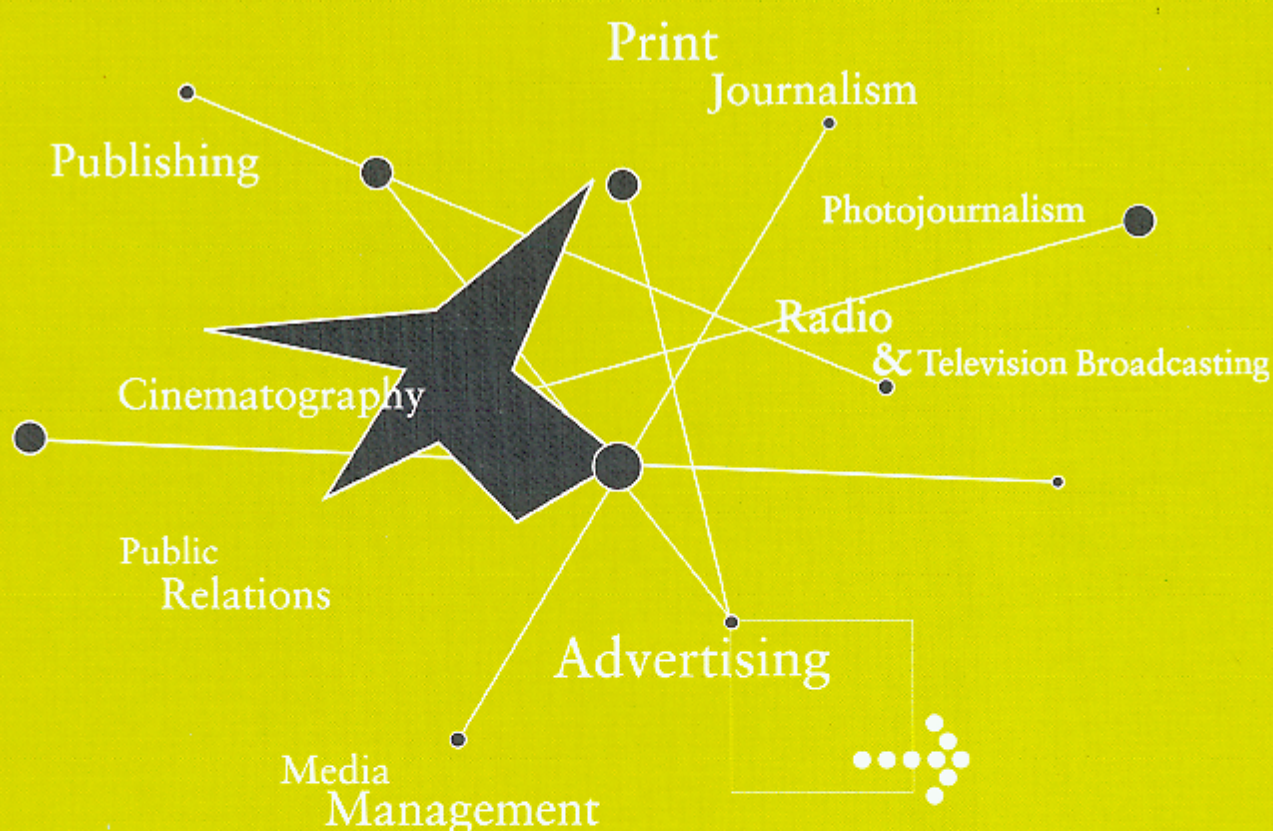


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# Communication Training In Africa: Model Curricula

Non-degree And Degree Programmes

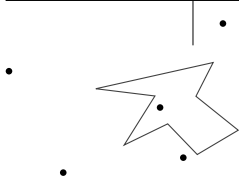
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Communication Training In Africa : Model Curricula

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## Communication Training In Africa : Model Curricula

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This publication has been prepared by the Communication Development Division of UNESCO under the special project, “Improving Communication Training in Africa”, implemented under the supervision of Mr. Claude Ondobo, Deputy Assistant Director-General, Communication and Information Sector, and Director, Communication Development Division.

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# Introduction

By S.T Kwame Boafo and Francis Wete\*

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Communication training in Africa is at the crossroads. Political, social, economic and technological changes, as well as changes in education, and communication systems compel a re-appraisal of communication training in the region. Participants in Audience Africa, organised by UNESCO in Paris in February 1995, recognised the need for this re-examination when they called for a review of communication training curricula in Africa to bring them in line with emerging political, social, cultural and technological changes. They recommended that:

*“UNESCO, other international organisations and bilateral donors should assist African governments with the revision of existing programmes and curricula in African schools of journalism and communication training institutions, taking care to introduce training modules for professionals required to work in rural communities”*(UNESCO, 1995, p. 15)

In response to this recommendation, UNESCO initiated in 1996 a special project, “Improving Curricula for Communication Training in Africa”. Its long-term objective was to design curricula for training communication specialists and media professionals in Africa which respond to social, economic, political and cultural development needs and reflect the changing situation in the region.

## Communication Training in Africa

Communication education in Africa, like modern mass communication on the continent, is an import from West Europe and North America. The source of inspiration of teachers, curricula and textbooks is Western. Teachers are mostly Western educated, curricula are drawn from Western models and most textbooks are authored and published in the West and North America. Under these circumstances, communication training in Africa can hardly be said to be culturally relevant, although cultural inculcation was usually the main justification for its introduction and sustainability.

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Subjects offered in journalism and communication training programmes in Africa vary from one region to another. In East and Southern Africa, except South Africa, the emphasis is mainly on skills training with print and broadcast journalism, advertising and public relations dominating the curricula. In West and Central Africa, as well as in South Africa, the curricula generally combine theoretical and practical courses. Programmes offered range from certificate and diploma courses and the Bachelor of Arts/Science in East, Central, West and Southern Africa to the Doctor of Philosophy in Nigeria and South Africa. One-year Diploma and masters programmes in communication fields are also available in a number of training institutions.

A major shortcoming of communication training in African countries is the shortage of available competent and experienced teachers and trainers. Poor working conditions, especially low salaries, often result in the loss of qualified teachers to the private sector or international organisations. Other problems associated with communication training on the continent include the foreign origin and inadequacy of textbooks, as well as the shortage of other teaching and training materials. As noted earlier, most textbooks used for communication training are written by foreigners, mostly from Europe and North America, and published by Western publishing houses principally for Western communication studies. The content of these publications is, thus, often irrelevant to the social, political, economic and cultural reality in African countries. Besides, the textbooks are insufficient in quantity and variety, partly because of prohibitive costs. Apart from the textbooks, other teaching and training materials including libraries, radio and television studios, photographic laboratories, computers, printing machines and other equipment are rare in many African communication training institutions.

It is evident then that communication training in African countries faces a catalogue of problems of which curriculum improvement is only a part.

## Foundations of Communication Training Curriculum

Curriculum is not merely the systematic attention that is given to the selection and organisation of subjects into “required” courses, “electives” and “practicals”. The central concern in curriculum development is the establishment of a consistent relationship between general goals, on the one hand, and specific objectives to guide teaching, on the other hand. In this process, it is necessary to ensure sound sequence or continuity and balance in the curriculum. In this context, a number of questions may be raised, such as:

What is the purpose of knowledge? What should be the aim of communication training? What curriculum design will most effectively implement the fundamental goals of the profession? What content (knowledge) should all students learn? In what activities should students engage as they interact with content? and How should the merit of educational goals, content and learning activities be assessed?

Various communication professional areas such as print journalism, broadcasting, public relations, marketing, advertising, publishing and development communication are not “practical activities conducted in a philosophical void”, as Itschull (1991, p. 216) observes. He argues that these professions rely on the “cultural values and epistemology” as well as the technical skills, the knowledge and aesthetic sensibility of their practitioners. Communication training, thus, requires more than technical knowledge and skills in its practitioners. Those who practice the profession need an “internally organised body of knowledge” (De Beer, 1995) which reflects a clear understanding of their society and culture and a personal repertoire of intellectual and imaginative skills.

As a result of the technological explosion and subsequent sophistication of society, there will be increasingly high demands for responsible conduct on the part of communication practitioners engaged in the production and dissemination of information and knowledge. The knowledge attribute becomes a central element in communication training. The goal of communication training



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ning in Africa in the 21<sup>st</sup> Century should be to produce competent practitioners in the different communication areas who are steeped in the culture of their societies and knowledgeable about the political, economic and social realities of their countries, region and the world. They should also be conversant with and adept at using new communication and information technologies.

The above principles and issues have been taken into consideration in preparing the current model curricula for communication training in Africa.

## Process of Preparing the Model Curricula

The first major activity carried out in the process of developing the current model curricula consisted of surveys (in 1996) of curricula used in existing institutions in Cameroon, Côte d'Ivoire, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. The surveys found, among other things, that:

1. the main areas of communication training were traditional print and broadcast journalism, advertising, public relations and mass communication subjects. Most of the existing curricula paid minimal attention to policy-related courses, new communication and information technologies, media management, community media, communication for social change, democracy and human rights;

2. communication training institutions in different African countries face problems of loss of qualified trainers and researchers to the private sector, international organisations and outside training institutions. There was also a prevailing feeling of low motivation among trainers and teachers;

3. some of the training institutions surveyed periodically revise their curricula in response to the demands of the media market or industry.

The survey reports formed the main subject of a workshop on curricula for communication training

in Africa organised jointly by UNESCO and the African Council for Communication Education (ACCE) in Cape Town, South Africa, in November 1996. It was attended by 80 communication trainers and media professionals from 16 African countries: Angola, Botswana, Cameroon, Egypt, Eritrea, Ghana, Kenya, Mozambique, Nigeria, Sierra Leone, South Africa, Tanzania, Tunisia, Uganda, Zambia and Zimbabwe. Also participating in the workshop were 18 communication researchers, trainers and practitioners from Australia, Germany, the Netherlands and the U.S.A. The participants made a number of recommendations on communication education in general and communication training curricula in particular. These recommendations included:

1. it is important to design model curricula for communication training in Africa or to revise and update existing curricula, but those activities should be done within a wider societal context and a vision of development processes in the African society;

2. since curricula cannot function in a pedagogical vacuum, it is equally important that energy, time and resources be put into developing human resources and facilities for communication training in Africa;

3. the curricula developers should take full cognisance of the social, economic, political and cultural contexts existing in Africa, as well, as the background of communication trainers, teaching and learning methods and available teaching and training capacity, facilities and resources;

4. the curricula of existing training institutions should be expanded to cover the broad spectrum of communication studies (such as inter-personal, organisational, cross-cultural, and inter-ethnic communication, new communication and information technologies) rather than the narrow focus on journalism and communication which seems to characterise most of the training programmes and activities.

Many of the workshop participants were of the view that communication training should impart knowledge and skills which enhance the use of communication media and information technologies to facilitate social dialogue and participation and to prevent conflict. Communication training should also enable the effective use of communication resources, channels

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stability, transparency and accountability in the region. This kind of training or education must be multi- and inter-disciplinary in nature and recognise the synergy in changes in communication and information. It follows that the curricula on which the training programmes are based need to be comprehensive, flexible, adaptable and reflect African communication values and other socio-cultural, economic and political realities.

Based on the recommendations from the Cape Town workshop, two model curricula for non-degree communication training programmes and for degree programmes in communication training institutions at the university level were drawn up. The curricula were drafted to reflect the modular approaches to formal communication training in Africa, namely: **(-i-)** training in polytechnic, vocational institutes and other non-degree-awarding institutions and **(-ii-)** comprehensive education at university level (from diploma courses through master's studies). These two curricula, along with an outline for a model curriculum for practical on-the-job training, further training and occasional training of communication professionals, were evaluated at a three-day Evaluation Workshop on Curricula for Communication Training in Africa held in Nairobi, Kenya, in October 1998. The main purpose was to critically review the draft model curricula and make suggestions for modifications and improvements, as well as use in actual teaching and training situations.

Participating in the Nairobi workshop were 40 African communication trainers and media professionals from the following 11 countries: Cameroon, Egypt, Ghana, Kenya, Lesotho, Nigeria, South Africa, Swaziland, Tanzania, Uganda, and Zambia. Also participating were eight communication researchers and trainers from Finland, Germany, the Netherlands and the U.S.A. The workshop participants made a number of suggestions to improve the quality and utility of the drafted curricula. Among these, the major ones were:

1. the model curricula should include an introductory chapter which discusses the prevailing development problems facing African countries and the knowledge and skills that communication professionals require to function effectively in respective African

societies;

2. the curricula should include courses/training activities on traditional African communication systems and inter-cultural communication;

3. the curricula should be gender-sensitive and include gender-related courses.

The workshop participants recommended that, once the draft curricula have been revised to incorporate the suggested changes, the relevant improved versions should be presented to selected communication training institutions, media establishments and professional associations with training activities for their assessments before finalisation. Following this recommendation, UNESCO revised the draft curricula and organised three regional workshops of communication trainers to assess the document. These workshops were held in **(-i-)** Lusaka, Zambia, in November 2000 for trainers from East and Southern Africa; **(-ii-)** Accra, Ghana, in December 2000 for trainers in English-speaking West African countries; and **(-iii-)** Yaounde, Cameroon, in June 2001 for trainers in Francophone West and Central Africa.

Participating in the three workshops were representatives of about 30 journalism and communication training institutions in Cameroon, Côte d'Ivoire, Congo Democratic Republic, Ghana, Kenya, Mali, Namibia, Nigeria, Republic of Congo, Rwanda, Senegal, Sierra Leone, South Africa, Swaziland, Chad, Uganda, Zambia and Zimbabwe. The workshop participants thoroughly assessed the draft curricula and made a number of suggestions for modifying and improving the document. These suggestions concerned, in particular, **(-i-)** the admission and programme requirements; **(-ii-)** the proposed required and elective subjects/courses and their descriptions; **(-iii-)** the structure of the curricula; and **(-iv-)** the duration of the training programmes. The workshop participants observed that the model curricula could be used by journalism and communication training institutions and professional associations which organise training programmes in the following ways:

1. incorporating relevant sections in existing training programmes;

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2. revising or updating existing curricula in the light of new subjects/courses proposed in the model curricula;

3. using the model curricula as a standard for developing new training programmes;

4. using the model curricula as a reference document for planning new courses/subjects, and;

5. new and planned training institutions could formulate their curricula entirely from the model curricula.

It is with the objective of contributing to the improvement of communication training in Africa that UNESCO has developed the current model curricula which, as the name implies, can serve as benchmarks or standards for training and preparing communication practitioners on the continent.

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# Communication Education and Training in the 21<sup>st</sup> Century: The African Context

By Lewis O. Odhiambo/S.T. Kwame Bofo/Alonso Aznar/Johnny McClain/Cheikh Sy\*

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Contemporary views on curriculum development in Africa tend to be more inclined toward learning that is socially relevant, market driven, holistic and sensitive to global trends than to learning which involves the provision of knowledge for its own sake. This development is an outcome of an increasing acceptance by the African elite of instrumental reason or the tendency to see human thought and activity in terms of how they may be exploited, a way of thinking that is typical of industrial society and which today so graphically maps the contours of the information society. Instrumental reason in this context underscores the use-value of knowledge and learning to its recipients in the generation of ideas and skills for the production of material wealth and environmental comfort.

Alongside such acceptance of instrumental reason is the emphasis placed on the need to develop Africa's human resources that can ensure her rapid transformation into a modern industrial society and help her cope with the demands of a globally connected information society. After all, it is universally acknowledged that investment in human capital creates in the labour force the skill base which is indispensable for economic growth and cultural development. In this connection, a number of questions may be posed as we contemplate the social function of communication and information in a globalised African society. Specifically, we may ask:

What will be the role of communication in Africa and, by extension, of communication and journalism training in this new millennium?

- How is Africa going to reproduce or transform itself in the age of globalisation and cyber technology?
- How differently will the information society of the 21<sup>st</sup> Century impact Africa and Africans compared to the impact that the industrial society of the 20<sup>th</sup> Century had on the continent and its people?

These questions represent, inter alia, fundamental agenda of social change for which a sound theoretical and conceptual background is necessary.

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## Theoretical and Conceptual Background

Two of the most enduring questions in social theory and investigation are: **(a)** how do societies come to be, cohere, and endure? and **(b)** what conditions ensure societies against irrevocable destruction from changes caused by internal stresses and external interventions? In other words, the main domain of social theory and research remains the speculation about and search for determinants, nature and tempo of social reproduction and social transformation. Also sought with equal vigour and rigour is the relative importance of change in a number of key pillars of society, particularly the economy, community, politics and social organisations, as well as in the overall reproduction or transformation of societies. Communication science has similarly embraced these issues since the onset of studies on the application of communication to social change in the 1940s; and communication has appropriated for itself a central role in societal cohesion, integration or change.

Accordingly, communication scholarship has over the last 60 years or so tended to regard communication sources, styles and processes as the glue that holds society together or gun powder that blows it asunder, while communication and information technologies are regarded as the engine of social change. There is widespread acknowledgement by scholars in virtually every social science discipline, statesmen, policy makers and other social commentators that communication and information technologies are indeed the motor force for globalisation. In this regard, our questions above are critical since the contents of communication and journalism training curricula and the facilities required to implement them are important inputs that African societies need in order to survive as viable and competitive entities. It is also in this regard that understanding the socio-economic, political and cultural contexts in which such training takes place is important.

A thorough understanding of social change requires close attention to at least four spheres of social life; the economy, governance (politics), the community, and kinship structure<sup>1</sup>. Change in each of these spheres triggers changes in the whole society since these spheres co-determine and interact with each other in

defining social action and process. Thus, it is important to understand the context in which communication education and journalism training might be conducted for maximum effects on Africa's evolution and transformation, given the central role communication and media play in an emergent information-dependent continent.

Theoretically, we envisage a 21<sup>st</sup> Century African society in which the economy is linked to, and driven by, more efficient and sophisticated communication systems, including the mass media and new communication and information technologies. Hence, the greater the number of media channels and information sources available to individuals and social groups, the more access to national and international markets such individuals and groups will have and, hence, the greater will be their participation in the modern economic sector. This hypothesis holds true as well for the sphere of governance; the more communication media and the wider the variety of their channels, the higher will be the quality and quantity of ideas and political voices, and the more informed will be political choices of citizens. In terms of community and kinship structures or social organisations, we can expect radical changes in the value systems that sustain most rural communities and define their social relationships. The effect of widespread use in such communities of FM radio, direct satellite broadcasting, battery-powered television sets and the establishment of cyber cafes in rural villages and schools will be to multiply many times over the rate of adoption of global values and cultures.

These technologies and their novel contents are bound to accelerate the breakdown of traditional authority upon which the kinship systems of traditional African societies depend and which have supported such practices as girl-child marriage, female genital mutilation, polygamy and rigid age-related stratification systems. New national and international communities will emerge with new defining characteristics, hopes and aspirations, as well as mobility patterns. Such emergent societies and social systems have historically posed many problems of adjustment and integration, problems that may be expected to be more difficult to address in a post-industrial world without borders as we have known them.

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<sup>1</sup> This classification is due to Albert et al. (1986) who regard them, among others, as encompassing gender realities (the kinship sphere), cultural realities (the political sphere), material realities (the economic sphere), and organisational realities (the community sphere).

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A number of issues seem to place Africa more at a disadvantage than other developing regions of the world with regard to the capacity to properly manage the transition from largely poor, non-industrial social formations to post-industrial information societies that the realities of the 21<sup>st</sup> Century demand. These issues provide a useful backdrop against which to design the structure and content of model curricula for communication and journalism training.

### The Economic Context: Issues in Technology-Economy Linkages

The role of technology in social and economic change seems settled, for technology configures the structure and character of modern society. By this argument, whether or not a society embraces modern technology and the extent to which it does so determine not only the potential volume of its material wealth but also that of its social wealth and general welfare. Most important in this context are new information and communication technologies (ICTs). As Talero and Gaudette [1995] observe:

*Revolutionary advances in information technology reinforce economic and social changes that are transforming business and society. A new kind of economy — the information economy — is emerging where trade and investment are global and firms compete with knowledge, networking and agility on a global scale. A corresponding new society is also emerging with pervasive information capabilities that make it substantially different from an industrial society: more competitive, more democratic, less centralised, less stable, better able to address individual needs, and friendlier to the environment. These changes dictate, for all countries, a major adjustment to harness information for economic and social development... Developing countries must also adjust or risk exclusion from the global economy and severe competitive disadvantage for their goods and services (p.145).*

On this account, there is only one option for Africa: it must embrace information and communication technologies or it will not progress. The cost and abi-

lity to pay for ownership of such technology is, in this technocratic view of social change, peripheral to the developmental imperative. Yet, if we listen to others, for instance, Leo Marx (1993) and Weinberg (1993), progress can be hollow because, whereas improved ICTs may spur and even define the path of progress, we must also be able to answer the question: “progress toward what?” (Leo Marx, 1993 p. 14). The answer to this question may very well lead us to the same conclusion as did Wendell Berry<sup>2</sup>, the writer and farmer who undertook never to buy a computer because it would isolate him from his family and make him part of the technological society that he loathed. The point here is that the debate around the nexus between technology and human values must be joined with vigour and how the outcome of such debate influences the shape and tempo of social change in Africa may very well reside with communication practitioners whose training curricula must reflect these concerns.

Indices of economic growth show that sub-Saharan Africa remains the least developed region in the world and can only be described as extremely poor with the poverty situation worsening year after year. Sub-Saharan Africa, with a population of approximately 642 million (or 11% of the world’s population) in 1999 had the smallest economy of any region of the world. According to the World Bank (2001), the region’s gross national product (GNP) stood at 320.6 billion us\$ and was growing at the rate of 2.0% per annum during 1998-99. Its GNP per capital was 500 us\$ and was declining at -0.3%. In contrast, the high-income countries with a total population of 891 million (or 14.9% of the world’s population) had a GNP of 22.921.3 billion us\$ that was growing at the rate of 2.6% per year or a per capita GNP of 25.730 us\$ growing at 2.1% per year.

With respect to quality of life, private consumption of goods and services in sub-Saharan Africa was declining at the rate of -1.2% per year, compared to growth of consumption in high-income economies of 2.2% every year. About one in every three children aged 5 years and below was malnourished during the period 1992-98, compared to none in high-income economies, while under 5 mortality rate for sub-Saharan Africa was 188‰ births in 1980 and 151‰ births 10 years later.

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<sup>2</sup> Wendell Berry (1990) argues that technology cannot compensate for creative ability, destroys social relationships and the environment, and is only worth adopting on condition that it is cheaper, is of a smaller scale, more energy efficient, and can use renewable sources of power, among other “green” arguments.

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Comparative figures for the same years for high-income economies were 15 deaths per thousand births in 1980 and only six deaths per thousand births 10 years later. Life expectancy at birth for sub-Saharan males and females in 1998 were 49 and 52 years, respectively, compared to 75 and 81 years, respectively, for high-income countries. Life expectancy in the region is rapidly decreasing as a result of the devastating impact of HIV/AIDS. The percentage of males and females aged 15 years and above who could not read or write in any language were 32 and 49, respectively, far lower than in any region in the world.

In terms of overall poverty, available data indicate that unacceptably high proportions of the populations in sub-Saharan African countries fall below national or international poverty lines. For instance, between 19.9 and 72.8% of the population in Tanzania and Mali, respectively, lived on less than 1 us\$ a day during the 1990s, with most of the populations of the other countries falling in between. Other countries with high proportions of the population living on less than 1 us\$ a day during the decade were Chad (66.6%), Guinea (39.8%), Lesotho (43.1%), Madagascar (60.2%), Niger (61.4%), and Nigeria (70.2%).

These data clearly tell us that sub-Saharan Africa is, and may remain, poor for the foreseeable future and that the quality of life in the region is steadily declining. But they do not tell us that there are wide disparities in income distribution within and between the countries of the region; they also do not tell us the causes of such impoverishment. The implication of this situation for the role of communication and journalism is not quite clear, but since poverty eradication is clearly indicated as a foremost programme of action for African countries for several decades to come, communication specialists will be expected to play their part, and curricula for the training of such specialists must reflect this priority.

## The Community Context: Issues in Communication and Social Integration

The community sphere of social life regulates cultural activities and determines the kinds of institutions that are considered important. Internal struggles within communities define the nature of hierarchies, sexism, solidarity and friendship to be found within them. Thus, such struggles determine changes in the political, gender and economic spheres of social life. But communities also interface with other communities through inter-community relations. Accordingly, community consciousness and struggle could result in homogenisation, colonisation, enslavement, apartheid, cultural pluralism, segregation or integration.

There is no doubt that it is at the community sphere that communication, modern or traditional, must play a major role. Sub-Saharan Africa has witnessed some of the most vicious and drawn-out conflicts in the world today. These conflicts have created the largest proportion of the world's displaced people. Armed conflicts in Africa are also a major determinant of her relative poverty, political instability and other forms of social oppression. In addition, it is the role of communication to define the nature of relations between Africa and other regions of the world at the level of the economy, politics and kinship and to address such issues as unfair trade practices, exploitation, racism and imperialism.

The problem of social strife in the Africa may be the outcome of a number of other forces, the most compelling ones being poverty, low literacy levels compared to other regions of the world, weaknesses of the state and poor governance. There is also the additional phenomenon that some African countries have not forged adequately a coherent sense of community among their disparate ethnic groups; and efforts towards this important outcome are not immediately apparent. In fact, a coherent sense of citizenship is yet to be cultivated and given a sound normative structure in a number of countries. Such a state of affairs naturally engenders suspicions among and between the communities, creates insecurity, spawns unhealthy competition in the economic sphere and encourages segregation rather than



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integration. Lack of a sense of community also allows for exploitation by other communities, generates or increases conflicts and misunderstanding and complicates political issues at the national and international levels.

### **The Political Context: Communication and Governance Issues**

It is in the realm of politics that ideologies are created, societal policies, laws and regulations are formulated, and power conferred. The governance sphere includes the state and its organs; it is also where interest groups lobby and political parties jockey for power and influence. It is generally held that the social condition in most African countries is a direct outcome of bad governance, as evidenced by the refugee problem, human rights abuses, gender biases, corruption, economic mismanagement and military dictatorships. A major problem of governance in Africa during the 20<sup>th</sup> Century, whether under colonial administration or post-independence governments, was authoritarianism; that system in which “ authority is vested in unyielding, unresponsive, or irresponsible hierarchy” (Albert et al., 1986, p. 64 ) with the result that few people gain access to power at the expense of many.

The principal outcome of authoritarian regimes has been unmitigated oppression of the majority of citizens. And the communication media have not been spared the wrath of dictatorial regimes, since competition for control of communication, information and thought lies at the centre of competitive politics. Dictatorships often have only one correct “ truth ” because no other thoughts are publicly allowed; hence, opposition is constantly harassed and repressed. Even in countries with nominally legal guarantees of freedom of speech and media, pluralistic opinion is often suppressed through the reinforcement of the assumptions or values of the ruling and other elite groups.

In many African countries, control of communication media has been open and blatant. The media have been tolerated largely to the extent that they are “ tools of development ” and mouthpieces of officialdom, not advocates of open, responsible and accountable governance. To this end, there has been inadequate investment in infrastructure, and willingness to liberalise broadcast airwaves for private sector investment. This situation is fast changing in a number of countries where political space began to be expanded in the 1990s and marked by accountability and good governance. In such countries, the broadcast sector is increasingly being opened for private sector investment and the print media are facing fewer restrictions. At the same time, liberalisation of telecommunication markets has ushered in an era of widespread use of mobile phones while accessibility of personal computers has also increased because of lower tariffs in some countries. But structural restrictions caused by poverty and sluggish economies remain and will need to be addressed innovatively by national governments, multinational corporations and the international community.

Nevertheless, in general, the majority of the population in most African countries are poorly informed about state, national and international affairs; have no access to the wealth of data available in international data banks; are hardly travelling the “ information superhighway ”; and cannot be said to be part of the information society of the 21<sup>st</sup> Century. The overarching political agenda for the region in the 21<sup>st</sup> Century consists of the establishment and consolidation of democratic structures and institutions, institutionalisation of public accountability of the political leadership and encouragement of greater participation of individuals and civil society in the affairs of the state and governance. Communication and information have significant functions to fulfil in achieving these goals; thus, the political agenda have important implications for communication training in the region.

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## The Kinship Context: Issues in Social Organisation

This is the realm of the family, values and interactions among men, women and children. The kinship sphere also speaks to issues to do with sexuality, reproductivity, child rearing, socialisation, maturation and aging. Thus, kinship relations address issues pertaining to life cycle events and personal relationships.

Changes in kinship relations are important in evaluating overall social change because such changes redefine social roles and the possible economic, political and community responsibilities that family members can assume. Kinship relations also divide people in gender groups and into social classes both of which are important for understanding social status and change in various communities.

An enduring defining feature of many African communities is their patriarchal character. This is apparent from social services indices. Nearly 50% of women aged 15 years and above could not read or write in any language in 1998, compared to 32% of males. Overall, African countries spend less on health as a percentage of the GDP than any other region of the world at 1.5% during the period 1990-98 other than South Asia (0.8%). This compares to a weighted average of 2.5% for the world as a whole for the same period. The region had the highest infant mortality rate (92 versus 54 ‰ births world average), the lowest contraceptive prevalence rate (21% versus 49% world average of women aged 15-49) and the highest maternal mortality ratio. These are not just indices of poverty and poor health coverage; they are also indices of burdens to mothers, i.e. indices of the extent of patriarchal relations persisting in African communities.

## Summary of Key Contextual Issues

It emerges from the foregoing discussion that Africa faces a number of challenges that are directly or indirectly linked to the role of information and communication in modern society. And given the fact that

information will play an increasingly important role in realising the kind and magnitude of changes envisioned in the information age, major challenges also face communication educators and journalism trainers, foremost of which are the kind of curricula required to equip communication professionals with the knowledge and skills appropriate for the tasks of the age. But first, a summary of the contextual issues and challenges that require concerted attention before we discuss the implications of these issues for communication education and training.

### **1. Africa's fore most challenge is to enter and sustain itself in the information age**

This means that African countries need to enter and stay on the "information superhighway". Yet, this is not only a technological challenge but a developmental one as well, since advances in information and communication technology have engendered globally economic and social changes with grave consequences for how business is conducted. Africa lags behind other regions of the world in adopting and acquiring ICTs and can, therefore, only minimally take advantage of development opportunities arising from a globalised information economy.

### **2. The challenge of relentlessly acquiring the necessary technology to perform in a global information society.**

In an information economy, development in all the areas that African countries may desire will be increasingly linked to the most advanced technologies of the time. This means that such technologies will be required in the fight against poverty and cultural lethargy, to eliminate inequalities within and between countries and regions of the world or even to simply "keep up with the Joneses". The rate of diffusion of ICTs in the region is too slow in relation to other developing regions.

### **3. The challenge of joining the debate linking technology, human values and social progress**

Adoption of technology always brings with it cultural "baggage" and normative problems that must be addressed. The Internet and direct satellite broadcasting have brought with them value systems that many in Africa find obnoxious so much so that what are othe-

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wise widely regarded as necessary tools for economic and social progress are raising serious questions of culture and values that threaten to slow or even block their adoption. Then there are issues of social integration that the nations of the region must squarely confront against a backdrop of the politics of identity that the current environment fostered by ICTs has generated.

#### **4. The challenge of good governance**

An important issue that emerges strongly in the social context of Africa is that of governance. There are those who strongly hold that the current poverty and lack of economic and social progress in the region is directly related to poor economic and political governance. Hence, the urgent need to establish and consolidate democratic cultures and institutions, institutionalise public accountability of political and economic leaders, and encourage greater participation of citizens and civil society groups in political and economic decision-making at all levels.

#### **5. The challenge of social organisation and integration**

Issues of organisation and integration in African societies need urgent and persistent attention. To begin with, social organisations based on traditional patriarchy and gerontocracy seem to have no place in post-industrial societies as they tend to foster sexism, gender biases and subjection of the youth. Moreover, such organisations are often characterised by extreme ethnic intolerance, sectarianism and inability to integrate into national communities. The need to invest in the youth and to protect the African girl-child has never been greater. The region has the highest proportion of youth under 16 years of age not attending school and one of the highest rates of illiteracy among women. These groups must be accorded the opportunity to acquire the necessary knowledge and skills through education and training for meaningful existence in the information age.

#### **6. The challenge of expanding information and communication infrastructures**

Finally, Africa faces the challenge of developing and rapidly expanding information and communication infrastructures and channels to different segments of the

society. Africa has entered the 21<sup>st</sup> Century with the fewest newspapers, radio and television sets, personal computers, telephone mainlines and mobile telephones than any other region of the world. Investment in these sectors is necessary for the expansion of space for discussion, participation in decision-making, cultural development, self-definition and enjoyment of human rights and freedoms associated with life in the 21<sup>st</sup> Century.

### **Implications for Communication Training**

The above contextual issues point to a number of implications for the training of communication professionals in an information society, some of which are presented here. Given Africa's poverty and general dearth of material resources necessary for competent performance in such a society, a broad-based curriculum for communication education and journalism training is essential.

First and foremost, such curricula must prepare students to embrace change and adaptability. In today's economically and technologically advanced societies, the nature of change envisaged for advancing from an industrial to post-industrial societies involved mainly economic organisation from monopoly capitalism to global capitalism. For Africa, the leap from largely rural agrarian societies to a global information society involves changes in value orientations, social and political organisation, economic organisation, and intellectual resources required to cope with and manipulate new social realities. Individuals working in the information and communication industries must, therefore, themselves be well prepared for these changes before they can effectively play their roles and functions in society.

Secondly, graduates of 21<sup>st</sup> Century communication and training institutions must have the intellectual competence to comprehend the world around them and appropriate technical skills to work in increasingly complex communication and information institutions.

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They must understand the issues of the day and their interconnectedness, raise policy questions, analyse the options offered and then write or produce for diverse audiences.

Thirdly, the contextual issues discussed above suggest that training of communication professionals in Africa must be a truly multidisciplinary undertaking. The student must be provided with reasonably solid background knowledge of the relationships between science, technology and social progress, technology and cultural change, as well as questions of value orientations and the tradeoffs that must be made for science to spearhead social progress. This means that students need to be grounded in the basic social sciences, in particular economics, politics, sociology, social psychology, history and cultural studies, among others.

Fourthly, the approach to training should guarantee a reasonable balance between theory and practice. The traditional practice of packing more hours in laboratory sessions in journalism training institutions, while still relevant, has been largely mitigated by electronic production so that it is now more realistic to spend a bit more time in substantive and conceptual content. Practical sessions should be skewed more towards attachment and actual writing/production sessions. Such a reorientation of training will ensure that students truly understand conceptually the social contexts in which they are working and how such contexts are configured in the real world.

Fifthly, while communication professionals still need to be able to take on a wide range of assignments, the information society demands more specialists. Hence, training institutions should encourage specialisation both in communication sub-sectors and in topics to be covered. For instance, there is a need for more science and gender writers and producers. On the whole, the kind of training that will be appropriate for the African communication professional is that which provides state-of-the-art language and computer-aided skills in different aspects of communication media. It is necessary because of the diverse environments in which such trainees will work for trainers to be sensitive to the fact that job opportunities for their students will come

from the local communities and global markets.

Finally, communication training at the master's level and higher should be as academically rigorous as any social science discipline. In particular, students at this level should be acutely cognisant of the objective conditions of their social environments, the plight of Africa in historical and comparative terms, the aspirations of its people and the role of communication and information technologies in the society. Above all, they must have state of the art research and analytical skills required to promote empirical communication and journalism research in the region.

## References

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### •Does Improved Technology Mean Progress ?

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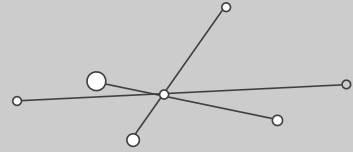
### •Attacking Poverty

**World Bank (2001), *World Development Report 2000/2001*.**

<sup>2</sup>This classification is due to Albert et al. (1986) who regard them, among others, as encompassing gender realities (the kinship sphere), cultural realities (the political sphere), material realities (the economic sphere), and organisational realities (the community sphere).

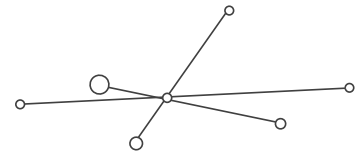
# I

Non-Degree Programmes



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# I



## Purpose

The present model curriculum is proposed for training institutions or organisations which provide non-degree training programmes in journalism and communication. Communication training institutions in African countries can tailor or modify the curriculum to suit the history, culture, environment, and national policies. The curriculum is also prepared in such a way that trainers can adapt and develop their own syllabi and course outlines to suit different grade levels.

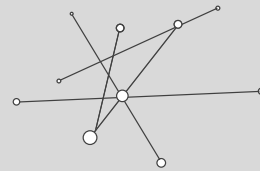
## Certificate/Diploma Requirements

Students are required to take a minimum of 12 to 14 courses/subjects or 35 to 40 credit hours. In addition, each student is required to do practical work. The practicals will afford students the opportunity to work a minimum of one to two hours a week with a radio studio (station) or television studio (station) or a publication or a public relations or an advertising agency. Students may undertake the practicals with a private, government or community media organisation.

## Duration and Generic Entry Requirements

It is recommended that a Certificate programme for professionals should take from nine months up to one year, depending on the entry qualifications used in selecting candidates. A Diploma or Higher diploma programme could take two or three years of full-time studies. It is assumed that the entry qualification into the Certificate programme is Junior Certificate (JC), Junior Secondary School Certificate (JSS), GCE Ordinary Certificate or their equivalents and a minimum of five years working experience in the communication profession. Prospective Diploma or Higher Diploma students should possess the School Certificate, Senior Secondary School Certificate (SSS), the General Certificate of Education at the Advanced Level or other analogous qualifications.

# I



## Programme Structure

### A. Core Courses/Subjects

Students, regardless of their areas of specialisation, are required to take courses/subjects from the following suggested list:

1. Writing for Mass Media
2. Media Management
3. New Information and Communication Technologies
4. Computer Literacy
5. Media and the Internet
6. Introduction to Communication Research Methods
7. Introduction to Mass Communication
8. Fundamentals of Communication
9. Communication and African Society
10. Development Communication/Communication for Development
11. Communication Law and Human Rights
12. History of the Mass Media
13. Media and Gender
14. Ethics and Deontology in Communication
15. Project
16. Use of Language
17. Fundamentals of Sociology

A number of other required courses can be selected from the following list, depending on the area of specialisation:

18. Feature Writing
19. Editing, Design and Desktop Publishing
20. Script Writing
21. Writing for Broadcasting
22. Writing and Reporting for the Print Media
23. Radio Production
24. Television and Video Production
25. Public Relations and Advertising
26. Investigative Journalism
27. Community/Rural Reporting
28. Introduction to Marketing
29. News Agency Reporting

## **B. Elective Courses/Subjects**

Elective courses/subjects in the Certificate, Diploma or Higher Diploma courses can be selected from the following suggested list:

1. Photojournalism and Digital Image Processing
2. Specialised Reporting
3. Community Radio Operations and Management
4. Community Newspaper Operations and Management
5. Social Psychology
6. Communication and Politics/ Political Communication
7. Media and Peace
8. Media Entrepreneurship
9. Language and Linguistics
10. Media Economics

## **Description of Courses/Subjects**

### **A. Core Courses/Subjects**

#### **1**

##### **Writing for Mass Media**

The course will discuss the basic mechanics of news writing and reporting. Topics to be treated will include the writing of various types of leads, basic headline writing and style. It will also offer hands-on instruction in information gathering, organisation and writing for print and electronic media. Other topics include sources of news, interviewing, covering beats, conferences, meetings, national and local events, panel discussions and debates for print and electronic media. Students will be expected to engage in extensive writing of stories.

#### **2**

##### **Media Management**

The course deals with basic management principles and their application to the media. The course will discuss different management theories and how they affect worker morale and production. Case studies will be introduced to help students to deal with ethical work dilemmas. Among the topics to be discussed are: history, theory and practice of management, media ownership patterns, characteristics of organisations, organisation of media newsrooms, the communication structures in media organisations, leadership styles, public and private ownership of media houses, staff management, financial management, advertising and distribution.

#### **3**

##### **New Information and Communication Technologies**

This course is designed to equip students with knowledge about new information and communication technologies. It will examine the technologies and applications of multi-media systems including production, presentation, and transmission of video, voice and data within organisations, nationally and cross-border transmissions. The political, social and economic implications and/or impact of these new technologies on human development and the work of communication practitioners will be discussed.

#### **4**

##### **Computer Literacy**

The course will equip students with the basic keyboarding skills, as well as familiarise them with computer software packages commonly used in communication and journalism practice.



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## 5

### **Media and the Internet**

This course will provide students with basic knowledge about the Internet and technical skills required to access and use Internet resources. Students will be exposed to the various search engines and directories of the World Wide Web and how individuals and organisations can create their own home pages on the Internet. It will also deal with computer-assisted research and writing. The course will cover such areas as browsing, e-mail, mailing lists, newsgroups, chat and Web publishing.

## 6

### **Introduction to Communication Research Methods**

The course is aimed at introducing students to basic concepts and process of communication research. It will expose students to the techniques of using interviews, content analysis, questionnaires and panel discussions (focus groups) to collect data, how to analyse data and prepare research report, as well as how to use research methods in investigative report writing.

## 7

### **Introduction to Mass Communication**

The course aims at introducing students to the structure and functions of the mass communication media; creation, distribution, and exhibition of mass media content; legal and ethical considerations. It includes all forms of mass communication -- newspapers, magazines, radio, television, book publishing, public relations, advertising, photojournalism and computer mediated communication. It will discuss the strengths, weaknesses, rights and responsibilities of each medium, as well as media career opportunities.

## 8

### **Fundamentals of Communication**

This course is designed to teach students the general areas of human communication. These areas include the meaning, purpose, type and process of communication in general and mass communication in particular. Student will be exposed to various models of communication, the nature of information flow in society and the general requirements for writing for the print or electronic media.

## 9

### **Communication and African Society**

The course will examine the historical development of communication media (both traditional and modern) in Africa, as well as the roles and activities of communication practitioners. It will also discuss government-media relations, press freedom and controls; media ethics, and the impact of global communication. It will examine the debates concerning the social roles played by popular African cultural forms in contemporary society.

## 10

### **Development Communication/ Communication for Development**

The course is designed to provide students with a broad overview of the functions of communication in development. It will deal with the historical, social, economic, psychological, political and educational aspects of the media. It will also explore the impact and influence of mass communication as a social institution and as an instrument for effecting change in such areas as literacy development, education, family planning, health, HIV/AIDS, and agricultural productivity.

## 11

### **Communication Law and Human Rights**

The course is designed to expose students to the laws, ethics and codes of conduct that are relevant to mass communication. These include the human right to freedom of expression and press freedom, in particular under international instruments and the national law and the constitution, laws related to the respect of the rights of others, in particular their reputation (defamation) and their privacy, as well as laws relating to advertising and copyright. The course will also emphasise the important role played by the media in protecting human rights.

## 12

### **History of the Mass Media**

The course traces the major trends in the historical development of the mass media from the invention of paper to the latest developments in communication. It provides an overview of the history of the mass media in the country where the institution is based.

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## **13**

### **Media and Gender**

The course is aimed at sensitising students to the social construction of gender and attendant privileges, stereotypes, and prejudices. Topics to be covered will include role attribution based on sex; communication between men and women; communication about men and women; the role of the media in the construction, perpetuation, and reconstruction of gender roles; stereotypes of African women and men in national and international media; and proactive coverage of positive gender relations.

## **14**

### **Ethics and Deontology in Communication**

Students will be introduced to ethical and moral standards applicable to the mass media. The course will cover the ethical responsibilities of individuals, groups and organisations engaged in message gathering, production, transmission or consumption, particularly in the field of news and public affairs. The students will be introduced to the fundamental texts concerning human rights. The aim is to improve media coverage of human rights questions.

## **15**

### **Project**

Each student will be expected to use the skills or knowledge acquired in the training programme to report on any social, political, economic or educational issue of community or national concern or prepare a formal written paper on a subject in any one of the areas of study. The work should be of a publishable or broadcast quality. The scope and nature of the project will be determined by the student in consultation with the trainers.

## **16**

### **Use of Language**

The course offers initial language skills straining. Emphasis is on proficiency in grammar, importance of clarity, simplicity and concision in language.

## **17**

### **Fundamentals of Sociology**

This course will expose students to the organisation and structure of African societies. Topics to be covered will include: foundations of sociology thought; social organisation; structure and differentiation; dynamics of social statistics and change; informal and formal organisations; the sociology of the mass media; the media industry as a social institution; and media workers as an occupational group.

## **18**

### **Feature Writing**

This course is designed to prepare students for non-fiction writing for newspapers, magazines and specialised publications. Students will be taught the elements of style, particularly by concentrating on the journalistic organisation and presentation of factual information. Techniques acquired here will be helpful in writing stories and features on topical local and national issues and commentaries on international news.

## **19**

### **Editing, Design and Desktop Publishing**

The course is aimed at exposing students to the process of newspaper publication, including design and layout, the art and process of editing manuscripts for newspapers and magazines, and the ability to graphically present material to achieve aesthetic value in the print medium. Topics include: principles and practices of editing and evaluating news copy, writing headlines and captions. It will also deal with desktop publishing and on-line publications.

## **20**

### **Script Writing**

Students will be taught the mechanics of script writing for radio and television. The course is aimed at offering basic skills in conceptualisation, writing and delivery of material for the electronic media.

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## 21

### **Writing for Broadcasting**

Students will learn writing styles for radio and television, as well as the packaging of newscasts. Students will learn how to write, edit and present on-air newscasts and public affairs programmes. In addition, they will be introduced to the history, technology and regulations of broadcasting, with special attention to developments in their countries.

## 22

### **Writing and Reporting for the Print Media**

The course is designed to teach students the principles of reporting and writing for newspapers and magazines. Students will also learn how to write and prepare publishable copy on deadline. The course will examine definitions of news and various structures of news stories and other journalistic forms.

## 23

### **Radio Production**

The course is aimed at teaching students the basics of radio programme production and broadcasting. Topics will include different radio formats (features/documentaries, magazines, drama, musicals and variety shows, advertising and radio commercials), radio talk shows, the interview, and broadcast news. Students will also be taught how to use tape recorders for field recording, editing of tapes, and editing symbols used in scriptwriting for radio. As part of the requirements for the course, students will be expected to complete a radio project in any of the radio formats taught in the course.

## 24

### **Television and Video Production**

This course focuses on providing basic skills in producing and broadcasting television/video programmes. Among the different television programme formats to be taught are features/documentaries, magazines, drama, musicals and variety shows, commercials, talk shows, and the interview. Students will be expected to produce a broadcast quality programme as part of a class project.

## 25

### **Public Relations and Advertising**

This course will provide students with the main elements in public relations and the art of writing press and news releases for the media. The fundamentals of establishing and maintaining effective relations with an organisation's publics will be emphasised. The course will also provide students with the basics in the writing and delivering of advertising copy and the structure of an advertising organisation. In addition, the course will present the main principles of research, planning, implementation, and evaluation in advertising and public relations campaigns. Students will be expected to produce a public relations or advertising piece as part of a class project.

## 26

### **Investigative Journalism**

The objective of the course is to teach students the use of investigative techniques in gathering information for news and feature stories for the media. It discusses the techniques of interviews, researching, cross-checking and developing an appropriate sense of judgement in the selection of information and facts for reports.

## 27

### **Community/Rural Reporting**

The course is designed to teach students the techniques of writing and reporting on issues and development in rural and disadvantaged communities for both community-based and national news media organisations.

## 28

### **Introduction to Marketing**

The course will examine the concepts, theories, evolution and practice of marketing. It will provide students with marketing management strategies, policies, planning and the international aspects of marketing.

## 29

### **News Agency Reporting**

The functioning of a news agency will be examined and the principles of collection of information and writing will be adapted to news agencies reporting. The course will also teach how to work as a foreign correspondent.

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## B. Elective Courses/Subjects

**1**

### **Photojournalism and Digital Image Processing**

This course will focus on training students to handle the camera, shoot film, develop, print and edit pictures for use in the print and electronic media. The course will also cover digital photography and computer-assisted image processing.

**2**

### **Specialised Reporting**

This course is meant to equip students with skills and knowledge required to write and report professionally on such issues as public affairs, environment, agriculture, finance, population, health, HIV/AIDS and sports. It will also cover technical and scientific reporting.

**3**

### **Community Radio Operations and Management**

The course is designed to stimulate students' interest in the establishment and operations of community radio stations. Topics to be discussed include how to set up a community radio station, economic sustainability of community radio stations, basic management principles, the essential elements of community broadcasting (including access, affordability, accountability, availability), community participation and ownership, organising and training of volunteers for broadcasting and programming for and by the community.

**4**

### **Community Newspaper Operations and Management**

The course is designed to stimulate students' interest in the establishment and operations of community newspapers. Topics to be discussed include how to set up a community newspaper, economic sustainability of community newspapers, basic management principles, the essential elements of community publications (including access, affordability, accountability, availability), community participation and ownership, organising and training of volunteers for news-gathering and reporting for and by the community

**5**

### **Social Psychology**

The course is designed to familiarise students with topics such as persuasion, propaganda, social influence, and pro-social behaviour. It course will discuss the roles and influence of African chiefs, elders and community leaders and emphasise the principles that determine African beliefs, create attitudes, and motivate behaviour.

**6**

### **Communication and Politics/ Political Communication**

This course will discuss the relationship between communication and democracy and the role of communication practitioners in fostering democracy in Africa. It will examine the concept of democracy; media ownership and control; it will enable students to take a critical look at how the African media report politics at the local, national and international levels. It will discuss the different strata or composition of a government and where information could be sought on specific issues. The various branches of government including the Executive, the Legislative and the Judiciary and how each of these affects or influences the workings of the other will be discussed.

**7**

### **Media and Peace**

The focus of this course will be on the role of the media in peace building, conflict prevention, conflict resolution and consolidation of peace, particularly in Africa. The course will discuss possible ways of making ethical decisions in reporting internal and external conflict situations. Students will also be introduced to the basic techniques of conflict resolution and negotiation, as well as some of the main problems facing African societies including ethnicity, the possibility of military intrusion in politics, and the marginalisation of women.

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## 8

### **Media Entrepreneurship**

This course is aimed at providing students with the knowledge and understanding of what it takes to establish a media business. It involves the conceptualisation of a business; organising feasibility studies; needs assessments and /or market research; the development of a business plan; how to seek funds to establish a business; and financial and administrative management.

## 9

### **Language and Linguistic**

#### **(Official and/or indigenous languages)**

This is a remedial language course which is designed to provide students with some knowledge of and insight into the role of language in verbal and written communication and in the social, psychological and cultural contexts in which verbal communication takes place. Among the topics for the course are: how verbal communication takes place; language and power; control; language and construction of personal and social identity; language and ideology; language and conflict resolution; language and national integration; and language and creativity.

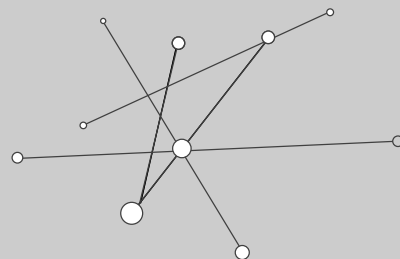
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### **Media Economics**

This course will examine the communication and information process considered as an economic factor and its relations with the national and international economic processes. It will discuss the effect of globalisation on local media and the problems/opportunities for the local initiative, as well as assess the economic impact of the media at the community and national level.

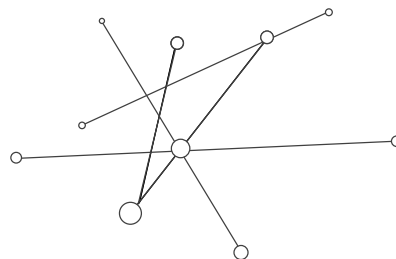
# II

Degree Programmes



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# II



## Degree Programmes

The model curriculum proposed here is designed for use in journalism and communication training institutions in African countries which offer programmes leading to a Bachelor of Arts, Bachelor of Science (General), Bachelor of Arts (Honours), Graduate Diploma, Master of Arts and Master of Philosophy degrees in journalism, broadcasting (radio and television), public relations, advertising, book publishing, photo journalism, film and communication for development.

## Undergraduate Programmes: Admission Requirements

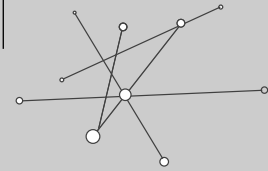
Admission into the undergraduate programmes in any of the areas of specialisation will require that candidates meet the minimum entry requirements for admission into the university or its equivalent. Candidates who do not have the minimum admission requirements but have an acceptable number of years of relevant professional experience may be admitted. The duration of the B.A. or B.Sc. (General) degree programme, which is also known as Bachelor of Arts in Media Studies, Bachelor of Arts in Communication Studies, Bachelor of Arts in Communication/Journalism, Bachelor of Mass Communication, Bachelor of Arts in Humanities (Journalism and Mass Communication), Bachelor of Science in Journalism and Mass Communication, may be three years or four years.

## Degree Requirements

Students are required to acquire a minimum of 90-96 credit hours or pass 30-32 courses in which 60 per cent or more is from the major field of journalism and communication and any minors as required by the university or institution. In addition to courses in humanities, social and natural sciences, the curriculum incorporates the four elements of professional training in theory, research, production process and internship. Consequently, all students are required to take the courses/subjects listed below during the first year, regardless of their eventual areas of specialisation.

year **1**

All Areas of Specialisation



## Programme Structure

### A. Core Courses/Subjects

During the first year undergraduate programme, a number of core courses/subjects can be selected from the following suggested list:\*

1. Introduction to Mass Communication
2. Mass Media History
3. African Communication Systems
4. Use of Language
5. Writing for the Mass Media
6. Computer Literacy
7. Mass Media/Communication and Society
8. National Communication Systems
9. Communication for Development
10. Reading Notes and Current Events

\*Institutions are expected to attach code numbers and credit values to the suggested subjects.

### B. Elective Courses/Subjects

Students are required to choose courses/subjects from the following suggested list:

1. Principles of Economics
2. African History
3. Philosophy of Science
4. Introduction to Political Science
5. Introduction to Psychology
6. Introduction to Philosophy
7. Introduction to Sociology
8. Literary Theories
9. Art History
10. Religious History

The communication training institution should liaise with various departments/units in the university teaching the different elective courses to determine the appropriate course content. The courses/subjects of the first year listed above are all introductory and are to prepare students for advanced courses/subjects later on in the programme. More importantly, the courses/subjects are designed to give the students from the outset, skills and knowledge of the profession.



The institutions may determine prerequisites for the core courses and the sequencing of their teaching.

### **Modern Language Required Course/Subject**

Students are further required to take a second language course/subject which may be official, national or local, depending on the circumstance of each African country.

See example below:

#### **Course/Subject Title**

Essential French/English I

Essential French/English II

## **Description of Courses/Subjects**

### **A. Core Courses/Subjects**

#### **1**

##### **Introduction to Mass Communication**

The course aims at introducing students to the structure and functions of the mass communication media; creation, distribution, and exhibition of mass media content; legal and ethical considerations. It includes all forms of mass communication, newspapers, magazines, radio, television, book publishing, public relations, advertising, photojournalism and computer mediated communication. The course will begin with an analysis of the communication process and ends with media career opportunities. It will discuss the strengths, weaknesses, rights and responsibilities of each medium.

#### **2**

##### **Mass Media History**

The course traces the major trends in the development of the mass media from the invention of paper to the latest developments in communication. It provides an overview of the history of the mass media. The purpose is to raise the students' awareness by exposing them to the roots of the media systems.

#### **3**

##### **African Communication Systems**

The course surveys past and present communication systems against Africa's political and cultural background. It discusses communication forms and structures in various African countries, including traditional/indigenous media and draws comparisons with other indigenous communication systems.

#### **4**

##### **Use of Language**

###### **(Official language and/or local languages)**

The course offers initial language skills training. Emphasis is on proficiency in grammar, importance of clarity, simplicity and concision in language.

#### **5**

##### **Writing for the Mass Media**

The course will discuss the techniques of news writing and reporting. Issues to be treated will include the writing of various types of leads, basic headline writing and style. It will also offer hands-on instructions in information gathering, organisation and writing for print and electronic media. Other issues include source of news; interviewing; covering beats, emergencies, meetings, national and local events; panel discussions and debates for print and electronic media.

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## 6

### **Computer Literacy**

The computer course will introduce students to the computer technology. Emphasis is on mastering the use of the keyboard, computer literacy skills, multimedia operations and computer software packages commonly used in communication and journalism practice.

## 7

### **Mass Media/ Communication and Society**

The course will examine the mass media as social institutions with particular attention to pertinent sociological concepts, themes and problems, the role and relationship of the mass media vis-à-vis major social institutions. A major objective is to draw the attention of students to the sociology and professionalism of mass media and to show how communication can play a critical role in development.

## 8

### **National Communication Systems**

The course will present an analysis of significant events and personalities in the mass media history (of the country where the training institution is located) from the political, social and economical points of view. It examines the dynamics of the mass media (in the country under study), their infrastructural and organisational set-ups and institutional roles.

## 9

### **Communication for Development**

The objective of the course is to allow students to have a general understanding of the functions of communication in development. It will treat historic, social, economic, psychological, political and educational aspects of the media. The course will also study the impact and the influence of communication as a social institution and as an instrument for change in domains such as democracy, good governance, economic and social development (elimination of illiteracy, education, family planning, health, HIV/AIDS and agricultural productivity, etc).

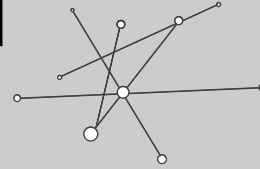
## 10

### **Reading Notes and Current Events**

This course aims at developing the student's habit of reading, follow-up and analysis of current events. It will discuss methods of fast reading, keeping notebook and files on current events, teamwork.

year **2**

All Areas of Specialisation



## Programme Structure

### A. Core Courses/Subjects

In the second year, all students, regardless of their areas of specialisation, will be required to take a number of courses/subjects from the list suggested below:

1. Introduction to Print Journalism
2. Introduction to Broadcasting
3. Introduction to Public Relations
4. Introduction to Advertising
5. Introduction to Book Publishing
6. Introduction to Photojournalism
7. Introduction to Media Management
8. News Reporting
9. Communication Theories and Models
10. Introduction to Communication Research
11. New Information and Communication Technologies
12. Introduction to Film, Cinema and Literature
13. Media and Gender
14. Introduction to Documentation
15. Use of Language

### Language Requirement

Students are required to take one further course in the official language and/or local languages.

### Course/Subject Title

Advanced use of Language (English, French, etc.)

## **B. Elective Courses/Subjects**

In order to specialise, students should take elective courses/subjects from the following suggested list:

1. Introduction to Statistics
2. Page Layout and Design (Newspapers, Magazines, Newsletter and Brochures)
3. Announcing and Performance
4. Radio News Reporting and Production
5. Radio and Television Studio Operations
6. Introduction to Marketing
7. Writing for Public Relations
8. Public Relations/Media Planning
9. History of Photography
10. Fundamentals of Photography
11. Photographic Reporting
12. Introduction to Library Science
13. Communication and Good Governance
14. History of Motion Picture
15. Fundamentals of Script Writing
16. Elements of Film Production
17. Producing Film for Television
18. Screen Directing
19. History and Development of Book Publishing
20. Layout and Design (Book publishing)
21. Advertising Research
22. Advertising Copy Writing
23. Advertising Layout and Production
24. Feature Writing
25. Fundamentals of Speech/Communication and Rhetoric
26. Specialised Reporting
27. Radio and Television Animation

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## Description of Courses/Subjects

### A. Core Courses/Subjects

**1**

#### **Introduction to Print Journalism**

The course introduces students to the concepts, theories and practices of print journalism, with a focus on skills for writing, rewriting and editing for newspapers, magazines, newsletters and brochures.

**2**

#### **Introduction to Broadcasting**

The objective of the course is to provide students with an overview of the physical and technical environment, as well as social bases of radio and television broadcasting. It will also examine the conditions and people that make broadcasting possible and survey the diverse environment of broadcasting stations and networks.

**3**

#### **Introduction to Public Relations**

The course introduces students to the concepts, theories and practices of public relations and emphasises the importance of public relations in both profit and non-profit organisations.

**4**

#### **Introduction to Advertising**

This course introduces students to the concepts, theories and practices of advertising.

**5**

#### **Introduction to Book Publishing**

The course will examine book publishing as a cultural activity and as a business. It will entail the study of the book publishing environment, book publishing as a mass industry, the divisions of the industry and a look at the publishing process, activities and associations.

**6**

#### **Introduction to Photo-Journalism**

This is a practical introductory course in news photography and will discuss basic camera and darkroom techniques, with emphasis on the developing of greater sensitivity to people, circumstances and events. Fundamentals of photography, operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo laboratory will also be discussed.

**7**

#### **Introduction to Media Management**

The course will examine economic principles in mass media businesses, including production cost, audience promotion and advertising revenue. It will also discuss the application of economic theory and the principles of management in the media industry. Case studies will be used to help students to deal with ethical work dilemmas. Among the topics to be discussed are: history, theory and practice of management; media ownership patterns; characteristics of organisations; organisation of media newsrooms and the communication structures in media organisations; leadership styles; public and private ownership of media houses; staff management; financial management; advertising and distribution.

**8**

#### **News Reporting**

This practical course is designed to enable students become proficient in preparing publishable copy under deadline. It will examine definitions of news and various structures of the news story and other journalistic forms.

**9**

#### **Communication Theories and Models**

The course will analyse major theories and models of the nature, uses and effects of mass communication. The relationship between theory and research and their relevance to communication practice will be discussed.

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## **10**

### **Introduction to Communication Research**

The objective of the course is to teach students quantitative and qualitative social science research methods with a focus on communication processes and effects. Survey research, content analyses, public opinion polling and research design for experimental, exploratory and descriptive studies will be discussed. The goal is to enable students to analyse research data, critically evaluate any social science research and help them to apply the methods learnt in carrying out research projects.

## **11**

### **New Information and Communication Technologies**

This course is designed to equip students with knowledge about new information and communication technologies. It will examine the technologies and applications of multi-media systems including production, presentation, and transmission of video, voice and data within organisations, nationally and cross-border transmissions. The political, social and economic implications and/or impact of these new technologies on human development and the work of communication practitioners will be discussed.

## **12**

### **Introduction to Film, Cinema and Literature**

The course will focus on the examination of film as a medium of communication and cinema as a communication setting and give particular reference to literature and its various forms - the short story, novel, poem and drama. The course will also provide an overview of different kinds of film - documentary (non-fiction), fiction, and avant-garde – as well as the role of the cinema in both urban and rural communities.

## **13**

### **Media and Gender**

The objective of the course is to sensitise students to the social construction of gender and attendant privileges, stereotypes and prejudices. Issues to be discussed will include role attribution based on sex, communication between men and women, communication about men and women, the role of the media in the construction, perpetuation and restructuring of gender roles, stereotypes of African women and men in national and international media, and proactive coverage of positive gender relations.

## **14**

### **Introduction to Documentation**

The course will examine the art and techniques of documentation, documents' typology, their access mode as well as the collection and processing of scientific and technical information.

## **15**

### **Use of Language**

The course is aimed at improving the student's basic linguistic competence. Emphasis will be on the mastery of grammar, the importance of clear thinking, simplicity and concision in the use of language.

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## B. Elective Courses/Subjects

**1**

### **Introduction to Statistics**

The communication training institution should liaise with the Statistics Department in the university to determine the appropriate course content.

**2**

### **Page Layout and Design**

**(Newspaper/Magazine/Newsletters/Brochures)**

A practical course in the design and production of newspapers, magazines, newsletters and brochures. It aims at developing creative skills and involves planning the layout of and designing the form and appearance of the publication.

**3**

### **Announcing and Performance**

The fundamentals of voicing and the nature of speech will be discussed in the course. The course will also examine performance techniques with regard to the microphone and the camera, as well as the roles of the actor, continuity announcer, disc jockey, news reporter, interviewer, master of ceremonies and narrator.

**4**

### **Radio News Reporting and Production**

The course will discuss the broadcasting reportorial process, and the sources and elements of news. Special focus will be put on gathering and writing news for radio, news broadcasting copy and guidelines for its preparation, as well as the production of news, summaries, bulletins of various formats and introduction to the radio news magazine.

**5**

### **Radio and Television Studio Operations**

Systematic analysis of radio and television studio/control room technology and the nature of sound is the focus of this course. Practical exercises in studio set-up, standard operating procedures and use of studio facilities will be undertaken.

**6**

### **Introduction to Marketing**

The course will examine the concepts, theories, evolution and practices of marketing. It will provide students with marketing strategies, policies, planning and the international aspects of marketing.

**7**

### **Writing for Public Relations**

This course will examine the principles of effective writing in public relations. Practice in the styles of writing, news releases, brochures, position papers, speeches, etc., will be done.

**8**

### **Public Relations/Media Planning**

The course will cover the preparation of a media plan for public relations and analysis of various media in terms of such factors as target audience, the frequency of reach and matching media with target audience.

**9**

### **History of Photography**

The course provides an overview of the technological and environmental evolution of photography as an art form and as a medium of communication.

**10**

### **Fundamentals of Photography**

A practical introduction to the operation of different cameras, photography processes and the use of standard photographic equipment and materials in the photo laboratory.

**11**

### **Photographic Reporting**

The focus of this course is on developing camera and darkroom techniques with a sensitivity to the news picture. The ethical considerations of the circumstances and events that lead to such snapshots will also be discussed.

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## 12

### **Introduction to Library Science**

The communication training institution should liaise with the Library Science Department in the university to determine the appropriate course content.

## 13

### **Communication and Good Governance**

This is a specialised course on the role of communication media in good governance. It will discuss the contribution of communication media in safeguarding and fostering individual and collective freedoms, human rights, free and fair elections, transparency, accountability, peace and tolerance in African countries.

## 14

### **History of Motion Picture**

The course will present a survey of the evolution of film as a distinct medium of communication and as an art form. It will study notable creative pioneers of the art form and their contributions, as well as the relationship of film to other media.

## 15

### **Fundamentals of Script Writing**

The course is designed to enable students to understand the nature of the film script. To this effect, the importance of pre-visualisation will be emphasised, particularly the content outline and treatment of the screenplay. Instruction by lecture will be accompanied by practical exercises in scripting and evaluation.

## 16

### **Elements of Film Production**

This course is designed to familiarise students with the technical apparatus of film making. It will analyse the camera, microphones, lighting systems, sets and different types of shots. Focus will be on the storyboard and composition with regard to territorial space and prosemic patterns, open and closed forms as well as lighting, sound, music, special effects and skills and qualities of the film producer. The course will also discuss the techniques of cinematography, production phase and activities and film structuring. Instruction will focus on the production of short films and documentaries.

## 17

### **Producing Film for Television**

The course presents an overview of the television industry and the relationship of film to television. It will also examine the establishment of contact with television stations, networks and arranging co-productions. The problems of meeting deadlines and resolving artistic conflicts will also be discussed.

## 18

### **Screen Directing**

The objective of this course is to introduce students to the theories of directing, dramatic form and acting. This will be done through lectures, demonstrations and applied exercises.

## 19

### **History and Development of Book Publishing**

This course will provide an overview of the origins of book publishing. Highlights of the course will include the invention of paper, printing, printing technology and desktop publishing.

## 20

### **Layout and Design (Book Publishing)**

The course is designed to teach students the operations of the production department and its role in the publishing process. It will examine type-setting and computer methods, planning the layout and designing the form and size of a book.

## 21

### **Advertising Research**

The course will examine the applications of communication research methods, notably qualitative and quantitative methods in advertising. Emphasis will be placed on budget, copy and media research.

## 22

### **Advertising Copy Writing**

The objective of the course is to teach students the theory and practice of writing effective advertising messages for print and broadcast media as well as outdoor advertisements. Practice will include laboratory work, the use of positive and negative appeals, the creative mix - verbal and visual.



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## **23**

### **Advertising Layout and Production**

The objective of the course is to make students understand the working of the production department and role in packaging advertising messages. It will cover planning a layout and producing messages, slogans and artwork.

## **24**

### **Feature Writing**

The course is designed to teach students how to prepare and write analytical, descriptive and factual articles for newspapers, general and specialised magazine and other publications. The course will also explore subject research, investigation of editorial needs, ethical and legal problems and the preparation of copy for publication.

## **25**

### **Fundamentals of Speech/ Communication and Rhetoric**

The course presents an overview of the physical and artistic qualities necessary for effective public oratory.

## **26**

### **Specialised Reporting**

This course is designed to provide instruction in the techniques of reporting specialised subjects such as agriculture, health, HIV/AIDS, population, environment and finance. It will also cover technical and scientific reporting and expose students to the basic literature, as well as outstanding examples of reporting of these issues.

## **27**

### **Radio and Television Animation**

This course on radio and television presentation of information and animation is divided into two separate parts:

**(a)** Radio and television presentation of information. The part will examine the techniques of presentation and information analysis for radio and television, with a focus on the microphone, the camera as well as the roles of the newsreader, the interviewer and the reporter.

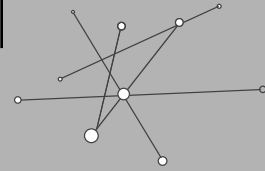
**(b)** Radio and television animation

This part of the course will treat techniques of radio and television presentation as well as the main attributes of a presenter.

year

3

All Areas of Specialisation



## Programme Structure

### A. Core Courses/Subjects

In the third year, all students, regardless of their areas of specialisation, will be required to take courses/subjects from the list suggested below:

1. Development Communication/Communication for Development
2. Advanced Communication Research Methods
3. Communication Policies and Law
4. Media Consultancy
5. International Communication
6. Communication Ethics
7. Advanced Reporting

### B. Elective Courses/Subjects

Students are required to choose courses/subjects from the following suggested list:

1. Mass Communication Literature
2. Intercultural/Cross-cultural Communication
3. Organisational Communication
4. Social Marketing
5. News Agency Reporting
6. Media and Human Rights

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## Description of Courses/Subjects

### A. Core Courses/Subjects

**1**

#### **Development Communication/ Communication for Development**

The course is designed to provide students with a broad overview of the functions of communication in development. It will deal with the historical, social, economic, psychological, political and educational aspects of the media. It will also explore the impact and influence of mass communication as a social institution and as an instrument for effecting change in such areas as literacy development, family planning, education, health, HIV/AIDS, and agricultural productivity.

**2**

#### **Advanced Communication Research Methods**

The course is aimed at developing the analytical and critical capacity of students to apply the principles and methods of social science research in communication.

**3**

#### **Communication Policies and Law**

An overview of the legal framework and policies affecting mass media operations. The development and constitutional growth of freedom of expression and of the press, the privileges and restraints on the mass media, defamation, sedition, privacy, contempt, obscenity and government regulations will be highlighted. International conventions on media and telecommunication will also be discussed.

**4**

#### **Media Consultancy**

The course is designed to teach students the strategies and operations of a communication consultancy agency. It will deal with human resource requirement, organisational and structural setup, political and social context and business strategies. It will discuss proposal writing.

**5**

#### **International Communication**

The course will discuss world news systems and information flow patterns. It will examine, among other issues, national and international news-gathering agencies, the role of foreign correspondents, cultural, financial and economic implications of globalisation.

**6**

#### **Communication Ethics**

Students will be taught the ethical and moral standards applicable to the mass media. The course will cover the ethical responsibilities of individuals, groups and organisations engaged in message gathering, production, transmission or consumption, particularly in the field of news and public affairs.

**7**

#### **Advanced News Reporting**

The course will examine advanced techniques of gathering and writing news stories. It will emphasise interpretative, investigative reporting and other in-depth and analytical reporting skills. A prerequisite for this course is news reporting.

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## B. Elective Courses/Subjects

**1**

### **Mass Communication Literature**

This is a directed reading course. Students are required to do a critique of half a dozen or more books on communication related subjects. The specific books will be determined by the training institution.

**2**

### **Intercultural/Cross-Cultural Communication**

This course will examine the dynamics of communication among peoples from diverse cultural backgrounds within and across societies.

**3**

### **Organisational Communication**

The course will examine the basic elements and structures of communication within different organisations. It will also discuss the dynamics of interpersonal communication within organisations.

**4**

### **Social Marketing**

The course will focus on the use of advertising concepts and principles in promoting or selling social development programs, ideas or products and will cover the preparation of public service announcements (PSAs).

**5**

### **News Agency Reporting**

The operations of a news agency will be examined and the principles of news gathering and writing will be adapted to the special kind of reporting required for a news agency. It will also discuss how to work as a foreign correspondent.

**6**

### **Media and Human Rights**

The aim of this course is to make the students sensitive to human rights issues and to introduce them to national and international legal instruments on human rights. It will also discuss actions dedicated to the defence of human rights in the media.

3<sup>year</sup>

Specialisation in Print Journalism

## Programme Structure

### A. Core Courses/Subjects

All print journalism students are required to take courses/subjects from the list suggested below:

1. Copy Editing
2. Investigative Reporting
3. Desktop Publishing
4. Analytical and Interpretative Reporting
5. Newspaper Management and Production
6. Editorial Writing
7. Magazine Writing, Editing and Production
8. Research Project in Print Journalism
9. Subediting

---

## Description of Courses/Subjects

### 1

#### **Copy Editing**

The course examines the various style guidelines which are appropriate for specific media. It also discusses editing principles, such as checking and cross-checking facts, grammar, spelling and punctuation.

### 2

#### **Investigative Reporting**

The objective of the course is to teach students the use of investigative techniques in gathering information for news and feature stories for the media. It discusses the techniques of interviews, researching, checking and cross-checking facts, developing an appropriate sense of judgement in the selection of information and facts for reports.

### 3

#### **Desktop Publishing**

The course covers the application of modern communication technologies for a wide range of professional-standard publications. Use of the computer, printed and variety of typographical and graphical facilities, page size, type styles and sizes, lines, boxes and shading will be examined.

### 4

#### **Analytical and Interpretative Reporting**

This course focuses on writing in-depth news stories based on informed, reasoned and critical perspectives. It will discuss how to explain and put into context complex news events.

### 5

#### **Newspaper Management and Production**

The objective of the course is to teach students the application of economics and management theory and principles to newspaper management. Students will study the management and production patterns and techniques of selected newspaper organisations.

### 6

#### **Editorial Writing**

The course will examine the theory and practice of writing editorials and opinion columns with emphasis on analysis and interpretation of events.

### 7

#### **Magazine Writing, Editing and Production**

The course discusses the content and design of a magazine. It examines and analyses readership, issue planning, content selection, printing and distribution. It also covers writing for and editing of specialised magazines and freelancing.

### 8

#### **Research Project in Print Journalism**

Students specialising in print journalism will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

### 9

#### **Subediting**

This course aims to train the students in rewriting of articles, preparation of headlines, titles and page set up using the appropriate software.

## Programme Structure

### A. Core Courses/Subjects

All broadcast journalism students are required to take courses/subjects from the list suggested below:

1. Television Programme Writing and Production
2. Radio Programme Writing and Production
3. Station Management and Operations
4. Drama and Documentary Production
5. Broadcast Commentary and Critical Writing
6. Educational Broadcasting
7. Research Project in Broadcasting
8. Semiology of Sound and Picture

### Description of Courses/Subjects

#### 1

##### **Television Programme Writing and Production**

The course presents a comprehensive analysis of the writing and production process as it pertains to television. It will involve the preparation and evaluation of television scripts and production of talk shows, interviews and discussion and magazine programmes.

#### 2

##### **Radio Programme Writing and Production**

The course will examine the elements and processes of writing for radio with special attention to the nature of radio and its audience. The focus will be on the writing of talk shows, interviews, discussion programmes, spot announcements, eye-witness accounts and magazines. It will also discuss the professional use of basic radio production equipment.

#### 3

##### **Station Management and Operations**

The course will examine daily management of radio and television stations involving planning, scheduling, traffic control, personnel management, planning and directing of special outside broadcast and simulated transmission of live broadcasting.

#### 4

##### **Drama and Documentary Production**

The course will discuss issues involved in producing drama and documentary for broadcasting: blocking; casting; budgeting, and performance. The focus is on drama and documentary for both radio and television.

#### 5

##### **Broadcast Commentary and Critical Writing**

The course is designed to teach students the functions and types of commentary programmes with particular attention to the editorial and the application of principles derived from research in persuasive communication and attitude change. It will discuss commentary and critical writing, types of criticisms and art review for radio and television.

#### 6

##### **Educational Broadcasting**

The course is designed to teach students the use of radio and television for educational purposes. It will involve an assessment of the strengths and limitations of radio and television, evaluation of pedagogic approaches and production techniques, radio fora and clubs, planning and production of educational programmes, supplementary materials and teaching aids.

---

## 7

### **Research Project in Broadcasting**

Students specialising in broadcasting will undertake a supervised research project in the subject areas and submit a 3,000- to 5,000-word report.

## 8

### **Semiology of sound and picture**

This course will aim at demonstrating that the sound and the picture are autonomous means of communication. The students will be able to read the picture and to interpret the sound. The course will discuss contemporary theories of sound and picture; contents of the signs; and rules of interpretation.

### Programme Structure

#### **A. Core Courses/Subjects**

All public relations students are required to take courses/subjects from the list suggested below:

1. International Public Relations
2. Public Relations and Consumer Behaviour
3. Management of Public Relations Agency
4. Ethics in Public Relations
5. Critical Issues in Public Relations
6. Public Relations in Community Relations
7. Research Project in Public Relations
8. Communication in Times of Crisis

### Description of Courses/Subjects

#### **1**

#### **International Public Relations**

The course will discuss trends, issues and problems confronting public relations departments in multi-national corporations and other organisations involved in international trade and business. It will also cover public relations and development.

#### **2**

#### **Public Relations and Consumer Behaviour**

The course will show how appropriate public relations policies and programmes can prevent or help solve consumer problems. It will cover consumer movements and their impact on the market place and how to work with consumer advocates for the benefit of organisations.

#### **3**

#### **Management of Public Relations Agency**

The course will discuss the establishment of effective guidelines for setting up a public relations firm. Emphasis will be placed on the organisation and management of the various departments of a public relations agency, as well as strategies for maintaining good relations between the agency and its clients.

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## 4

### **Ethics in Public Relations**

The course is designed to teach students ethical and moral standards applicable in public relations practice. Ethical responsibilities of individuals, groups and organisations engaged in public relations activities, particularly in their relations with the mass media and the general public, will be discussed.

## 5

### **Critical Issues in Public Relations**

The course will examine current critical issues in public relations and their relevance to public relations practice in the respective country.

## 6

### **Public Relations in Community Relations**

The course will examine current trends in community relations and how effective community relations can be an essential element in the overall public relations programme. It will focus on non-traditional approaches and use case histories to demonstrate how to cope with crisis situations.

## 7

### **Research Project in Public Relations**

Students specialising in public relations will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

## 8

### **Communication in Times of Crisis**

This course will allow the students to understand the causes, outward signs and consequences of a crisis situation and to acquire the conceptual knowledge and practical tools for reporting on crisis situation.

3<sup>year</sup>

Specialisation in Advertising

## Programme Structure

### **A. Core Courses/Subjects**

All advertising students are required to take courses/ subjects from the list suggested below:

1. Advertising and Media Planning
2. Advertising Campaigns
3. Advertising Creative Strategies
4. Ethics in Advertising
5. Management of Advertising Agency
6. Advertising and Consumer Behaviour
7. Case Studies in Advertising Management
8. Research Project in Advertising



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## Description of Courses/Subjects

### 1

#### **Advertising and Media Planning**

The course will cover the preparation of an advertising media plan including analysis of the various media in terms of target audience and the frequency of reach. It will also discuss other important factors in matching media with markets.

### 2

#### **Advertising Campaigns**

The course is designed to teach students the planning and execution of an advertising campaign which entails market and consumer research, development and allocation of advertising budget, organisation and functions of advertising agencies, selection of media, choice of advertising appeals and preparation and production of advertisements. The course will also discuss the preparation of Public Service Announcements (PSAs) and the use of multimedia strategies in advertising campaigns.

### 3

#### **Advertising Creative Strategies**

The course will teach students the theory and practise of writing effective advertising messages for print and broadcast media. Theory will include economic, social and ethical aspects; practice will involve the writing of advertising copy, laboratory work and the preparation of layouts. The emphasis in the course will be on the creative aspects of advertising.

### 4

#### **Ethics in Advertising**

The course is designed to teach students ethical and moral standards applicable to the advertising discipline. Emphasis will be on the ethical responsibilities of individuals, groups and organisations engaged in advertising message production, transmission or consumption.

### 5

#### **Management of Advertising Agency**

The course will discuss the establishment of effective guidelines for setting up an advertising agency. It will place special emphasis on the organisation and management of the various departments of an advertising agency, as well as strategies for maintaining good relations between the advertising agency and its clients.

### 6

#### **Advertising and Consumer Behaviour**

The course will teach students appropriate advertising strategies and programmes that can contribute to the solution of consumer problems. It will cover consumer movements and their impact on the advertising market and how to work with consumer advocates for the benefit of advertising organisations.

### 7

#### **Case Studies in Advertising Management**

The course will analyse actual advertising situations and examine how such situations can be effectively and efficiently managed.

### 8

#### **Research Project in Advertising**

Students specialising in advertising will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

## Programme Structure

### A. Core Courses/Subjects

All book publishing students are required to take courses/subjects from the list suggested below:

1. New Techniques in Book Production and Distribution
2. University Press and Book Publishing Industry
3. Marketing Publications
4. Research in Book Development
5. Manuscript Editing and Assessment
6. Management in Book Publishing
7. Book Publishing and the Law
8. Critical Issues and Case Studies in Book Publishing
9. Binding and Finishing Operations
10. Research Project in Book Publishing
11. Editorial Marketing

## Description of Courses/Subjects

### 1

#### **New Techniques in Book Production and Distribution**

The course is designed to present a survey of new techniques and methods used in book production, including graphic design and distribution.

### 2

#### **University Press and Book Publishing Industry**

The course will discuss special problems of non-profit-making book publishing organisations and the management of university press as an instrument in promoting scholarship.

### 3

#### **Marketing Publications**

The course will study the marketing mix, sales representation, direct mail, space advertising and publicity, as well as the selling of subsidiary rights. Guidelines for marketing to bookstores, other retail outlets, wholesalers, jobbers and libraries will also be discussed.

### 4

#### **Research in Book Development**

The course will examine types and methods of research used in book development, including media research, product research, market research and campaign testing.

### 5

#### **Manuscript Editing and Assessment**

The objective of the course is to give students intensive instruction in copy editing and preparation of “mock” manuscript for publication, as well as problems involved in acquiring authors, motivating them and working with them. The course also deals with developing projects, recruiting writers for them, screening and assisting authors and examining criteria for assessing manuscripts. It will also discuss creating and working with members of an editorial board.

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## 6

### **Management in Book Publishing**

The course will teach students the application of economic and management theories to the management of book publishing establishments.

## 7

### **Book Publishing and the Law**

The course will discuss laws basic to book publishing, with emphasis on libel, copyright, national security, and privacy. It will also cover attendant ethical considerations.

## 8

### **Critical Issues and Case Studies in Book Publishing**

The course will use a case study approach to discuss book publishing problems and their solutions; it will focus on oral and written analysis of both actual and simulated case problems in book publishing.

## 9

### **Binding and Finishing Operations**

The course is designed to give students an understanding of the significance and reasons for binding. It will discuss traditional and modern materials and methods of binding: papyrus; parchment; papers and leather; folding, collating, guarding and pairing; rounding and packing.

## 10

### **Research Project in Book Publishing**

Students specialising in book publishing will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

## 11

### **Editorial Marketing**

This course aims at showing the special features of editorial products compared to commercial ones. The objective is to teach students the specific techniques of marketing and distribution of editorial goods.

### Programme Structure

#### **A. Core Courses/Subjects**

All film students are required to take courses/subjects from the list suggested below:

1. History of Cinematography
2. Social Development and Film Production
3. Film Production and Culture
4. Film and Cinema Management
5. Film Editing
6. Film Animation
7. Documentary Film Production
8. Mobile Cinema and Rural Development
9. Film Marketing
10. Film Criticism
11. Research Project in Film/Cinema

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## Description of Courses/Subjects

### 1

#### **History of Cinematography**

The course will present a survey of the evolution of cinematography and film technology as a popular medium of communication and as an art form.

### 2

#### **Social Development and Film Production**

The course will teach students how to conceive, produce and distribute short thematic documentary films for rural communities and disadvantaged areas in urban communities. It will entail content analysis, audience research and management procedures.

### 3

#### **Film Production and Culture**

The course will discuss the purposeful production of film that protects the culture of its audience. It will examine the problems relating to the domination of foreign culture through films and strategies for reversing this trend.

### 4

#### **Film and Cinema Management**

The course will present an overview of management and organisational theory with particular attention to the motion picture industry. It will examine the establishment and operation of film making companies, and cinema houses as well as the problems and challenges in running film production companies, institutions and cinema.

### 5

#### **Film Editing**

The course is designed to teach students the use of the technical and aesthetic qualities of film footage for making editorial decisions concerning the elements that will be retained in the final production.

### 6

#### **Film Animation**

The course will teach students the history of animation, starting with the development of the cartoon film, traditional techniques of animation and recent technical in-

novations, including automation and computerisation. It will also discuss the preparation of detailed verbal script, story board, visual choreography and the uses of animation, including its place in entertainment, public relations, advertising and research.

### 7

#### **Documentary Film Production**

The course will present a survey of the evolution and pioneers of the documentary form. It will entail an analysis of the creative, political, anthropological and journalistic environment of the documentary.

### 8

#### **Mobile Cinema and Rural Development**

The course will examine the strengths and weaknesses of mobile cinema as a medium of mass communication. It will also discuss the history of the mobile cinema, colonial films, indigenous films and the political context, as well as the planning and production of documentaries for health, agricultural and literacy campaigns.

### 9

#### **Film Marketing**

The course will discuss the application of advertising theory to the promotion or marketing of a film. It will review the art and science of marketing film/cinema and problems and possible solutions in film marketing.

### 10

#### **Film Criticism**

The course will present a critical analysis and evaluation of popular and feature films based on major cinematographic principles and criteria such as plot, characterisation, special effects and thematic appeal.

### 11

#### **Research Project in Film/Cinema**

Students specialising in film will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

## Programme Structure

### A. Core Courses/Subjects

All photo-journalism students are required to take courses/subjects from the list suggested below :

1. Photo Documentation
2. Management in Photo-Journalism
3. Photo Editing
4. Reversal Film Processing
5. Industrial and Commercial Photo
6. Case Study of Prominent Photographers
7. Developments in Photography Technologies
8. Colour Photography
9. Ethical Issues in Photography
10. Critical issues in Photo-Journalism
11. Caption Writing
12. Research Project in Photo Journalism

### Description of Courses/Subjects

#### 1

##### **Photo Documentation**

The objective of the course is to teach students conception, organisation and starting a photo documentation system. Conservation, computer assisted digital storage, retrieval and maintenance of photographs are emphasised.

#### 2

##### **Management in Photo-Journalism**

The course is designed to train students in the general management of photo laboratory. It entails coding and filling of photographs and presentation of photography chemicals, papers, films, etc. The course differentiates photo-journalism laboratory from studio photography.

#### 3

##### **Photo-Editing**

The course will present a study of technical and aesthetic qualities of photographs and how these factors affect editorial decisions concerning the use of pictures in publications. Students will engage in practical exercises in layout and design, as well as other duties of a newspaper or magazine picture editor.

#### 4

##### **Reversal Film Processing**

The focus of this course is on the use of reversal film in the production of colour slides for use for educational purposes.

#### 5

##### **Industrial and Commercial Photo**

The course will focus is on commercial, industrial and magazine photography. It will give special attention to the production of a photo magazine within the institution to give students ample opportunity for practice.

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## 6

### **Case study of Prominent Photographers**

The course will analyse the work of prominent local and foreign photographers. It will discuss the situations and how such situations affected or might have affected their work.

## 7

### **Developments in Photography Technologies**

The course will present a survey of developments in photography technologies. The differences between black and white and colour photographs, the advent of digital photography, the modes of transmission to distant places and the use of Internet resources will be discussed.

## 8

### **Colour Photography**

The objective of the course is to teach students the principles of colour photography in both the taking and processing of photographs. Special emphasis will be given to lighting colour, theory, sensitometry and other aesthetics of colour composition.

## 9

### **Ethical Issues in Photography**

The course will discuss the ethical dilemmas of photojournalism, especially the boundaries of news photographs, sensitivity of people in the news and the circumstances of news events.

## 10

### **Critical Issues in Photo-Journalism**

The course will discuss current critical issues in photography and photo-journalism.

## 11

### **Caption Writing**

A practical course designed to enable students to become proficient in writing news pictures captions. Students will be assigned to news picture beats on and off-campus to write captions for the pictures they produce.

## 12

### **Research Project in Photo Journalism**

Students specialising in photojournalism will undertake a supervised research project in the subject-area and submit a 3,000- to 5,000-word report.

year

4

All Areas of Specialisation



## Programme Structure

### A. Core Courses/Subjects

All students are required to take courses/subjects from the following suggested list and should produce a report in one of the main domains of communication and journalism:

1. Advanced Communication Research Methods II
2. Rural Broadcasting
3. Reporting Development Issues
4. Research Project on a Related Subject
5. Online Publishing
6. Computer-Aided Research and Reporting

### B. Elective Courses/Subjects

All students can choose any one of the courses/subjects listed below:

1. Foreign Correspondence
2. Emerging/Contemporary Issues in Communication
3. Campaign Management

## Description of Courses/Subjects

### A. Core Courses/Subjects

1

#### **Advanced Communication Research Methods II**

This course examines further the application of social science research methods to communication research, including hypotheses testing and statistical analysis of data. It stresses the collection of empirical evidence; the differences between qualitative and quantitative approaches to communication research; how various designs and statistical methods are interrelated; how to use appropriate techniques for analysing data; and standard computer packages such as SAS and SPSS.

2

#### **Rural Broadcasting**

The course is designed to teach students the role and importance of broadcasting in rural communities in Africa. It will discuss such issues as the evolution of community radio stations, different types of rural broadcasting, programme formats and audiences, management and organisation of rural broadcasting, and the use of new information and communication techniques in rural broadcasting.

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### 3

#### **Reporting Development Issues**

The course is designed to equip the students with the knowledge and techniques required for effective reporting on development issues. It will focus on the main actors and sources of development news in African societies and the approaches to in-depth reporting on current development issues of concern in Africa.

### 4

#### **Research Project on a Related Subject**

All students will be required to prepare and submit a report on a research project in one of the main areas of communications and journalism. The subject or topic of study and the methods to be used will be determined in consultation with the relevant members of the teaching staff.

### 5

#### **Online Publishing**

The course is designed to teach students the use of the Internet as a publishing and broadcasting medium. It will focus on web page creation and cover page development, web techniques and major related issues such as site strategy and social context, the nature of Internet journalism and future trends in online publishing.

### 6

#### **Computer-Aided Research and Reporting**

The objective of the course is to develop students' knowledge and skills in electronic communication and research. It will examine the changes taking place in information technology and new media and the techniques required to undertake and present computer-aided research projects in new media. The course will cover the use of e-mail, mailing lists and news groups, retrieving and transferring documents, evaluating the validity and accuracy of online information, statistical analysis of data, presentation of information using Power Point and publishing research on the World Wide Web with HTML.

## **B. Elective Courses/Subjects**

### 1

#### **Foreign Correspondence**

The course will examine the art and practice of foreign correspondence. It will discuss the knowledge, skills and techniques required of foreign correspondents; the challenges, opportunities and pressures on foreign correspondence; the use of foreign correspondents by regional and international media organisations; and electronic gathering, processing and transmission of news and information.

### 2

#### **Emerging/Contemporary Issues in Communication**

The course is designed to enable students to explore and examine contemporary and emerging issues in the different domains of communication. The discussion will focus on the implications of the issues in African society.

### 3

#### **Campaign Management**

The course will study the structure and management of media campaigns with a focus on multi-media approaches to campaigns. It will cover the general principles and elements, purposes of media campaigns, the design and strategic planning process, message formulation strategies, implementation, monitoring and evaluation of media campaigns.



## Programme Structure

### A. Core Courses/Subjects

All print journalism students are required to take courses/subjects from the following suggested list:

1. International Developments in Print Journalism
2. Critical Review and Writing
3. Special Issues in Print Journalism

## Description of Courses/Subjects

### 1

#### **International Developments in Print Journalism**

The course is designed to enable students to examine current developments in print journalism at the international level. The focus will be on the implications of the development on the practice of print journalism in Africa in general and the country (where the training institution is located) in particular.

### 2

#### **Critical Review and Writing**

The course will discuss the techniques and approaches to critical writing and reviews in the print media. It will cover the knowledge required for gathering information and preparing reviews of books, films, plays and other productions, as well as non-fiction writing.

### 3

#### **Special Issues in Print Journalism**

The course will discuss current issues in print journalism practice in the country where the training institution is located.

## Programme Structure

### A. Core Courses/Subjects

All broadcast journalism students are required to take courses/subjects from the following suggested list:

1. Broadcasting Media Management and Operations
2. International Developments in Broadcasting
3. Special Issues in Broadcast Journalism
4. Webmaster / Web publisher
5. Introduction to BETACAM

### Description of Courses/Subjects

#### 1

##### **Broadcasting Media Management and Operations**

The course will examine the structure, administration and functioning of broadcast organizations. The financial, technical aspects and those regarding human resources in broadcasting will be approached. The students will look into some models of radio and television administration.

#### 2

##### **International Developments in Broadcasting**

The course is designed to enable students to examine current developments in broadcast journalism at the international level. The focus will be on the implications of the development on the practice of broadcast journalism in Africa in general and the country (where the training institution is located) in particular.

#### 3

##### **Special Issues in Broadcast Journalism**

The course will discuss current issues in broadcast journalism practice in the country where the training institution is located.

#### 4

##### **Webmaster / Web Publisher**

The course will discuss the:

- **history and presentation of on-line networks**  
analysis of the various functions available on the Internet, (use of research tools and online help, broadcasting sites).
- **Configuration for an Internet connection**  
memory management, and network broadcasting
- **Web publishing**  
analysis of various types of sites [commercial, information, institutional]; problems relating to an Internet project; interactivity tools.
- **Specific writing skills for the Web**  
typography; graphics, fixed and animated pictures, sounds, conception and page set up; branching and hypertext links.
- **Photoshop for the Web**  
working with pictures; introduction to Illustrator; flash and animation on the Web.

#### 5

##### **Introduction to BETACAM**

The course deals with knowledge of BETACAM, techniques of shooting, picture composition, depth of field, measure of the light, diaphragm, language of picture and sound. It also discusses preparing the report (construction, search for a story and factual report), editing (shot and vocabulary) and mixing (comments and mix of sounds).

## Programme Structure

### A. Core Courses/Subjects

All public relations students are required to take courses/subjects from the following suggested list :

1. Public Relations Management
2. International Developments in Public Relations
3. Special Issues in Public Relations

## Description of Courses/Subjects

### 1

#### **Public Relations Management**

The course will examine the structure, management and operations of public relations and cover the technical, financial, as well as human resources aspects of operating and managing public relations firms. It will also study crisis management, issues management, building employee and community relationships, and strategic approaches to and models of public relations.

### 2

#### **International Developments in Public Relations**

The course is designed to enable students to examine current developments in public relations at the international level. The focus will be on the implications of the development on the practice of public relations in Africa in general and the country (where the training institution is located) in particular.

### 3

#### **Special Issues in Public Relations**

The course will discuss current issues in public relations practice in the country where the training institution is located.

## Programme Structure

### A. Core Courses/Subjects

All advertising students are required to take courses/subjects from the following suggested list:

1. Advertising Management
2. International Developments in Advertising
3. Special Issues in Advertising
4. The international market
5. Advertising in politics

## Description of Courses/Subjects

### 1

#### **Advertising Management**

The course will examine the structure, management and operations of advertising firms. It will cover the financial, technical and human resources aspects of operating and managing an advertising firm and study some models of advertising management.

### 2

#### **International Developments in Advertising**

The course is designed to enable students to examine current developments in advertising at the international level. The focus will be on the implications of the development on the practice of advertising in Africa in general and the country (where the training institution is located) in particular.

### 3

#### **Special Issues in Advertising**

The course will discuss current issues in advertising practice in the country where the training institution is located.

### 4

#### **The international market**

Worldwide advertising has impact on the local market. At the international level, globalisation has created a phenomenon of concentration of advertising agencies. This course will discuss international advertising agencies that dominate the European and American markets and that have subsidiaries in Africa.

### 5

#### **Advertising in Politics**

The course will examine advertising in politics and propaganda as well as the promotion of ideas and people.

## Programme Structure

### A. Core Courses/Subjects

All book publishing students are required to take courses/subjects from the following suggested list:

1. Book Publishing Management
2. International Developments in Book Publishing
3. Special Issues in Book Publishing

## Description of Courses/Subjects

### 1

#### **Book Publishing Management**

The course will examine the structure, management and operations of book publishing firms. It will cover the technical, financial, as well as human resources aspects of operating and managing book publishing houses and models of book publishing management.

### 2

#### **International Developments in Book Publishing**

The course is designed to enable students to examine current developments in book publishing at the international level. The focus will be on the implications of the developments on the practice of book publishing in Africa in general and the country (where the training institution is located) in particular.

### 3

#### **Special Issues in Book Publishing**

The course will discuss current issues in book publishing practice in the country where the training institution is located.

## Programme Structure

### A. Core Courses/Subjects

All film students are required to take courses/subjects from the following suggested list:

1. Film Management
2. International Developments in Film
3. Special Issues in Film

## Description of Courses/Subjects

### 1

#### **Film Management**

The course will examine the structure, management and operations of film and cinema houses. It will cover the technical, financial, as well as human resources aspects of operating and managing film companies and study some models of film management.

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## 2

### **International Developments in Film**

The course is designed to enable students to examine current developments in film making at the international level. The focus will be on the implications of the development of film making in Africa in general and the country (where the training institution is located) in particular.

## 3

### **Special Issues in Film**

The course will discuss current issues in the art of film-making in the country where the training institution is located.

### **Programme Structure**

#### **A. Core Courses/Subjects**

All photo-journalism students are required to take courses/subjects from the following suggested list:

1. Photo-Journalism Management
2. International Developments in Photo-Journalism
3. Special Issues in Photo-Journalism
4. Review digital photography

### **Description of Courses/Subjects**

#### 1

##### **Photo-Journalism Management**

The course will examine the structure, management and operations of photo-journalism companies. It will cover the technical, financial and human resources aspects of operating and managing photo-journalism firms and study some models of photo-journalism management.

#### 2

##### **International Developments in Photo-Journalism**

The course is designed to enable students to examine current developments in photo-journalism at the international level. The focus will be on the implications of the developments on the practice of photo-journalism in Africa in general and the country (where the training institution is located) in particular.

#### 3

##### **Special Issues in Photo-Journalism**

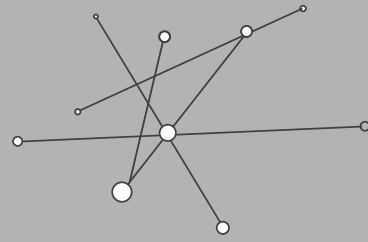
The course will discuss current issues in photo-journalism practice in the country where the training institution is located.

#### 4

##### **Review digital photography**

Review current trends, market of digital photography daily of photographers and various actors of the world of images.

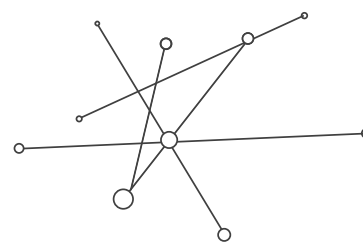
# III



Master of Arts or Master of Philosophy Programme

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# III



## Master of Arts or Master of Philosophy Programme

The Master of Arts and Master of Philosophy degree programmes are designed to provide the student with a firm academic foundation while also ensuring opportunities for skills development and the acquisition of practical experience in the following communication areas of specialisation: Print Journalism, Broadcasting, Public Relations and Advertising, Communication and National Development. The programme may also be known as:

- M.A. or M.Phil. Media and Communication Studies
- M.A. Communication
- M.A. Journalism
- Masters in Technology, Master of Mass Communication
- Master of Communication for Development
- Masters (Mass Communication).

## Admission Requirements

To qualify for admission into the Master of Arts or Master of Philosophy degree programme, an applicant must have one of the following:

- A B.A. in Communication from an accredited university;
- A first or higher degree in any discipline of the Natural Sciences; Social Sciences or Humanities from an accredited university;
- Three-year degree plus one extra year or a Graduate Diploma in Communication; and
- Meet the minimum requirements for entry into the M.A. or M.Phil. programme in the university or institution.

In addition to the above requirements, applicants must satisfy all other requirements of the School of Graduate Studies.

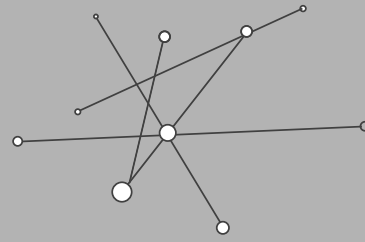
## Degree Requirements

To obtain an M.A. or M.Phil. degree in Communication or any equivalent degree, a candidate must:

- Take and pass a required minimum number of courses/subjects or number of credit hours;
- Present and defend a thesis/project in the communication area of specialisation; and
- Satisfy all other requirements stipulated in the regulations of the University's School of Graduate Studies.



# III



Master of Arts or Master of Philosophy Programme

## Programme Structure

### A. Core Courses/Subjects

The required courses/subjects in the M.A. or M.Phil programme can be offered from the following suggested list:

1. Advanced Communication Theories and Models
2. Advanced Qualitative Research Methods
3. Advanced Quantitative Research Methods
4. Communication Policy and Planning
5. International Communication
6. Seminar/Colloquium in Communication
7. Thesis/Project

### B. Elective Courses/Subjects

Elective courses in the M.A. or M.Phil programme can be offered from the following suggested list:

1. Intercultural Communication
2. Public Opinion and Propaganda
3. Audience Studies
4. African Communication Systems
5. Organisational Communication
6. Development Communication/Communication for Development
7. Interpersonal Communication

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## Description of Courses/Subjects

### A. Core Courses/Subjects

**1**

#### **Advanced Communication Theories and Models**

The course is designed to offer students overview and analysis of core theories and models related to communication, particularly mass communication. Empirical research in mass communication, including development of theories and models, will be used to explain and address communication functions, processes, uses and impact.

**2**

#### **Advanced Qualitative Research Methods**

The objective of the course is to strengthen the analytical and critical capacity of students in applying the principles and methods of qualitative research to the study of communication phenomenon. It will discuss the strengths, weakness and uses of such methods as content analysis, ethnographic, administrative and historical analyses, participatory action research, focus groups, panel studies and field observations.

**3**

#### **Advanced Quantitative Research Methods**

The course is designed to strengthen the analytical and critical capacity of students in applying the principles and methods of quantitative research to the study of communication phenomenon. The course will focus on the research design process, conceptualisations and measurement, data collection and types of statistical analytical tools used in quantitative research.

**4**

#### **Communication Policy and Planning**

The course will focus on the process of formulating communication policies and the integration of communication factors in national development planning. It will examine the significance of communication policies, the various elements and actors involved in formulating communication policies and the local, national and international aspects of communication policy and planning for development.

**5**

#### **International Communication**

The course is designed to stimulate a critical appraisal of international communication systems and expose students to international communication flow patterns, critical issues in global news and information coverage. It will examine media systems of the world, the theory and flow of international communication, direct satellite broadcasting, globalisation and new information and communication technologies.

**6**

#### **Seminar/Colloquium in Communication**

The seminar/colloquium is designed to enable students to explore and discuss in-depth current critical issues in the different areas of the communication discipline.

**7**

#### **Thesis/Project**

All students will be required to prepare and submit a thesis/project report on a study in one of the main domains of communication. The subject or topic of study and the methods to be used will be determined in consultation with the relevant members of the teaching staff.

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## B. Elective Courses/Subjects

**1**

### **Intercultural Communication**

The course will examine the dynamics of communication among people from diverse cultural and ethnic backgrounds within and across societies. It will discuss the theoretical and philosophical context of intercultural communication, as well as communication forms and structures in various cultures and ethnic groups in African societies.

**2**

### **Public Opinion and Propaganda**

The course will discuss the concepts, origins, meanings and dimensions of public opinion and propaganda. It will also study the techniques and uses of propaganda, as well as the theory and methods of measuring public opinion. The course will examine the nature, formulation and impact of public opinion and opinion pools on democratic processes. Public opinion forms and leaders on the society will be identified and studied.

**3**

### **Audience Studies**

The course is designed to teach students the importance of audience/readership analysis and its impact on media performance. It will identify and examine various methods and approaches used in studies of audiences of the print media, broadcasting, film, advertising and public relations.

**4**

### **African Communication Systems**

The course will examine past and present communication systems in African societies. It will discuss communication forms and structures in various African countries, including traditional/indigenous media, verbal and non-verbal communication and compare these with indigenous communication systems in other societies.

**5**

### **Organisational Communication**

The course will study the theory and practices of communication within organisations. It will examine communication structures and elements within different organisations (governmental, non-governmental, international), vertical and horizontal information flow patterns and methods of effective organisational communication.

**6**

### **Development Communication/ Communication for Development**

The course will analyse the relationship between communication and development and review the historical development of the concepts of "development" and its principal characteristics. It will discuss the use of communication strategies, structures and approaches to promote national development and social change. The course will also study the conceptualisation, design and implementation of development-support communication programmes.

**7**

### **Interpersonal Communication**

The course is designed to teach students the theory and practices of interpersonal communication. It will discuss different types and channels and approaches to effective interpersonal communication.

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