturer. Students then use their understanding about psychology of communication to analyze issues regarding communication in everyday life in the Northern Nigerian context. This course will mainly be discussed in the assignments given throughout the course. Students, for example, will be encouraged to see whether the theories taught are applicable from the psychological and cultural context of Northern Nigeria.

After finishing this course, students are expected to be able to explain the principles of intrapersonal, interpersonal, intragroup, and public communication. In addition, students are also expected to be able to apply psychology of communication theories that have been learned to identify issues regarding communication in everyday life, especially in the social and cultural context of Indonesia. Evaluation is based on how students participate actively in class discussion, quizzes, assignments, mid-term exam, and final exam.

**Objectives**

The objectives of the course are to:

1. Describe the concept of communication, types of communication and the relationship between communication and psychology.
2. Assess the role of psychological theories in influencing the design of communication messages and campaigns to impact on human behaviour, attitudes and thinking.
3. Examine both private and public communication with a greater level of sophistication and objectivity.
4. Explain the theories of psychology to the communications process in order to understand the communications process at an interpersonal level.
5. Discuss the perspective of interaction and communication of individuals at a micro, macro and mass media level.

**Learning outcomes**

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

1. Explain at least three (3) concept of communication
2. Identify five (5) different types of communication
3. Discuss three (3) major relationships between communication and psychology
4. Appreciate the two (2) values of psychology theory when designing messages
5. Explain two (2) effective ways in private and public psychological communication
6. Analyze two (2) ways in which interpersonal and mass communication influence human behavior
7. Decode four (4) non-verbal communication process
8. Determine four (4) process on how space time and rituals influence the communication process
9. Identify four (4) aspects of the communication process (Remembering)
10. Explain five basic principles of the psychology of influence, effective communication and media effects (Understanding)
11. Identify five (5) components of communication used to improve their skills in all types of communication (Applying).
12. Evaluate five (5) effects of communication on various aspects through mini-research (Evaluating).
13. Identify and explain four (4) theories in psychology of communication to create a particular social product (Creating)

**Course contents**

Definitions of psychology, the scientific view of communication, theories of communication, traditions of communication theories, psychological factors of communication, communication and interaction, self-disclosure, active listening, systematic approach to communication, non-verbal communication, time and rituals of communication, interpersonal communication, public and mass communication, persuasive & Intercultural communication, group psychology, group project: plan presentation, discussion, and feedback, group project: final presentation.

**Minimum Standards additional to CCMAS**

Introduction to Psychology of communication with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 103 Introduction to Ajami Written Communication, (3 Units, Core; LH= 30, P = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in Ajami written communication in the context of mass communication process in the social context of group memberships, reference groups, and the larger social structure with a view to understand how it is used in communication particularly among Hausa people in Northern Nigeria. The course aims equipping students with the intellectual skills to be critically aware on how Ajami can be used in communication and in mass media in Northern Nigeria which is in agreement of BUK’s mission to promote knowledge transfer and training of high quality graduates in Northern Nigerian.

**Overview**

Ajami is a centuries-old practice of writing other languages using the Arabic-derived scripts that is prevalent in many parts of Islamic West Africa. Ajami is deeply embedded in local histories and socio-cultural practices serving as a means of communication for the purpose of commerce, politics and social life in many parts of West Africa.

Ajami constituted an early source of literacy for a variety of local languages in Sub-Saharan Africa, including Hausa, Yoruba, Nupe, Fulani, Mande, Swahili, Mandinka, Wolof, etc. The rise of Hausa Ajami vis-à-vis it’s religious, educational and communicative contexts as well as analyse its declining influence with the rise of Latin orthography.

**Objectives**

The objectives of the course are to:

1. Trace the historical development of Hausa Ajami
2. Analyse the religious and educational contexts of Ajami in Africa
3. Examine the interpersonal and mass communication purposes served by Ajami writing system
4. Acquaint the students with Ajami writing skills
5. Understand the declining fortune of Ajami in the contemporary period

**Learning outcomes**

On completion, the students should be able to:

1. Demonstrate at least three (3) ways in which Hausa Ajami was historically developed.
2. Explain five (5) roles of Islamic religion and Quranic educational in the rise of Ajami across different African languages
3. Appraise many ways of interpersonal and mass communication purposes served by Ajami writing system in Hausaland
4. Examine ten (10) techniques and technicalities of Ajami writing skills
5. Discuss some ways in declining fortune of Ajami in the contemporary period

**Course contents**

History of Ajami writing, religious origin of Ajami, Ajami during European colonialianism, Ajami in the post-colonial era, Ajami in other African languages, early literacy in Ajami, hausa Ajami books, interpersonal communication in Ajami, Ajami as mass communication tool – commercial advertising, public announcements, billboards, street posters, road signs, political campaign ads, business insignia, Arabic letters and Hausa phonetics, the vowel system in Hausa Ajami, and Hausa Ajami and contemporary challenges.

**Minimum Academic Standards**

Introduction to Ajami written communication with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 201 Book Publishing in Northern Nigeria, (3 Units; Core; L = 30; P = 60)**

**Senate-Approved Relevance**

An understanding of the production and spread of knowledge in the area known as northern Nigeria before and during and after colonialism for students of Bayero University, Kano is relevant being the area the university is located. Students should be made to understand that there was some form of indigenous knowledge in the area even before the coming of Europeans. This course therefore aims at documenting efforts by scholars in the geographical location towards the documentation and spread of knowledge.

**Overview**

This course seeks to acquaint students with the knowledge that there was indeed some form of knowledge documentation and spread in the area known as northern Nigeria even before the coming of Europeans to Nigeria.

It therefore seeks to document the cultural heritage of the area which gives students a better understanding of the geographical area. This helps in cross-cultural understanding.

**Objectives**

The objectives of the course are to:

1. Explain the history of book publishing in northern Nigeria
2. Evaluate the issues concerning book publishing in northern Nigeria during and after colonialism
3. Assess the reading culture in northern Nigeria
4. Trace the development of publications in minority languages in northern Nigeria
5. Describe the challenges facing book publishing in northern Nigeria

**Learning outcomes**

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

1. Describe three (3) different stages of history of book publishing in Northern Nigeria
2. Explain five different stages of book publishing in Northern Nigeria during and after colonialism
3. Identify five (5) ways of reading culture in northern Nigeria
4. Evaluate the stages of development of publications in minority languages in Northern Nigeria
5. Explain five (5) challenges facing book publishing in Northern Nigeria

**Course contents**

Introduction, importance of books, history of book publishing, the culture of book reading in Northern Nigeria, manuscript development before colonialism, book publishing during colonial era, publishing after independence, publishing companies in Northern Nigeria, Kano market literature, publications in minority languages and challenges of book publishing in Northern Nigeria.

**Minimum Academic Standard**

Book publishing in Northern Nigeria with a NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 202 Investigative Journalism, (3 units; Elective, L = 30, P = 60)**

**Senate-approved relevance**

Training of educated and highly skilled students in journalistic writing, styles and format especially in investigative journalistic writing styles in the present democratic Nigeria. This is in order to address BUK’s mission of producing excellent and professional journalist (investigative journalist) who will work towards the development of Nigeria.

**Overview**

Investigative journalism is an addition to what is already obtained in the department of mass communication i.e. specialized reporting.

It involves going in depth about a particular story that may uncover corruption, review government policies or of corporate houses. The course is an avenue for students to obtain the dynamics of journalism.

**Objectives**

The objectives of the course are to:

1. Describe the history and development of journalism in Nigeria and North in particular
2. Explain the different types of journalistic writing style
3. Discuss investigative journalism and other forms of journalism
4. Evaluate the theories of journalism
5. Examine the problems of investigative journalism and how best to curtail them
6. Assess the freedom of the press with their limitations
7. Discuss the responsibilities of journalist and investigative journalist in particular
8. Explain how to write an investigative news story
9. Describe the principles of investigative journalism

**Learning outcome**

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

1. Trace the historical stages and development of journalism
2. Identify and explain five (5) types of journalistic writing style
3. Provide five distinguishable factors between investigative journalism and other types of journalism
4. Explain at least two types of theories of journalism
5. Identify and explain at least two (2) dangers/problems peculiar to investigative journalism
6. Explain the freedom of the press and identify at least three (3) limitations
7. Describe five (5) responsibilities of journalist and how it relate to the social responsibility theory
8. Write two (2) publishable investigative news story
9. Identify five (5) principles of journalism

**Course contents**

History and development of journalism, principles of journalism, types of journalistic writing, investigative journalism writing style, theories in journalism; authoritarian, libertarian, social responsibility, soviet communist theory), problems of investigative journalism, responsibilities of investigative journalist and social responsibility theory, freedom of the press and its limitations, criticisms of investigative journalism.

**Minimum Academic Standards**

Investigative Journalism with a NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 203 Health Journalism, (3 Units; Core; LH = 30; PH = 60)**

**Senate-approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in producing, packaging and dissemination of health information and giving prominence to health reports and health care issues in the rural and urban areas of Nigeria is in agreement with BUK’s mission to address African developmental challenges in producing health journalism graduates. Relevance is seen in health journalists from BUK being able to develop journalistic best practices and skills to promote and improve public health thereby making the community take appropriate action in preventing and controlling diseases as well as other health problems.

**Overview**

Health journalism is a vital approach used in promoting public understanding and creating general awareness about available options on health delivery system and the need for the individual and community to make informed choice and demand for better health services. This highlights the importance of preparing students in health journalism with the knowledge and skills of journalistic training to promote and improve public health.

This course is designed to provide students with journalistic skills needed to write health/medical stories in different genres for a variety of publications, as well as an understanding of the issues and agendas in the health area. Also to build the capacity of students and develop competent journalists in health reporting to generate compelling narratives on health news in Nigeria. The importance of the course lies in the fact that health occupies a prominent place in the United Nations declaration of the Sustainable Development Goals (SDGs). Goal three - Good health and Well-being is aimed at improving access to quality healthcare. Therefore, the effectiveness of any development programme depends to a large extent on the media of communication. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Create stories of health information for print, broadcast and online media platforms.
2. Discuss the different types of health journalism reporting
3. Explain the interlinking of various issues to health journalism.
4. Evaluate the basic medical terms used in health journalism/reporting
5. Identify the common mistakes committed while reporting health issues.
6. Analyze the challenges of health journalism
7. Examine the ethical issues around health journalism/reporting.
8. Assess the important advocacy role of health journalists

**Learning outcomes**

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

1. Write two (2) effective health stories for print, broadcast, online and other media platforms.
2. Identify at least six (6) different types of health reporting/journalism
3. Explain at least five (5) issues linked to health journalism
4. Outline at least twenty (20) medical terms used in health journalism/reporting
5. State at least six (6) common mistakes while reporting health issues
6. Analyse at least five (5) challenges of health journalism
7. Demonstrate an awareness and understanding of ethical and five (5) socially responsibility health journalism practices and strategies
8. Explain at least four (4) advocacy role of health journalists

**Course contents**

Fundamentals, techniques and principles of health journalism, definition of health journalism, importance of journalism to public health, scope of health journalism, types of health Journalism/reporting, challenges of health reporting, sources of health stories, attributes of effective health reporting, interface between health and journalism, basic health related terms, formats of health journalism, online health journalism techniques and tools, writing effective health stories for various genres, journalistic skills for health writing, the culture and agendas in the health area, essential skills for health journalism in news and feature writing, news values of health/medical issues, safety in health journalism, ethics in health reporting, health laws, fundamentals of health journalism, overview of the health sector, communicating on emerging health issues in Africa and Nigeria, global health policies and social health determinants, health journalism research, gender and health journalism, reporting maternal mortality, purpose of media and advocacy in health journalism and innovation and technology in health journalism.

**Minimum Academic Standards**

Radio and Television studios with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 204 Public Relations History in Northern Nigeria, (3 Units; Core; LH = 30, PH = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in public relations practice with a view to understand the role of public relations in an organization and the relationship between media and society as well as to equip students with the intellectual tools to be critically aware of the roles and influences of public relations which is in agreement of BUK’s mission to address challenges of unethical practices in public relations practice in Northern Nigerian.

**Overview**

The course ushers students into the fledging and glamorous history of public relations in the northern Nigeria. This course is designed to expose students to the trends, issues and problem confronting public relations in the northern Nigeria.

It explains the evolution and growth of public relations in the northern Nigeria and how those events shaped the media and communication landscape of the country.

**Objectives**

The objectives of the course are to:

1. Discuss the different definitions of public relations
2. Explain the history of public relations in the Northern Nigeria.
3. Highlights some of the major development of public relations in the Northern Nigeria.
4. Identify the regulatory environment of public relations in Northern Nigeria.
5. Explain the role public relations in image making in an organization.

**Learning outcomes**

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

1. Define five (5) different meanings of public relations
2. Evaluate the history of public relations
3. Discuss one (1) major evolution, growth and development of public relations in the northern Nigeria.
4. Examine ten (10) issues and challenges confronting public relations departments in public and private sector.
5. Evaluate one (1) regulatory environment of public relations in Northern Nigeria.

**Course Contents**

Definitions of public relations, history of public relations in Nigeria, conceptualization of public relations in Northern Nigeria, evolution of public relations in Northern Nigeria, development of public relations in Nigeria, the role of public relations in both private and public sectors and evaluate the regulatory environment of public relations in the northern Nigeria, role of public relations in image making, challenges of public relations in Northern Nigeria, regulatory agencies, ethical issues in public relations practice.

**Minimum Academic Standards**

Relations history in the Northern Nigeria with NUC-CCMAC requirement facilities.

**Mass Communication Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 205 Public Relations and the Media Environment in Northern Nigeria, (3 Units; Elective, LH = 30; P = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in public relations and environment with a view to understand the relationship between public relations and environment as well as to equip students with the intellectual tools to be critically aware of the roles and influences of public relations in environmental issues which is in agreement of BUK’s mission to address environmental challenges in Northern Nigerian from public relations perspectives.

**Overview**

This course examines the public relation and the media environment in the northern Nigeria. It explores the institutional, economics that prompted the development of each mass media genre and highlight the relationship of public relation with each of the Nigerian mass media from its crude and analogue system into the digital age.

**Objectives**

The objectives of the course are:

1. Discuss definitions of public relation and the media environment.
2. Explain the regulatory regimes in PR industry.
3. Assess the political, social, economic and technological factors for the development of mass media and public relation in the northern Nigeria.
4. Discuss the development in public relations landscape.
5. Evaluate the role of public relations in media environment

**Learning Outcomes**

On successful completion of the course, the student should be able to:

1. Explain five (5) definitions of public relation and the media environment.
2. Discuss at least three (3) the regulatory regimes in the PR and regime media industry.
3. Analyze five (5) political, social, economic and technological factors necessitating the development of mass media and public relation in the northern Nigeria.
4. Appraise five (5) status of development in the public relation landscape.
5. Assess five (5) different role of public relations in media environment

**Course Contents**

Snap ship of mass media development in Northern Nigeria, ethical issues in Northern Nigeria in mass media industry and public relations, regulatory regimes and media freedom in the northern Nigeria, relationship of public relation and the northern Nigeria mass media, political, economic, social, cultural and technological issues in the northern Nigeria in public relations and the media environment, future of public relations in the Northern Nigeria.

**Minimum Academic Standards**

Public relations and the media environment in the Northern Nigeria with NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 206 History of Advertising in Northern Nigeria (3 Units; Core; L = 30, P = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in advertising history in the context of Northern Nigeria, and the larger social structure with a view to understand the history and development of advertising in Northern Nigeria as well as to equip students with the intellectual tools to be critically aware of the role of advertising in marketing communication which is in agreement of BUK’s mission to address dearth of literature of historical issues in communication practice in Northern Nigerian.

**Overview**

This course is designed to primarily provide students with a broader framework for understanding the history of advertising in Northern Nigeria. It seeks an approach to the evolution of advertising from its origins to today, with a more detailed analysis on the approach of the present, when its social importance grows and its forms of expression diversify considering the gap that presents historical knowledge of advertising especially in Nigeria and Northern Nigeria in particular.

The course considers the social context and meaning of advertising, origin and development. It is also designed to simplify the relationship between advertising, media and society as well as to equip students with the intellectual tools to understand and appreciate historical development of advertising in Northern Nigeria.

**Objectives**

The objectives of the course are to:

1. Assess the origin of advertising in Northern Nigeria that contributes to the articulation and development of modern societies.
2. Analyze the development of advertising in Northern Nigeria in the advertising process from independence to date.
3. Identify some advertising media and agencies in Northern Nigeria with their forms, locations and operations.
4. Assess the body of theories that have been shaping the advertising know-how.
5. Discuss adequate research methods in the field of the history of advertising communication.

**Learning outcomes**

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

1. Identify at least three (3) different definitions of advertising.
2. Explain five (5) origins of advertising in Northern Nigeria.
3. Describe five (5) different stages of historical development of advertising in Northern Nigeria.
4. Identify twenty (20) functioning media and advertising agencies in Northern Nigeria
5. Develop the ability to explain the relationship between advertising, media and society in Northern Nigeria.

**Course contents**

History of advertising in Northern Nigeria examines the relationship between advertising, media and society. It pays detailed and specific attention to the origin of advertising, the history and development of advertising in Northern Nigeria. The student will also learn about the advertising media and agencies in Northern Nigeria. This course will assist students in having an informed thought on the role of advertising in the society from historical perspective. Some of the topics to be discussed include: Advertising history, The pre-history of advertising, The birth of advertising in Nigeria, Advertising history in Northern Nigeria, The consolidation of advertising, The expansion of advertising, The revolution of advertising, History of advertising media in Northern Nigeria, Advertising agencies in Northern Nigeria and Advertising in the 20th century.

**Minimum Standards additional to CCMAS**

History of Advertising in Northern Nigeria with a NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 207 Cinema in Northern Nigeria; (3 units; Core; LH = 30; PH = 60)**

**Senate-approved relevance**

Training of students who are highly skilled in the production and directing of films that reflect Northern Nigerian culture, traditions, norms and practices. Relevance is seen in BUK and in Northern Nigeria in particular for the cinema industry to be occupied with highly skilled and well trained expertise. This will give room for addressing the challenges of the Kannywood Industry and mission of BUK as well.

**Overview**

Cinema in Northern Nigeria is a vital approach in film making industry in Kano, Kaduna, Katsina and Jos to be precise. It involves the art and techniques of the general composition of scenes, lighting of the set or location, camera choice and movement and integration of any special effect.

At the end students will be exposed to the components of cinematography. The objectives and learning outcome are provided below to cover the above.

**Objectives**

The objectives of the course are to:

1. Describe the components of cinematography and how they inter-relate with one another.
2. Conduct analysis of what is already in existence and how to improve and develop o it
3. Carryout a practical exercise of film production putting into consideration the Northern Nigerian peculiarities
4. Distinguish between cinema (i.e. theater) and cinematography (the art of film making)
5. Explain what mise-en-scene is
6. Understand what cinematography is Northern Nigeria
7. Explain the theories applicable to cinematography
8. Identify the lapses of cinematography in Northern Nigeria and suggest a way forward.
9. Have solid familiarity with the terms and concept of directing and cinematography in general

**Learning Outcome**

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

1. Describe at least five (5) the components of cinematography and how they inter-relate with one another.
2. Explain two (2) ways that are already in existence and how to improve it
3. Produce two (2) high quality films that take care of the peculiarities of Northern Nigerian.
4. Provide five (5) differences between cinema (i.e. theater) and cinematography (the art of film making) and provide at least 5 differences
5. Identify and explain what mise-en-scene and its five (5) components
6. Explain two (2) of understanding of cinematography in Northern Nigeria
7. Identify and explain at least three (3) theories applicable to cinematography
8. Identify the lapses of cinematography in Northern Nigeria and suggest some ways forward
9. Identify at least five (5) terms and concept of directing and cinematography in general

**Course contents**

Principles of cinematography, components of cinematography, mise-en-scene and its components, forms of cinematography and film making, theories of film, problems of cinematography in northern Nigeria, practical aspects of film making and cinematography, terms and concepts of cinematography and how to localize them to the Northern Nigerian concept, cinematography and videography, directing and cinematography, camera operation in film making, cinematography and film making research.

**Minimum Academic Standards**

Cinema in Northern Nigeria with a NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 208 Hausa Film Industry (3 Units; Core; L = 30, P = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in the history and development of Hausa film industry in the context of history of Hausa films, development, directing and production with a view to understand their origin as well as to equip students with the intellectual tools to be critically aware of the roles and influences of the Hausa film industry in the political economy of Kano particularly among youths in Northern Nigeria which is in agreement of BUK’s mission to address unemployment challenges using skills and talents in Northern Nigerian.

**Overview**

This course introduces students to the literary tradition of Northern Nigeria beginning with period of Sokoto Jihad, before, during and after the colonial rule. It then takes a survey of literary activities during colonial rule leading to the emergence of NORLA, *Gaskiya Tafi Kwabo* and NNPC.

It traces the introduction of films in Northern Nigeria. Students are introduced to the emergence of Kano Market literature which later metamorphosed into Kannywood. They are tasked to discuss the political economy of the Kannywood film industry, including its economics, production distribution and consumption.

**Objectives**

The objectives of the course are to:

1. Explain the origin and historical development of Hausa film industry
2. Describe the components of Hausa film and how they inter-relate with one another.
3. Conduct analysis of what is already in existence and how to improve and develop it
4. Conduct/carryout a practical exercise of film production putting into consideration the Northern Nigerian peculiarities
5. Distinguish between cinema (i.e. theater) and cinematography (the art of film making)
6. Explain what mise-en-scene is
7. To fully understand what cinematography is Northern Nigeria
8. To state the theories applicable to cinematography
9. Identify the lapses of cinematography in Northern Nigeria and suggest a way forward.
10. To have solid familiarity with the terms and concept of directing and cinematography in general

**Learning outcomes**

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

1. Highlight the origin and three (3) stages of development of Hausa film industry in Nigeria;
2. Explain five (5) the factors that have influenced the development of Hausa films;
3. Outline five (5) roles Hausa films have played in Hausa culture development;
4. Provide three (3) definitions of literary tradition of Hausa People; and
5. Explain five (5) ways of appreciating the political economy of Hausa films
6. Discuss (5) definitions of mise-en-scene
7. Explain three (3) definitions of cinematography is Northern Nigeria
8. Discuss the theories of cinematography
9. Evaluate the lapses of cinematography in Northern Nigeria and suggest a way forward.
10. Identify five (5) terms and concepts of directing and cinematography.

**Course contents**

Sokoto Caliphate literary tradition, literary activities during and immediately after colonial period, introduction of film to Northern Nigeria by the British colonial authorities, Hausa Nobles, *Soyayya* books - Kano Market literature,the emergence of Kannywood, major storylines in Kannywood films, economics of production, political economy etc.

**Minimum Standards additional to CCMAS**

Hausa Film Industry with a NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 209 Reporting Rural Communities (3 Units; Core; LH = 30, PH = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in reporting rural communities which are neglected by the mainstream media despite numerous challenges in those communities with a view to understand how reporting rural communities can assist in addressing their challenges by the concern authorities as well as to equip students with the intellectual tools to be critically aware on the skills on reporting rural communities in the media which is in agreement of BUK’s mission to address challenges faced by at least neighbouring communities in Northern Nigerian.

**Overview**

Rural areas constitute larger part of population in many developing countries. In Nigeria, the rural population is said to be about 70 – 80 percent of the country’s population. However, despite the fact that large percentage of the Nigeria’s population is living in rural areas, the communities are being neglected in many developmental areas. The common features of rural communities in Nigeria on one hand are contact of people to natural environment, social homogeneity, prevalence of agricultural occupations and smallness of the communal aggregates. While on the other hand poverty, hunger, unemployment, lack of infrastructure, lack of social amenities (portable water, schools, hospitals and access roads) are also common traits and images that depict the situation in the rural communities.

The attention of the Nigerian mass media is more of urban, elite centered and thereby neglecting the large chunk of the population who are rural dwellers. Therefore, the aim of this course is to introduce undergraduate students to understand the situation in the rural communities and prepare them to give special attention to the communities with a view to transforming the rural areas where the vast majority of the country’s population live.

**Objectives**

The objectives of the course are to:

1. Prepare students the students to give special attention to rural communities
2. Give priority to happenings in the rural communities in mass media reportage
3. Fast track development of rural communities by giving them adequate media coverage
4. Provide opportunity to the rural population to participate in the development planning of their communities
5. Contribute in enhancing mass media’s role towards achieving national development

**Learning outcomes**

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

1. To demonstrate five (5) different understanding of the potentials and challenges facing rural communities in Nigeria.
2. To explain five (5) the role expected of the mass media in giving priority to happenings in the rural areas.
3. To understand how they can play five (5) different roles in improving the coverage of the rural communities.
4. To understand how they can carry different rural population along in the development of their communities.
5. Have better understanding of the role of mass media in national development.

**Course contents**

The course discusses structure and organization of rural communities, rural communities in Nigeria, role of mass media in rural development, trends in rural community reportage, qualities of rural community journalists, areas of coverage in rural communities, news sources in rural communities, writing rural communities news and features, circulation and marketing in rural communities and challenges of reporting rural communities

**Minimum Academic Standard**

Reporting rural communities with NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 301 Hausa Traditional Media and Communication Technologies, (3 units; LH=30; PH = 60)**

**Senate –approve relevance**

Every society has it unique ways of utilizing their traditional media and communication technologies. Traditional media and communication technologies in developing societies such as obtained here in Northern Nigeria, especially among the Hausa communities, are important tools for socio-cultural and economic development. Over time, these media forms have been deployed to reinforce the activities of modern mass media to and ICT as intervention mechanism in development process. However, their efficacy and socio-cultural potentials in development support activities have not fully been understood by communication scholars and professionals. This course primarily addresses such concerns to stimulate interest in the area. This is in line with the vision and mission of the University of generating and disseminating relevant knowledge and information for the utilization of the host community to support socio-economic development.

**Overview**

The course provides an overview of traditional media and communication technologies in Hausa societies. It documents their history, development and uses of traditional media and communication technologies in Hausa society. It also provides an introduction to digital media and its uses along with traditional media in Hausa cultural. It is about history and application of Hausa media and communication technologies, types, forms and uses of traditional media and communication technologies. Also, comparative analysis of traditional and modern media and communication technologies will be discussed. The course will discuss the utilization of traditional communication technologies in development support activities.

This course provides an introduction to the field of traditional media and communication technologies in Hausa society. Students will gain an understanding of the history, uses and impact of traditional media and communication technologies in Hausa society. They will also learn about the various production and distribution methods used for traditional media contents. Hausa traditional media Collection of traditional communication instruments for study and demonstrations. Occasional invitation of experts from traditional institutions and relevant socio-cultural organizations to interact with students to further understanding of the lesion learnt in class. There shall be tours and study visits to relevant places to provide practical experiences to students.

**Objectives**

The objectives of the course are to:

1. Introduce the students to traditional media and communication technologies in Hausa societies
2. Explain the history and development of Hausa traditional media and communication technologies
3. Develop critical thinking skills about different media and communication technologies used in Hausa culture
4. Examine the alternative uses of traditional media and communication technologies in Hausa culture
5. Connect traditional media and communication technologies with contemporary issues in Hausa society

**Learning outcomes**

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

1. Explain five (5) stages of history and development of Hausa media and communication technologies.
2. Describe five (5) ways on how Hausa media and communication technologies are used in contemporary society.
3. Demonstrate five (5) competence and skills to producing and editing Hausa media and communication content.
4. Demonstrate five (5) proper ways of understanding the various ways in which Hausa media and communication technologies are intersected with other social, cultural, and political contexts.
5. Describe different traditional media and communication technologies with contemporary issues in Hausa society.

**Course contents**

The history of Hausa traditional media and communication technologies, uses of Hausa traditional media and communication technologies in different contexts, Hausa traditional media and communication technologies and the role of information and communication technologies in shaping communication activities in contemporary Hausa societies, the effect of the convergence of traditional and new media on Hausa youth in Northern Nigeria, Hausa folklore and the new media, traditional Hausa Musicians and the new communication technologies, Hausa communication symbolism, traditional non-verbal communication techniques among Hausa communities, music and musical instrument as communication technologies and textile designs as communication among Hausa communities.

**Minimum Academic Standard**s

Hausa Traditional Media and Communication Technologies with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 302 Communication in Islamic Text (3 Units; Core; LH = 30, P = 60)**

**Senate-approved Relevance**

Taking n to cognizance BUK’s mission to address African and peculiar needs of the local community in which our university operates, this course Islam and Persuasive Communication help communication students who might serve Da’awa institutions to undertake their propagation activities more effectively. It also helps mitigate problems emanating from misinformation and misrepresentation.

**An overview**

Communication is a backbone of human development. Without communication no progress is achieved in human civilization. Islam as a divine religion uses communication to change the course of human history on earth. Qur’an uses special appeal to human kind, convincing argument to non-believers, scientific references to natural phenomenon and encourages the use of reasoning and senses to explore truth and reality. The course communication in Islamic text is designed to expose students to Qur’anic style in its communicative messages. Muslim scholars also explained in greater details features of Islamic communication which is in tandem of today’s concept of DEVCOM. Islam in this regard frowns at broadcasting of evil or spread of falsehood. Kind words (*Quulu lin nasi husna*), tender words (*Qaulan* *Kareema*), convincing words (*Qaulan* *baleega*), explicit words (*Qaulan* *mubeena*) are few examples of features of Islamic communication.

To further explore communication in Islamic text students need to understand how western communication theory are critically examined in the light of Islamic text; Harold Lasswell, Shcramms theories and many others could be examined. Therefore the need to study the sender, receivers, channel, message, destination and feedback in the light of Islamic texts-

**Objectives**

The objectives of the course are to:

1. Define communication in the light of Islamic sublime intents
2. Illustrate how Islamic concept of communication differs from western form of communication
3. Describe features of communication in the Qur’anic text;
4. Demonstrate how Islam advanced argument and as well use proofs to support its argument.
5. Use of simple language in Qur’anic communication
6. Describe communication process in the light of Islamic texts
7. Explain the relationship of communication and development in Islam DEVCOM

**Learning outcomes**

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

1. Provide five (5) definitions of communication in the light of Islamic sublime intents
2. Illustrate five (5) ways on how Islamic concept of communication differs from western form of communication
3. Describe ten (10) features of communication in the Qur’anic text;
4. Demonstrate five (5) ways on how Islam advanced argument and as well use proofs to support its argument.
5. Explain five (5) ways in using simple language in Qur’anic communication
6. Describe five (5) communication process in the light of Islamic texts
7. Explain five (5) relationships of communication and development in Islam DEVCOM

**Course Contents**

The course discusses the following: definition of concepts: communication in both western and Islamic literature, communication in the light of Islamic sublime intents, how Islamic concept of communication differs from western form of communication, features of communication in the Qur’anic text, how Islam advance argument and as well use proofs to support its argument, use of simple language in Quranic communication, communication process in the light of Islamic texts, relationship of communication and development in Islam DEVCOM.

**Minimum Academic Standards**

Communication in Islamic Text with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 303 Digital Public Relations (3 Units; Core; LH = 30, PH = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in online public relations practice with a view to understand the relationship between public relations and society as well as to equip students with the intellectual tools to be critically aware of the roles and influences in image making in Northern Nigeria which is in agreement of BUK’s mission to address challenges of unethical practices in public relations practice in Northern Nigerian.

**Overview**

Student interested in an online public relations career must cultivate a great number of communication skills, including many you may have developed in other courses: interpersonal communication, organizational communication, small group communication, negotiation and conflict.

The course discusses media relations and social media to the mix, go into the legal issues of online public relations, and examine theories about public opinion and persuasion, and what motivates audiences of online public relations. The course will be based on a foundation of applying ethical principles to the online practice of public relations and of understanding the role of the First Amendment in our work. The focus is to understand the role of the public relations practitioner, to begin to practice the skills necessary for success in the field, and to understand the larger societal and historical frameworks in which online public relations practitioners work today.

**Objectives**

The objectives of the course are to:

1. Explain the concept of digital public relations
2. Explain how to manage relationship with stakeholders
3. Teach students the procedure in content creation and management in public relations
4. Discuss the process of building relationship with the media
5. Evaluate the relationship between online public relations, public relations and social media, crisis and reputation management, creating a public relations plan, evaluate and event to ensure sustainable event.

**Learning outcomes**

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

1. Developed an understanding of the public relations profession, its history, and its legal and ethical underpinnings
2. Practiced ten (10) ways of writing for the media and practiced using the AP Stylebook
3. Have practiced applying a four-step (4) process to a public relations problem
4. Learned five (5) different roles of values in PR and work to incorporate them into online public relations process
5. Evaluate a five (5) variety of communications channels, including social media.
6. Explain five (5) specialties in online public relations, and the various types of  
   careers the profession offers.

**Course contents**

The course teaches students meet the organisations and target market’s needs weaving in the fundamentals of traditional public relations into a digital world. Also, online public relations teach the art and science of engaging with media on all different digital channels to enable students spread brand’s message through strategic communications. Some of the topics to be discussed include: introduction to digital public relations, managing relationship with stakeholders, content creation and management in public relations, building relationship with the media, marketing communication concept, online public relations, public relations and social media, crisis and reputation management, creating a public relations plan, evaluate and event to ensure sustainable event.

**Minimum Standards additional to CCMAS**

Online public relations with a NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 304 Digital Advertising (3 Units; Core; LH = 30, PH = 60)**

**Senate approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in online advertising with a view to understand the relationship between online advertising and target audiences as well as to equip students with the intellectual tools to be critically aware of the role and influence of advertising in consumer decision making in Northern Nigeria which is in agreement of BUK’s mission to address challenges of unethical practices in advertising practice in Northern Nigerian.

**Overview**

Digital advertising is the means of putting a face on a brand or giving a company its personality. For many companies, advertising is the best means of distinguishing itself from the competition.  
This course is designed to provide an introduction online advertising strategies and tactics. The practices we know best as advertising, promotion, direct response, public relations and marketing communications.

The course examines communications theory as well as provides hands-on experience in creating online advertising and social media plans, and creative online campaigns. It will also examine how marketers integrate and link their communications to generate maximum impact and leverage for brands.

**Objectives**

The objectives of the course are to:

1. Explain the strategic process of digital advertising & integrated marketing communications.
2. Assess the breadth of digital advertising and communication tools available today.
3. Discuss different examples of successful digital advertising and communications campaigns.
4. Describe consumer behavior which must be taken into consideration in any form  
   of digital advertising/communication.
5. Explain the practical hands-on problem-solving experience  
   working in teams.

**Learning outcomes**

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

1. Understand five (5) different definition of Digital Marketing
2. Have complete understanding of five (5) types of digital ads, how they're bought, how much they cost, how they're targeted among others.
3. Be able to think about five (5) different strategies about where and how to place ads
4. Understand ten (10) differences between marketing vs. advertising
5. Understand five (5) complex ways digital advertising companies work together
6. Understand social media advertising, facebook advertising, twitter advertising, and how it fits into a larger digital advertising.

**Course contents**

The course is designed to expose the student to a range of communication strategies and techniques and provide hands-on experience in applying them. The course will use a combination of lecture, readings, guest speaker/s, a team project and tests. Some of the topics to be covered include the following: Introduction to Digital Marketing, Website Planning and Creation, Search Engine Optimisation, Search Engine Marketing, Social Media Marketing, Content Marketing and Strategy, Web Analytics, Digital Media Planning and Buying.

**Minimum Standards additional to CCMAS**

Online advertising with a NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 305 Broadcasting and Environmental Health (3 Units; Core; L = 30, P = 60)**

**Senate approved relevance**

This course will be taughtin a typical university lecture setting in classrooms, laboratory/studio and/theater. The facilities and equipment required will depend on the specific needs of the course. However, some common items that may be needed include computers, projection screens, audio and video recording, playback and storage equipment. Also academic staff from the department of environmental sciences could also brought-in to sport teaching and research in the course.

**Overview**

Broadcasting and environmental health provides students with an overview of the field of broadcasting and its relationship environmental health intervention. The course covers topics such as the history of broadcasting, the role of broadcasting in development of society, and the various ways broadcasting service can be used in creating awareness about environmental health in the society.

Additionally, the course explores the role of broadcast programming in promoting discussion on environmental health, including the effects of poor air quality, noise pollution, and the general public health concerns on the environment.

**Objectives**

The objectives of the course are to:

1. Discuss the relationship between broadcasting services and environmental health.

2. Explain how broadcasting can be effectively used in mitigating environmental health challenges facing humanity

3. Train students the necessary skills and competences required in the production of environmental health programming

4. Provide an opportunity for students to understand the role of broadcasting in health interventions to support societal development.

5. Explain the challenges in reporting environmental health issues in broadcast media.

**Learning outcomes**

Oncompletion of this course, students should be able to:

1. Demonstrate an understanding of the history and develop five (5) different supports role of broadcasting health public health interventions.
2. Develop different capacity to undertake research environmental health programming for the broadcast media.

3. Produce and air at least three (3) radio and two (2) TV programmed on environmental health issues

4. Demonstrate sufficient mastery of three (3) key skills and competences in heath intervention broadcast programming learnt in the course.

5. Evaluate five (5) challenges in reporting environmental health issues in broadcast media.

**Course contents**

The coursecovers topics such as the history of broadcasting, the role of broadcasting in society, and the various types of broadcasting. Additionally, the course explores the impact of broadcasting on environmental health, including the effects of broadcasting on air quality, noise levels, and public health. Topics to be covered include: history of broadcasting, review of broadcasting technology and infrastructure, major environmental health issues in history, broadcasting and environmental health science, national environmental health policy, environmental health law and regulations, environmental health risk assessment, environmental health management, environmental health education, environmental health communication, environmental health research, environmental health advocacy, role of broadcast programming in promoting environmental health concerns.

**Minimum Standards additional to CCMAS**

Broadcasting and Environmental Health with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 306 Fundamental of Podcasting, (3 Units; Core; L = 30, P = 60)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in fundamentals of podcasting in the social context of group memberships, reference groups, and the larger social structure with a view to understand the process of podcasting in broadcasting in the society as well as to equip students with the intellectual tools to understand the role and influence of podcasting in broadcasting in Northern Nigeria which is in agreement of BUK’s mission to address challenges of unethical practices in broadcasting in Northern Nigerian.

**Overview**  
Podcasting is a digital audio distribution method that allows users to subscribe to a series of audio files that have been automatically downloaded to subscribers computer android phones tablet or portable media player.

It is similar to broadcasting in that it is a one-way transmission of audio content, but it differs in that it is usually delivered as a series of files that can be listened to at the user's convenience.

**Course contents**  
The course will provide students with an understanding of the technology and production techniques used to create podcasts contents. Students also learn about the three basic ways podcasts can be used to communicate with listeners.  
  
**Course Objectives**  
The objectives of the course are to:

1. Define podcast in broadcasting
2. Explain the technology and production techniques used to create podcasts.
3. Discuss the major ways podcasts can be used to communicate with listeners
4. Explain the skills necessary to create three 10 minutes podcasts.
5. Assess challenges in podcast creation process.

**Learning outcomes**

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

1. Explain five (5) different definitions of podcast in broadcasting
2. Provide five (5) different definitions of technology and production techniques use to created podcasts.
3. Explain at least four (4) major ways podcasts can be used to communicate with listeners.
4. Discuss how to develop five (5) different skills necessary to create podcasts.
5. Assess five (5) challenges of podcast creation process.

**Course content**

Conceptual definition and overview of podcasting, discuss and explain the different types of podcasts, outline and discuss benefits of podcasting to subscribers/audience, fundamentals of podcast production, basic podcast distribution techniques, podcast distribution platforms, principles of podcast marketing, how to measure the success of podcast, global best practices for podcasting, monitoring and evaluating podcasts, how to make podcast more successful, the most common mistakes podcasters make, How to make podcast more interesting, some tips for podcasting, How to make podcast more professional, the most important things to remember when podcasting. There will be production techniques with a view to understanding the technology and production techniques used to create podcasts, the different ways podcasts can be used to communicate with listeners, developing the skills necessary to create their own podcasts, podcast distribution and marketing and how to measure the success of a podcast.

|  |  |  |
| --- | --- | --- |
|  | |  |
|  |

Android handset, mini microphone, USB enabled phone, laptop computer and digital audio storage facility.

Fundamental of podcasting with NUC-BMAS facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 401 Media Entrepreneurship, (2 Units; Core, LH = 15; P = 45)**

**Senate-approved relevance**

Over the years studying media establishments as primarily business ventures have not been adequately captured in the Nigerian mass communication education curricula. This is partly because of the assumed role of the media as purveyor of information to the society guided by the ethical sense of social responsibility with very little emphasis on profit making except from adverting revenues. This is in spite of the heavy capital outlay required to establish the business. However, recent developments in the global media environment necessitated by advancement in information and communication technologies has brought several challenges and opportunities pointing towards smaller size media enterprises which require innovative management of the establishments. Therefore, designing a course which specifically seeks to expose students to take advantage of the entrepreneurial opportunities presented by the circumstance is timely and relevant in fulfilling the mission and vision of the university**.**

**Overview**

Media entrepreneurship introduces the student to the history, theory and practices of entrepreneurship in the context of media and its impact on society. The course also explores on how media ventures are created and managed as businesses in the media industry. It also deals with how to create market and distribute media contents across several media platforms.

The course will provide a comprehensive and practical understanding of the media industry and how to establish, launch, and grow successful media ventures in Nigeria. It also emphasizes the importance of innovation, creativity, and social impact of media ventures to the society by engaging the students to develop and present a comprehensive blue-print of a well-conceived and carefully planned media venture.

**Objectives**

The objectives of the course are to:

1. Develop critical understanding of the various aspects of media industry generally with particular emphasis on the Nigerian scene.
2. Gain the core principles of entrepreneurship and applying them to the media ventures.
3. Exploring the concept of media entrepreneurship and the process of starting a viable media business.
4. Analyzing the business side of media, including financials and marketing strategies.

5. Studying the legal, ethical and regulatory consideration of media entrepreneurship.

6. Explaining the process of creating and lunching a media venture and securing funding.

7. Understanding the importance of risk management, innovation and customer service in the industry.

**Learning outcomes**

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

1. Explain five (5) concepts of entrepreneurship as applied in the media industry

2. Describe five (5) core principles of media entrepreneurship

3 Explain ten (10) processes of starting a media venture

4. Identify ten (10) media entrepreneurs in the Nigeria media industry.

5. Write two (2) detailed blue-print for a media venture

6. Explain five (5) processes of creating and lunching a media venture and securing funding.

7. Discuss five (5) importance of risk management, innovation and customer service in the industry.

**Course contents**

This course covers topics ranging from understanding the basic structure and stakeholders in the media industry, legal and business considerations relating to launching and running a successful media venture, digital media marketing to theory and practical aspects of developing business plan for a media venture including budgeting, accounting and financial planning. The following is a general outline of topics that will be covered in the course: introduction to media entrepreneurship: Understanding the concept of entrepreneurship, and how it applies to the media industry, identifying opportunities: Identifying gaps in the media market, developing innovative solutions and finding a target audience, market research: Conducting market research and analyzing trends in the media industry to identify market opportunities and areas of growth, developing a business plan: Developing a comprehensive business plan that includes a mission statement, goals, strategies, and tactics, financing: Understanding financing options available to media entrepreneurs, including venture capital, angel investors, and crowd-funding, legal and regulatory issues: understanding the legal and regulatory environment in which media entrepreneurs operate, including copyright and trademark law, libel and defamation, and data protection, marketing and branding: understanding the importance of branding and marketing in the media industry, developing effective marketing strategies, and utilizing social media to reach target audiences, digital media: understanding the importance of digital media in the media industry, and how to leverage it to increase visibility and reach, revenue generation: Understanding the different revenue models used in the media industry, including advertising, subscription, and premium models, launching and scaling: learning how to successfully launch and scale a media startup, including hiring, team-building, and project management, social impact: Understanding the social impact of media entrepreneurship, including how media can be used to address social and environmental issues, evolving Trends in global media entrepreneurship development, direction of media entrepreneurship training and research in Nigeria, the state of entrepreneurs in Nigerian media industry, developing blue print for a media venture Project), profile of Nigerian media entrepreneurs, nature of and scope of media entrepreneurship consultancies,

**Minimum Academic Standards**

Media Entrepreneurship with a NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK- MAC 402 Islam and Persuasive Communication (2 Units; Core; LH = 15, PH = 45)**

**Senate-approved Relevance**

Taking n to cognizance BUK’s mission to address African and peculiar needs of the local community in which our university operates, this course Islam and Persuasive Communication help communication students who might serve Da’awa institutions to undertake their propagation activities more effectively. It also helps mitigate problems emanating from misinformation and misrepresentation.

**An overview**

Islam as a divine religion sent to mankind employs simple pattern of communication to reach out to the entire humanity. To extend this message across cultures and civilization one needs to study its persuasive communication approach. The course Islam and persuasive communication is a branch of Da’awa (Call and propagation) which help scholars, students and general readers understand how the message of Islam is communicated to various target groups using techniques of persuasion and good wisdom. To qualify as a true caller to the path of Islam one needs to comprehend mechanics of persuasive communication upheld by the Qur’an when dealing with issues, gradual steps taken to prohibit certain social vices, repetition of injunctions and use of sublime language and expressions to mention few. Communicating Islamic message by a field da’awa worker requires both psychological and literary skill as employed by the Prophet on whom be peace. The Prophet SAW called both middle class and the aristocrats and was able to entice them with sublime attitude of honesty and trustworthiness. When the need for a teacher or rather a delegate to call people to Islam, Mus’ab bn Omair was sent to Madina and marvelously invited people to Islam with his solid and logical arguments with convincing proofs.

The course Islam and Persuasive Communication is designed to expose students to the historical antecedents of Da’awa in Islam and also basics of group communication, interpersonal communication and mass communication as they relate to the propagation of Islam. Da’awa and social media in contemporary world is also an area that the course should cover.

**Objectives**

The objectives of the course are to:

1. Describe persuasive communication and its techniques in communication studies
2. Relate persuasive communication with Da’awa in modern time
3. Comprehend the historical antecedents of Da’awa during the life time of the Prophet on whom be peace and during the life time of his pious companions
4. Study different types of communication; interpersonal, group and mass communication in the light of Da’awa and propagation of Islam.
5. Explain the Prophetic methods of dealing with different class of people. His lenient attitude towards the less privileged, non-Muslims and vulnerable (women and children) and its impact on communication content.
6. Explain the imperatives of employing social media in the course of propagating Islam
7. Develop sample content of social media in the propagation of Islam either using texts, image, video, animation among others
8. Distinguish between propaganda and propagation or Da’awa.
9. Showcase the impact of interpersonal communication in Da’awa beyond either forms of communication due to its unique feature and feedback -induced pattern.

**Learning Outcomes**

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

1. Describe five (5) persuasive communication and its techniques in communication studies
2. Relate three (3) persuasive communication with Da’awa in modern time
3. Comprehend the stages of historical antecedents of Da’awa during the life time of the Prophet on whom be peace and during the life time of his pious companions
4. Explain five (5) different types of communication; interpersonal, group and mass communication in the light of Da’awa and propagation of Islam.
5. Explain three (3) Prophetic methods of dealing with different class of people. His lenient attitude towards the less privileged, non-Muslims and vulnerable (women and children) and its impact on communication content.
6. Explain five (5) imperatives of employing social media in the course of propagating Islam
7. Develop five (5) sample contents of social media in the propagation of Islam either using texts, image, video, animation among others
8. Provide five (5) distinguishable factors between propaganda and propagation or Da’awa.
9. Discuss three (3) impact of interpersonal communication in Da’awa beyond either forms of communication due to its unique feature and feedback -induced pattern.

**Course Content**

Definition of concepts, persuasive communication, persuasive communication and its techniques in communication studies, persuasive communication with Da’awa in modern time. Historical antecedents of Da’awa during the life time of the Prophet (PBUH) and during the life time of his pious companions. Different types of communication: interpersonal, group and mass communication in the light of Da’awa and propagation of Islam. Explain the Prophetic methods of dealing with different class of people, His lenient attitude towards the less privileged, non- Muslims and vulnerable (women and children) and its impact on communication content, the imperatives of employing social media in the course of propagating Islam. Samples of content of social media in the propagation of Islam either using texts, image, video, animation among others, distinguishing propaganda and propagation or Da’awa, the impact of interpersonal communication in Da’awa beyond either forms of communication due to its unique feature and feedback -induced pattern.

**Minimum Academic Standard**

Islam and Persuasive Communication with a NUC-CCMAC requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 403 Media and Dryland Agriculture (2 Units; Elective; L = 15; P = 45)**

**Senate-approved relevance**

Training of high-quality mass communication graduates theoretically sound and practically groomed in different media types, media planning, production and usage for public mobilization towards the production, storage and marketing of food and cash crops grown in arid and semi-arid areas of Nigeria are in line with BUK’s mission to contribute to addressing Africa’s food challenges. Given the role of the various media, be they traditional, conventional or digital, BUK mass communication graduates should be able to fairly understand the agricultural environment in which the institution is located and accordingly design and apply different media strategies to support improvement in best practices relating to crop production, storage and marketing through public awareness creation and mobilization.

**Overview**

The focus of the course is studying various media types, its potentials and application for agribusiness. Hence, public awareness and mobilization for enhanced agricultural production for food security and industrialization, particularly in arid and semi-arid areas of Nigeria, is crucial to the achievement of its overall national developmental goals. This underscores the importance of preparing students of mass communication with the theoretical knowledge and practical skills on how to use the media in public mobilization for increased agricultural production, food security and industrialization.

This course is designed to introduce students to basic potentials of crop production in arid and semi-arid zones and even more importantly build their capacity in the area of media selection, design, budgeting, application and monitoring and evaluation in mass public mobilization for crop production, food security, storage and marketing for industrial processing. The importance of the course lies in supporting the need to achieve food security, poverty reduction, industrialization and employment generation. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Define what constitute the basic characteristics of arid and semi-arid zones.
2. Describe basic principles types of crop production in arid and semi-arid areas.
3. Identify the different type of media being used in peculiar arid and semi-arid zones.
4. Analyze the potential and limitations of the various identified media.
5. Design media messages and programs that would stimulate public confidence and participation in the agricultural sector.
6. Modify public perception of the agricultural sector from one that is traditional to one that is businesslike and is the bedrock of wealth creation.
7. Conduct practical message and program production to stimulate interest in agriculture targeting different audience/public groups.

**Learning outcomes**

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

1. Describe six (6) key features of arid and semi-arid zones.
2. Describe five (5) basic agricultural principles and production techniques in arid and semi-arid zones.
3. Identify five (5) various media types used in particular arid and semi-arid zones in Nigeria and some other similar zones.
4. Analyze five (5) strengths and weaknesses of the identified media used.
5. Submit two (2) designed attractive media messages and programs on any aspect of agricultural production that would interest potential audience(s).
6. Reverse traditional public perception of agriculture from a conservative to a modern business venture.
7. Produce two (2) practical messages and programs targeted at specific relevant audience/public groups.

**Course contents**

The course discusses survey of arid and semi-arid zones, principles and techniques of agricultural production in arid and semi-arid zones, concept of agriculture, agribusiness, identification of types and classification of media in arid and semi-arid zones in Nigeria and other similar zones, strengths of the identified media, weaknesses of the identified media, design of messages for print, radio, television and digital media platforms for stimulating public participation in the agricultural sector, media budgeting, media design, message/program placement, media monitoring and media evaluation.

**Minimum Academic Standards**

Radio, Television, PRAD and Computer laboratories with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC 404 Media and Hausa Family Issues (2 Units; Core; LH = 15, PH = 45)**

**Senate-approved relevance**

Rampant cases of divorce and broken marriages among general members of the Hausa cultural group but especially those in the lower social class has given rise to the need for the training of high-quality mass communication graduates who are theoretically sound and practically groomed in different types and aspects of media, media planning, production and usage for public mobilization towards a re-orientation on changing Hausa family values especially over the last three or so decades. This is in line with BUK’s mission of contributing to address Nigeria’s population challenges and worsening family values. Given the role of media, be they traditional, conventional or digital, BUK mass communication graduates should be able to fairly understand the Hausa speaking environment, in which the institution is located, and accordingly design and apply different media strategies for supporting family best practices in those parts of Nigeria where there is a large concentration of the Hausa cultural group.

**Overview**

The course focuses on studying different media types, its potentials and application in public awareness creation and mobilization for enhanced harmony among the Hausa cultural group in Nigeria which is argued to have a high population percentage as well as incessant cases of marital disharmony, divorce and high number of out of (Western) school children. These issues are crucial for the achievement of national developmental goals. Hence, the importance of preparing students of mass communication with the theoretical knowledge and practical skills on how to use the media in public mobilization for increased harmony and orderliness.

Students are introduced to typologies of sociologically ‘model’ societies across major ideological spectrums. More importantly, the course builds their capacity in the area of media types, media selection, media design, media budgeting, media application and monitoring and evaluation in mass public mobilization efforts for re-orientation towards marriage, birthing responsive families, family size, entrenching family responsibility, responsible parenting, child socialization, etc. The importance of the course lies in supporting the need to achieve socially stable, caring, integrated and low crime society. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Define what constitute the ‘model’ or ‘ideal’ society in sociology across ideological persuasions.
2. Describe different types of media and how they are used by different public/audience segments.
3. Analyze the potential and limitations of the various described media.
4. Design media messages and programs that would stimulate new public conversation on population and family issues in Hausa cultural society.
5. Modify public orientation within Hausa cultural group with respect to marriage, family life, divorce, child socialization, family size, etc.
6. Conduct practical message and program production to stimulate interest in new thinking and orientation on population matters among different public/audience groups.

**Learning outcomes**

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

1. Describe five (5) key characteristics of a ‘model’ or ‘ideal’ society in major ideological perspectives.
2. Identify five (5) various media types used by different public/audience groups.
3. Analyze five (5) strengths and weaknesses of the identified media used.
4. Submit five (5) designed attractive media messages and programs on aspects of Hausa Family life that would interest potential audience(s).
5. Reverse traditional public behavior towards marriage, divorce, family life, child socialization, family size, etc.
6. Produce five (5) attractive practical messages and media programs targeted at specific relevant audience/public groups.

**Course contents**

The course discusses classical and contemporary literature on society, outline of ‘ideal’ and ‘model’ society across cultural and ideological divides, Hausa society, family life and challenges of communication, classifications of media and types patronized in Hausa society, strengths of the identified media, weaknesses of the identified media, design of messages for print, radio, television and digital media platforms for stimulating new public conversation around Hausa family life, media budgeting, message design and production, message/program placement, media monitoring and media evaluation.

**Minimum Academic Standards**

Radio, Television, PRAD and Computer laboratories with a NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Department of Mass Communication**

**Mass Communication**

**BUK-MAC Media and Gender 405, (2 Units; Core; L = 15, P = 45)**

**Senate approved relevance**

Training of high quality graduates who are highly skilled and knowledgeable in media and gender issues in the social context of group memberships, reference groups, and the larger social structure with a view to understand the relationship between media and gender as well as to equip students with the intellectual tools to be critically examine the role of media in gender related issues particularly in Northern Nigeria which is in agreement of BUK’s mission to address challenges of gender through mass media and communication practice in Northern Nigerian.

**Overview**

The purpose of the course is to make students comprehend gender issues in the media. Specifically, it will highlight the visible and nonvisible gender issues in the media. It will also highlight the relationship between Gender and media production, Gender and media consumption, Gender and media effect.

Overall, the course will provide quantitative and qualitative data as to why it is necessary to study media and gender in our society.

**Objectives**

The objectives of the course are to:

1. Evaluate debates about gender issues in the media and the society at large
2. Discuss gender issues in the media and how they shape societal perception of gender
3. Explain the use tools for both quantitative and qualitative data concerning gender issues in the media.
4. Explain the capacities to engage in research and studies on gender issues in the media

**Learning outcomes**

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

1. Define and explain five (5) key terms associated with the study of media and gender
2. Identify and explain five (5) different nature of representations and portrayal of men and women in both traditional and new media
3. Explain five (5) different feminist and masculine theories
4. Assess five (5) different capacities to engage in research/studies on gender issues in the media
5. Discuss five (5) different societal perception of gender issues
6. Develop five (5) different capacities for critical gender analysis concerning representation and portrayal of both men and women.

**Course contents**

The course introduces students to basic gender concepts and the role of the media in the production, reproduction and perpetuation (or change) of gender roles, gender dynamics and perception. This shall be achieved by analyzing the contents of the print, radio, TV, TV series, movies, music, advertisement, and the Internet from gender perspective. Hence the course will look at the way gender is constructed, maintained and or challenged by the media (traditional and new media).In addition, the course will also discuss how socially constructed gender categories (by culture and socialization,) inform and shape our daily lives as individuals, consumers and creators of public discourse. Students shall be taught the critical tools to assess and critique what they see, read, and hear about gender issues through the media in their everyday lives. Finally, the course will explore the dynamic relationship between gender and other identity categories (race, ethnicity, culture, religion, class, sexuality and nationality). Students will be expected to carry out practical assignments individually and in groups. The course discusses the following courses: understanding gender and gender concepts; gender, culture, class, ethnicity and nationality; theories of gender; media and gender: an overview; media representation of men and women; media portrayal of men and women; gender and film; gender and advertisement; gender and digital media; gender and music; gender and language in the media; gender and media consumption; gender and sources of news, experts, and commentators; gender, media and workplace; gender, media ownership, control and management positions; gender and media education; and gender sensitive reporting/journalism.

**Minimum Standards additional to CCMAS**

Media and Gender with a NUC-MAS requirement facilities.