BUK-Communication & Media Studies -B.Sc. Journalism and Media Studies

Bayero University Kano

Department of Information and Media Studies

30% Additional Courses for CCMAS

**100 Level**

| **S/N** | **Level** | **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 100 | BUK-JMS 101 | Introduction to Agricultural Reporting | 2 | Core | 15 | 30 |
|  | 100 | BUK-JMS 102 | Fundamentals of Health Communication | 2 | Core | 15 | 30 |
|  | 100 | BUK-JMS 103 | English for Journalists 1 | 2 | Core | 15 | 30 |
|  | 100 | BUK-JMS 104 | Introduction to Photo Journalism | 2 | Core | 15 | 30 |
|  | 100 | BUK-JMS 105 | The Concept of News | 2 | Core | 15 | 30 |
|  | 100 | BUK-JMS 106 | Basics of Digital Journalism | 3 | Core | 30 | 60 |
|  | 100 | BUK-JMS 107 | Local Media Development | 3 | Core | 30 | 60 |
|  |  |  | **Total** | **16** |  |  |  |

**200 Level**

| **S/N** | **Level** | **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 200 | BUK-JMS 201 | Community News Reporting | 3 | Core | 30 | 60 |
|  | 200 | BUK-JMS 202 | Podcasting and Streaming | 3 | Core | 30 | 60 |
|  | 200 | BUK-JMS 203 | English for Journalist 2 | 3 | Core | 30 | 60 |
|  | 200 | BUK-JMS 204 | Hausa Film Industry | 3 | Core | 30 | 60 |
|  |  |  | **Total** | **12** |  |  |  |

1. **Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 8. | 300 | BUK-JMS 301 | Basic Translation Skills | 3 | Core | 30 | 60 |
|  |  |  | **Total** | **03** |  |  |  |

**400 Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 400 | BUK-JMS 401 | Media Language Translation | 2 | Core | 15 | 30 |
|  |  |  | **Total** | **02** |  |  |  |

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK-JMS101 **Introduction to Agricultural Reporting** (2 Units; Core); L = 15; P = 30)

**Senate-approved relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in producing, packaging and dissemination of agricultural information and giving prominence to agricultural reports and farm produce in the rural and urban areas of Nigeria is in agreement with BUK’s mission to address African developmental challenges in producing agricultural journalism graduates. Relevance is seen in agricultural journalists from BUK being able to develop journalistic best practices and skills to promote and improve agricultural supply thereby making the community to satisfy their food needs and to devote a substantial part of their time and energy to agriculture.

**Overview**

Agricultural reporting is an educational process that informs, advices and practically educates farmers as well as teach them the best methods to improve the standard of living through agriculture. It deals with planning and management of agricultural information and methods of effectively communicating agricultural technology in order to bring about a desired change in farmers behaviour and their farming practices for improved living. This highlights the importance of preparing students in agricultural reporting with the knowledge and skills of journalistic training to promote and improve agriculture being the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

This course is designed to provide students with journalistic skills needed to write and report agricultural stories in different genres for a variety of publications, as well as an understanding of the issues and agendas in the agricultural sector. Also to build the capacity of students and develop competent journalists in agricultural reporting to generate compelling narratives on agricultural news in Nigeria.  Students will undergo thorough study on the role and application of communication and media in agricultural planning and implementation for positive execution of national agricultural policies and development. Students will also learn on effective communication techniques for agricultural innovation and extension for better practice

The importance of the course lies in the fact that agriculture occupies a prominent place in the United Nations declaration of the Sustainable Development Goals (SDGs). Goal two – seeks to end hunger and all forms of malnutrition and achieve sustainable food production by 2030. It is premised on the idea that everyone should have access to sufficient nutritious food, which will require widespread promotion of sustainable agriculture, a doubling of agricultural productivity, increased investments and properly functioning food markets.

**Objectives**

1. The objectives of the course are to:
2. Prepare and disseminate reports and stories of agricultural –related information for print, broadcast, online and other media platforms.
3. Identify the different types of agricultural reporting
4. Outline the basic agricultural terms used in agric-reporting
5. Identify the common factors affecting the adoption of agricultural messages
6. Analyze the challenges of agricultural reporting
7. Examine the ethical issues around agricultural reporting
8. Recognize the important advocacy role of agricultural reporting

**Learning outcomes**

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

1.     Write effective two agricultural stories for print, broadcast, online and other media platforms.

2.     Identify at least four (4) different types of agricultural reporting

3.     Outline at least ten (10) agricultural terms used in agric-reporting

4.     State at least four (4) common factors affecting the adoption of agricultural messages

5.     Analyse at least five (5) challenges of agricultural reporting

6. List five (5) ethical issues of agricultural reporting

7.     Explain at least four (4) advocacy role of agricultural reporting

**Course contents**

Fundamentals, techniques and principles of agricultural reporting. Definition of agricultural reporting. Importance of agricultural reporting. Scope of agricultural reporting. Types of agricultural reporting. Role of the reporter on agriculture in society. Challenges of agricultural reporting.  Sources of news stories in agriculture. Career prospects in reporting agriculture, Basic agricultural terms. Online agricultural journalism. Writing effective agric- stories for various genres.  Journalistic skills for agricultural writing. Ethics in agricultural reporting, Diffusion of agricultural innovation and new idea. Agricultural development goals. Three dimensions of agricultural development. Agricultural extension work. Print and broadcast media production for agricultural communication.

**Minimum Academic Standards**

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

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK-JMS102 **Fundamentals of Health Communication,** (2 Units; Core; L15, P=30)

**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 communication 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 communication 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 communication 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. Prepare and disseminate reports and stories of health information and medical issues for print, broadcast, online and other media platforms.
2. Identify the different types of health communication
3. Explain the interlinking of various issues to health communication.
4. Outline the basic medical terms used in health communication
5. Identify the common mistakes committed while reporting health issues.
6. Analyze the challenges of health communication
7. Examine the ethical issues around health communication.
8. Recognize the important advocacy role of health communication/health journalists

**Learning outcomes**

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

1.     Write four (4) effective health stories for print, broadcast, online and other media platforms.

2.     Identify at least four (4) different types of health communication reporting

3.     Explain at least five (5) issues linked to health communication

4.     Outline at least ten (10) medical terms used in health communication

5.     State at least six (6) common mistakes while reporting health issues

6.     Analyze at least four (4) challenges of health communication

7.     List five (5) ethical and socially responsible health communication practices and strategies

8.     Explain at least four (4) advocacy role of health communication/health journalists

**Course contents**

Fundamentals, techniques and principles of health communication. Definition of health communication. Importance of health communication to public health. Scope of health communication. Types of health communication/reporting, Challenges of health communication/reporting.  Sources of health stories. Attributes of effective health communication/journalism reporting. Interface between health and communication. Basic health related terms. Formats of health communication. Online health communication/journalism techniques & 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 communication/journalism in news and feature writing. News values of health/medical issues. Safety in health communication/journalism. Ethics in health communication/reporting, Health laws. 

**Minimum Academic Standards**

Radio and Television studios with NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK-JMS 103 **English for Journalist 1,** (2 Units; Core); L = 15; P = 60)

**Senate Approved Relevance**

The importance of mastering good English in journalism practice cannot be over emphasized. English being the language of communication, it is therefore imperative for all students of journalism to have a good grounding in it. This is all the more important because most students come into the university with poor background in English. It is therefore important the beginning student is grounded in some rudimentary of good English to enable him/her perform reasonably well while practicing the profession.

**Overview**

This course is designed to introduce the student to writing effectively for the media. It aims at training the student to first identify what events or issues are news worthy for him to cover. It then proceeds to train him/her how he/she can effectively choose the right words and sentence construction for his write-ups so that he/she can communicate with his/her audience effectively.

This course is also designed to provide students with English journalistic skills needed to write effective stories in different genres for a variety of publications, as well as an understanding of the issues and agendas in the media spheres.

**Objectives**

The objectives of the course are to:

1. Introduce the student to the art of identifying newsworthy events or issues
2. Introduce students to the fundamentals of Journalistic writing skills
3. Make the student realize the importance of learning how to write effectively
4. Make the student master the art of writing news stories professionally
5. Identify different types of Journalistic Writing

**Learning Outcomes**

On completion of this course, students should be able to

1. Identify at least five (5) types of news worthy events or issues
2. Identify Five (5) Journalistic Writing Skills
3. Give at least three (3) reasons why it is important to write effectively
4. Write at least as many news stories as possible effectively
5. Identify five (5) different types of Journalistic Writing

**Course Contents**

Introduction to English for Journalists. Effective Writing skills. Different Types of Journalistic writing. Writing News Stories. Writing features. How to Interest the Audience. Placing Value on Interesting Information. The Importance of Writing Interestingly. The Beginning of a Write-Up. The Body of the Write-Up. Word Choice. Sentence Structure. Paragraphing. The Flow of the Write-Up. Ending the Write-Up. Writing Concisely. Use of Punctuations.

**Minimum Standards addition to CCMASS**

Radio and Television studios, Newsroom and internet connection, NUC-MAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 104 **Introduction to Photo Journalism,** (2 Units; Core); L = 15; P = 30)

**Senate Approved Relevance**

Training of high quality graduates who are highly skilled and knowledgeable in the art of photojournalism. A qualitative picture is an important tool in the dissemination of factual and accurate information, which the public in society rely upon to make informed decision. This is in agreement with BUK’s mission to address African development challenges in producing photojournalism graduates who could provide the man power needed in both public and private sectors.

**Overview**

This course is designed to provide students with basic knowledge and skills in photojournalism that could help them build a career in photojournalism instead of relying on government to provide them with jobs. The course will expose students to the techniques of taking good and communicative pictures that could be used in news reporting in order to achieve effective communication.

The course will also provide students with practical skills in photojournalism by exposing them to the world of photojournalism, global best practices and internationally celebrated photojournalism break-through.

**Objectives**

The objectives of the course are to;

1. Understand the roles and essence of photography in journalism.

2. Create job opportunities to the would be photojournalists.

3. Know some simple guidelines for composing photographs for publication.

4. Have a better understanding on the photography process.

5. Know some basic guidelines of editing photos.

6. Demonstrated professional photojournalists that could meet the demand of both public and

private organizations.

7. Understand place and role of photojournalists and photo editor in a publication.

**Leaning Outcomes**

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

1. Identify three (3) types of photo prominent in journalism
2. Identify at least four (4) major types of camera
3. Explain the two (2) major types of photo-essay
4. Define at least ten (10) areas that could provide job opportunities to the would be photojournalists.
5. Produce at least two (2) photo book
6. Know at least seven (7) most important elements that make a good journalistic photo
7. List at least twenty (20) journalistic slangs for photos

**Course Contents**

This course introduce students to the history of photojournalism, its basic concepts, types of photographic camera and its anatomy, camera configuration and journalistic gems of photojournalism, hazards, techniques, process, printing and editing in photojournalism. This is a photo-reporting course which emphasize on photograph that communicate with both aesthetic and technical skills. Students are taught the general management of photo laboratory, chemicals and films. The course also encompasses aspects of memory cards, nature and structure of fieldwork and adobe, as well as Photoshop. The course also consists of fundamentals of photo digitalization, photo ethics and taste, as well as legal and copyright matters.

**Minimum Standard Additional to CCMAS**

Photojournalism laboratory with NUC-CCMAS requirement facilities

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 105 **Concepts of News,** (2 Units; Core); L = 15; P = 30)

**Senate Approved Relevance**

News is basic in human life as it is the information upon which people rely to make informed decisions about their lives and environment. A thorough understanding of the concept at the foundation level is important because journalism as a course revolves around news. Additionally, BUK which has been the leading University in unbundling of Mass Communication in Nigerian universities should lead by example in niurturing journalism students on the bedrock of the profession.

**Course Overview**

The Concept of News as a course designed to provide foundation knowledge about news, its sources, principles, attributes, values and other issues associated with identifying and appreciating news as a concept. The course examines various definitions of news as well as the structure of the news story compared to other journalistic writings. Furthermore, it provides foundation of journalism itself.

The course will also equip students with the basic ideology of news by exposing them to the importance of news in the society and its overall relevance in nation building.

**Course Objectives**

The course, Concept of News sets to achieve the following objectives:

1. Provide the basic knowledge on and about news
2. To acquaint students with the basic knowledge of the functions of news in any society
3. To expose students to the elements upon which news judgements are made
4. To explain the types of journalistic information that are not news
5. To provide foundation knowledge on news sources
6. To highlight the importance of attribution in news

**Learning Outcomes**

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

1. Explain news as a concept and provide five (5) examples
2. List 6) basic functions of news
3. List and explain five (5) criteria of news selection
4. Give two (2) examples each of commentary, advertorial, opinions and columns writing.
5. Provide ten (10) news sources
6. Understand five (5) attribution of sources as the bedrock of news credibility

**Course Content**

Understanding News as a Concept. Why News Matters. The Qualities of a Good Journalist. Sources of News. News Elements. News Values. Principles of News. News for Newspaper. News for Magazine. Online Journalism. Attributing Sources. Shielding News Sources. News Gate-keeping. News Deadline. Stale News. Fake News. Citizen Journalism.

**Minimum Academic Standards**

For the objectives of the course to be achieved, there is need for a conducive atmosphere for learning and teaching. Sample newspapers and magazines are required. There is also need for internet connected computers for the students to access online newspapers.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 106 **Basics of Digital Journalism,** (3 Units; Core); L = 30; P = 60)

**Senate Approved Relevance**

Digital journalism is one of the growing fields of reporting which involves the process of using advanced or digital technologies in a way to research, gather, produce, and present the news and information for the progressively computer-educated audience. Communication advancements have revolutionized the field of journalism, as journalists and reporters around the world operate in ways almost unrecognizable from the profession of a century ago. As the 21st century marches on, training of contemporary graduates has become imperative in response to the digital journalism trends.

**Overview**

Over the last two decades, shifts in media technologies, corporate structure and the organization of public life have combined to transform the practice of journalism. This course aims to explore these shifts, with an eye to seeing how they affect journalism’s role in society. At the same time, the course will introduce students to the techniques of journalism in digital media and offer them conceptual and practical tools with which to join the fray.

By the end of the course, graduates should have a clear sense of the various ways journalists have taken up digital media and a sense of how they might use those media themselves. They should also have a broad understanding of the ways in which recent social and economic developments have changed both the practice of journalists and the nature of the public to which they speak.

**Learning Objectives:**

Upon completion of this course graduates will be able to:

1. Learn how to tell stories through multiple digital avenues
2. Discover new techniques and skills as the digital news ecosystem continues to evolve
3. Have a critical perspective on visual and data-driven storytelling
4. Understand key concepts relating to the flow of information in the digital world.
5. Use social media tools to engage and develop audiences while understanding the dynamics – including the pitfalls – of social networks for newsgathering and storytelling.

**Learning Outcomes**

1. Demonstrate an understanding of (5) different ways to tell stories through multiple digital avenues
2. Explain two key types of convergence journalism
3. Understand at least 10 differences across media platforms
4. Understand four ways to conduct an effective news interview for print, broadcast and the Internet
5. Explain two ways to operate video, audio recording equipment and video and audio editing software
6. Understand seven (7) ways to operate a still camera and perform basic photograph manipulation.
7. Learn 10 different writing and editing skills necessary to function on various platforms.

**Course Content**

Structure of Digital Journalism. Basics of Digital News Publishing. Social media and Photography. Digital Storytelling Tools. Audience Development. Data Sourcing. Data Visualization. Mobile Video. Video editing. Structure of Digital Journalism. Basics of Digital News Publishing. Social Hour and Photography. Digital Storytelling Tools. Audience Development. Data Sourcing. Data Visualization. Mobile Video. Video editing. Short Documentary. Workshop. Presentations

**Minimum Standard Additional to CCMAS**

Introduction to Digital Journalism with NUC-CCMAS requirement facilities.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 107 **Local Media Development,** (3 Units; Core); L = 30; P = 60)

**Senate Approved Relevance**

Journalism students need to understand the media environment under which they will eventually operate. They should understand the history, trends, dynamics, character, technological development, as well as the socio-political orientations of media organizations within their own environment. Such knowledge will help them when they eventually become practicing journalists within the community and beyond. They need to have some appreciation of local media infrastructure and media ecology if they are to perform effectively as journalists. Above all, they need to know all those things in order to keep pace with the ever changing and challenging media ecology.

**Course Overview**

Many students and academic alike may not be aware that the first attempt at public journalism in Africa was started in Kano by the publication of the famous **KANO CHRONICLE.** This course is therefore designed to acquaint students with the knowledge of history, trends and dynamism of the media industry within their community. Issues such as viability of media organizations, operational opportunities and challenges are discussed.

The course introduces students to elements of media ecology, which will later be of great value in their professional and academic career.

**Objectives**

The objectives of the course are to:

1. expose students to media infrastructure in their locality
2. undertake case studies of some selected media organizations within their locality
3. identify challenges and opportunities in local media operations
4. examine trends, dynamics and socio-economic and political orientation of existing media organization within the community
5. introduce students to elements of media ecology

**Learning Outcomes**

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

1. Identify ten (10) existing media infrastructure within the locality
2. Carry out three (3) case studies on print and electronic media in the state.
3. Identify two (2) challenges and opportunities in local media operations
4. List five (5) political orientation of any existing media organization within the community
5. Identify three (3) elements of media ecology

**Course Contents**

Definition of media ecology. Meaning of Media Infrastructures. Brief history of media in Northern Nigeria. Socio-economic orientations of media organizations within the locality. Business models of the local media. Government media versus private media. Opportunities for local media. Challenges for local media. Advertising revenues. Coverage of rural areas. Coverage of social issues. Coverage of development issues. Religious programs. Media Ecology in Northern Nigeria. Ethical Issues in establishing Media Organization influence of Environment on the Media. Influence of Media on Environment.

**Minimum Standard Additional to CCMAS**

Introduction to Digital Journalism with NUC-CCMAS requirement facilities

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 201 **Community News Reporting,** (3 Units; Elective); L = 30; P = 60)

**Senate Approved:**

Community News Reporting is an offshoot of Community Journalism. And the increasing attention being paid to community reporting is tied to the quest to grow the purview of developmental scope and growth of a given society. Community reporting is also an ingredient of societal drive towards inclusive democracy by way of empowering community voices to be heard by bringing them to spotlight in contemporary national affairs. Therefore, indigenous community newspapers, magazines, radio, television and online publications are accompaniments of community and national integration. Hence, overtime the number of community media outlets that serve local needs and interests has been expanding and offering services in some communities 24/7. This bequeathed the academia the need to train and equip budding journalism students with skills and expertise knowledge of reporting local news. This course is about reporting from the perspective of community, its social problems and local audience.

**Course overview**

Community News Reporting helps undergraduates to learn the craft of cub reporting within a local setting and ethnographic embedding. The course will also aid students to understand the process of finding and reporting news according to local contexts, media types and systems using basic resources, cutting-edge tools and technology. The programme aims at equipping students with the skills to evaluate and understand the prospects of creating wide variety of news media contents around their local environments.

Students also gain grounding in the history, ethics and values of journalism and the news media generally towards community service. The experience can prepare them to be innovative grassroots news producers while learning to analyze the power of local media in ways that can lead to creating news of civic benefits and to giving impetus to community voices in participatory democracy.

**Objectives**

The objectives of the course are to:

1. Know how to write and report on local community activities
2. Know how to find and report community social problems
3. Learn how to bring community social problems to limelight
4. Know how to cover community social events, incidents and news situations
5. Know how to write human interest story of value to community
6. Know how to use local news to promote community cultural heritage
7. Learn how to practice community participatory journalism

**Learning Outcomes**

1. Identify five sources where ideas for community news come from
2. List five different types of community news
3. Discuss three practical approach to generating and reporting community news
4. List six ways how to research and report on community social problems
5. Outline two structures of community news article
6. Identify five ways how to engage community members in reporting community social problems
7. Identify five ethical and legal considerations in community reporting

**Course contents**

Overview of news and news arteries. News types, structure and presentation styles. Defining community and its features. Negotiating community types (geographic, cultural, social, youth, faith-based….). Getting access to community (ethnographic methods). Discovering sources and resources of community news. Nature and types of community news. Interviewing and note taking techniques. Community engagements and participation in setting news agenda. Contextualization of news issues to local conditions. Reporting community developments and social problems (project commissioning, communal strife, banditry, drugs abuse, rape, child molestation, burglaries, scandals….). Working with informants and local authorities. Reporting human-interest community news (social diary, festivals, deaths, marriages, ceremonies….). Writing on community local politics. Reporting on community historical sites and social values. Follow up reports. Ethical and legal matters of community reporting.

**Academic Minimum Standards:**

A networked News Lab equipped with computers, laptops, Smart-phones, cameras and midgets to run as news writing clinic and production room.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 202 **Podcasting and Streaming,** (2 Units; Elective); L = 30; P = 30)

**Senate Approved Relevance**

Podcasts are carefully produced audio programmes often indistinguishable from normal radio shows. Podcasts are very helpful for journalists who need to keep up to date with specific subjects. They are like normal audio packages in that they contain all the elements of audio package, the major difference being how they are distributed not produced. This course is inline with BUK vision of becoming a global best institution for journalism training.

**Overview**

Podcasts have no fixed format as there are many styles of podcasting. They are not only available on websites of news media or blogs, they are also available independently on main publishing platforms and listeners can download and listen anytime. Podcast can be turned into a lively discussion along the lines of radio feature.

The aim of this course is to expose students to areas such as music, sports, politics, current affairs, etc. Streaming, on the other hand, refers to any media content – live or recorded – delivered to computers and mobile devices via the internet and played back in real time and it includes podcasts, webcasts, movies, TV shows and music videos. The two major types of streaming are live streaming and on-demand streaming. Learning podcasting and streaming skills is essential because producing good podcasts is part of journalist’s development in the multimedia age.

**Objectives**

The objectives of the course are:

1. To train students on podcasting and streaming skills

2. To teach students how to deliver contents via streaming

3. To equip students with podcasting and streaming techniques and technicalities

4. To avail students with knowledge of different equipment and devices used in podcasting and

streaming

5. To acquaint students with career opportunities in podcasting and streaming

6. Train students on practical production/packaging of different types of podcast

**Learning outcomes**

Upon successful completion of the course, the students should be able to:

1. List ten (10) podcasting and streaming skills

2. Deliver four (4) contents via various streaming formats/files

3. Explain five (5) processes involved in podcasting and streaming

4. Identify ten (10) podcasting equipment and devices and how to use them.

5. Identify seven (7) different career opportunities for podcasters

6. Produce at least five (5) good podcasts on selected topics

**Course contents**

Conceptualizing podcasts, difference between podcasts and other audio formats, basic podcasting skills, techniques of podcasting, types of podcasts (based on topics), podcasting equipment, editing podcasts, podcast distribution channels/media, how to create podcast package (practical), streaming content, types of streaming, file format, multi-streaming devices, basics of streaming, social media streaming, video streaming, career opportunities in podcasting and streaming

**Academic Minimum Standards:**

A networked News Lab equipped with computers, laptops, Smart-phones, cameras and midgets to run as news writing clinic and production room.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 203 **English for Journalist 2,** (3 Units; Core); L = 30; P = 60)

**Senate Approved Relevance**

The importance of mastering good English in journalism practice cannot be over emphasized. English being the language of communication, it is therefore imperative for all students of journalism to have a good grounding in it. This is all the more important because most students come into the university with poor background in English. It is therefore important the beginning student is grounded in some rudimentary of good English to enable him/her perform reasonably well while practicing the profession.

**Overview**

Writing for the media is different from writing for other purposes. It is therefore important for students of Journalism to understand this difference so that they can write effectively. Writing for the print media also varies from writing for the broadcast media. Even within a particular medium, such as the print media, for example, there are different types of writings such as news writing, writing features or editorials.

It is therefore important for the journalist-in-the-making to understand these types of writings so that he/she can communicate effectively and can work in any media and related organization.

**Objectives**

The objectives of the course are to:

1. Understand the nature of media writing

2. Learn how to write effectively

3. Learn how to write different kinds of media writings

4. Realize the differences in writing for the different media outlets, i.e. print and broadcast

**Learning Outcomes**

On completion of this course, students should be able to

1. Give five reasons why understanding media English is important

2. Give five tips for effective writing

3. State at least four characteristics of media writing

4. Write three number of news stories, features, editorials and reviews

**Course Contents**

Why Media English? Writing Effectively. Tips for Effective Writing. Characteristics of Media Writing. The Structure of a Write-Up. Writing for the Print Media. Writing News Stories. Writing Features. Writing Editorials. Writing Reviews/Commentaries. Writing for the Broadcast Media. Writing for the Digital Media. Writing a PR Release. Writing an Advert Copy. Ethical Consideration in media writing. Copyright. Wrap-ups.

**Minimum Standards addition to CCMASS**

Students should take the course Media English 1 before they are allowed to take this course.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 204 **Hausa Film Industry,** (3 Units; Core); L = 30; P = 60)

**Senate Approved Relevance**

Bayero University’s philosophy generally aims to reflect the values and tradition of its locality in all its academic courses. The Hausa Film Industry is now a reality in Hausa culture. Both academics and students need to understand about this new phenomenon. The University should no longer allow its local events to be interpreted by scholars from outside the African continent. Hence the need to study Hausa Film Industry academically.

**Course Overview**

The course is designed to provide students with the opportunity to interrogate the Hausa Film Industry. This will later help them acquire the skills of film studies and possibly build a career in film making. It will also introduce students to the study of popular culture.

The course will also expose students to the literary tradition of Hausa society before colonial occupation.

**Objectives**

The objectives of the course are to:

1. Introduce students to the study of Hausa Films;

2. Expose students to possible career in film industry;

3. Provide basic skills for the study of popular culture;

4. Expose students to the literary tradition of Hausa people;

5. Identify Hausa films audiences.

6. Explain historical origin and development of Hausa films; and

7. Describe how Hausa films have become part of Hausa popular culture

**Learning Outcomes**

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

1. List two (2) antecedents of the origin and development of Hausa film industry in Nigeria.

2. Explain three (3) factors that have influenced the development of Hausa films.

3. Outline three (3) roles Hausa films have played in Hausa culture development.

4. Identify five (5) categories of Hausa film audiences.

5. Understand and give two examples of literary tradition of Hausa People.

6. Identify two (2) political economy of Hausa films; and

7. Explain three (3) implications of Kano Market literature

**Course Contents**

Sokoto Caliphate literary tradition. Literary activities before, during and immediately after colonial period. Introduction of film to Northern Nigeria by the British colonial authorities. Types of films during colonial period. Emergence of modern Hausa Nobles. Growth of Soyayya books. The phenomenon of Kano Market literature. The emergence of Kannywood. Major Storylines in Kannywood films. Kannywood vs Nollywood; Economics of production. Distribution and marketing of Kannywood films. Audiences of Kannywood films. Contribution of Kannywood to Hausa culture, youth employment, political economy etc.

**Academic Minimum Standards:**

A networked News Lab equipped with computers, laptops, Smart-phones, cameras and midgets to run as news writing clinic and production room.

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 301 **Basic Translation Skills,** (2 Units; Core); L = 15; P = 30)

**Senate Approved Relevance**

About 70 or more percent of the content of broadcast media in Northern Nigeria is in the indigenous languages of their respective localities. This is even more so in the Hausa speaking areas. Indeed, there are broadcast stations, which broadcast their content entirely in Hausa Language. Yet, about 90 percent of news sources are in English Language. This therefore makes it imperative for a good translation of media contents from English or other languages into Hausa or other local languages and vice versa. There is also a trending phenomenon of online media streaming in indigenous languages, particularly Hausa Language. This makes it imperative for good translation if our media are to convey correct messages to their audiences.

**Course Overview**

Scholars have observed that language and the way it is used in the mass media, structure our views of the world and that the use of language and the type of language used have ideological implications and they form part of the overarching structure of power and subordination in a particular society.

Unfortunately, today in most of our media organizations the quality of translation leaves much to be desired. It is very important therefore that media messages should be translated from one language into another as accurately as possible.

**Objectives**

The objectives of the course are to:

1. Introduce students to the concept of translation

2. Identify different types of translation

3. Understand the principles of translation

4. Identify different approaches to translation; and

5. be able to translate simple media texts from English to Hausa and vice versa

**Learning Outcomes:**

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

1. Identify three (3) different types of translation

2. Explain five (5) basic principles of translation

3. Describe three (3) different approaches to translation

4. Translate three (3) news bulletins from English to Hausa/local language

5. Translate three (3) special reports (sport, weather, and environment) from English to Hausa

**Course Content/Syllabus**

Definition of language. Functions of language. Concept of translation. Types of translation. Characteristics of mass media language. Broadcast news writing style. Newspaper writing style. Principles of translation. Classification of translation theories: Translation of specialized media reports: Editorial, Sports, Advert copy and weather report. Comparative translation of news bulletins from English into Hausa/local language and vice versa. They are also encouraged to compare their own translations with those by some reputable media organizations.

**Minimum Standard Additional to CCMAS**

Introduction to Digital Journalism with NUC-CCMAS requirement facilities

**Bayero University, Kano (BUK)**

**Communication**

**Information and Media Studies**

**B. Sc. Journalism and Media Studies**

BUK –JMS 401 **Media Language Translation,** (2 Units; Core); L = 15; P = 30)

**Senate Approved Relevance**

About 70 or more percent of the content of broadcast media in Northern Nigeria is in the indigenous languages of their respective localities. This is even more so in the Hausa speaking areas. Indeed, there are broadcast stations, which broadcast their content entirely in Hausa Language. Yet, about 90 percent of news sources are in English Language. This, therefore makes it imperative for a good translation of media contents from English or other languages into Hausa or other local languages and vice versa. There is also a trending phenomenon of online media streaming in indigenous languages, particularly Hausa Language. This makes it imperative for good translation if our media are to convey correct messages to their audiences.

**Course Overview**

This course is a continuation of Translation Skills learned in Level 200. It aims to consolidate the basic skills of translation acquired in the previous level and acquire more competence in translation. Students are exposed to various aspects of translation including types, approaches, models and theories. Students will be tasked to translate texts from English Language into Hausa and vice versa. They are will also compare their own translation with those from some reputable local and international media organizations.

This course is designed to equip students with advanced translation skills. Students are tasked to undertake complex text translations, including editorials, sports reports, long passages etc. They are introduced to theories of translations, models and approaches to translation. The course involves a lot of practical works of translating from one language into another and vice versa

**Objectives**

The objectives of the course are to:

1. Identify types of translation;

2. Introduce different approaches to translation

3. Expose students to theories of translation;

4. Introduce students to specialized reports translation;

5. Introduce students complex text translation; and

6. Undertake practical works on translation

**Learning Outcomes:**

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

1. Identify and explain five (5) Functions of language

2. Apply three (3) different types of translation to media text

3. Identify four (4) major theories of translation

4. Translate four (4) texts from English Language into Hausa/local language and vice versa;

5. Translate four (4) news bulletins from English language to Hausa/local language

6. Translate four (4) special reports from English into Hausa/local language and vice versa;

**Course Contents**

Definition of translation. Types of translation. Identification of main theories of translation- Old theories of translation. Nida’s linguistic, semantic, communicative and anthropology theories of translation. Modern theories of translation. Characteristics of media language. Broadcast writing style. Newspaper writing styles. Principles of translation. Translation of specialized reports- Spots, Advert copy, Stock Market. Weather report. Editorials etc. Role of translator. Students tasked to compare their own translations with those by some reputable media organizations.

**Minimum Standard Additional to CCMAS**

Introduction to Digital Journalism with NUC-CCMAS requirement facilities