Bayero University Kano (BUK)

Communication and Media Studies

Information and Media Studies

B.Sc. Information and Media Studies

30% Addition to CCMAS Course Structure/Summary

**100 Level**

| **S/N** | **Level** | **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 100 | BUK-IMS 101 | Introduction to Multimedia Journalism | 3 | Core | 30 | 45 |
|  | 100 | BUK-IMS 102 | Introduction to New Media and Digital Security | 3 | Core | 30 | 45 |
|  | 100 | BUK-IMS 103 | Introduction to Open Source Investigation | 3 | Core | 30 | 45 |
|  | 100 | BUK-IMS 104 | Digital literacy | 3 | Core | 30 | 45 |
|  | 100 | BUK-IMS 105 | Hausaphone Literature and Social Media | 3 | Core | 30 | 45 |
|  |  |  | **Total** | **15** |  |  |  |

**200 Level**

| **S/N** | **Level** | **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 200 | BUK-IMS 201 | Social Media and Society | 2 | Core | 15 | 45 |
|  | 200 | BUK-IMS 202 | Theories and Practice of Social Networking | 2 | Core | 15 | 45 |
|  | 200 | BUK-IMS 203 | Gender Mainstreaming in Technology and Innovation | 2 | Core | 15 | 45 |
|  | 200 | BUK-IMS 204 | Communication and E-health | 2 | Core | 15 | 45 |
|  | 200 | BUK-IMS 205 | Trends in Online Visual Communication | 2 | Core | 15 | 45 |
|  | 200 | BUK-IMS 206 | Political Economy of Nigerian Film Industries | 2 | Elective | 15 | 45 |
|  |  |  | **Total** | **12** |  |  |  |

**300 Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 300 | BUK-IMS 309 | Editorial and Commentary Writing | 2 | Core | 15 | 45 |
|  | 300 | BUK-IMS 405 | Facts Checking and Technologies | 2 | Core | 15 | 45 |
|  | 300 | BUK-IMS 407 | Social Media Analytics | 2 | Core | 15 | 45 |
|  |  |  | **Total** | **06** |  |  |  |

**400 Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 400 | BUK-IMS 401 | Psychology of News | 2 | Core | 15 | 45 |
|  | 400 | BUK-IMS 402 | Data Mining for Journalism | 2 | Core | 15 | 45 |
|  | 400 | BUK-IMS 403 | Principles and Practice of Podcasting | 2 | Core | 15 | 45 |
|  | 400 | BUK-IMS 404 | Media Review and Critique Techniques | 2 | Core | 15 | 45 |
|  |  |  | **Total** | **08** |  |  |  |
|  |  |  | **Grand Total** | **41** |  |  |  |

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BUK-IMS 101 **Introduction to Multimedia Journalism** (2 units, Core); L = 15, PH = 45.

**Senate-approved relevance**

Multimedia journalists are storytellers who work across many dimensions. They embrace the traditional tenets of journalism: objectivity, accuracy, credible sourcing and strong writing. But they tell their stories through some combination of text, images, sound, video and graphics. Multimedia journalism grew out of a mushrooming of digital platforms and social media channels, and a shift in people’s preference for how they consume news. Increasingly affordable and accessible technology has only added momentum to the trend.

**Overview**

The course is designed to educate students on the basic concepts of Multimedia and techniques of Multimedia application in Journalism. Specifically, the Course will expose Students to the elements/components of Multimedia namely Text, Audio, Video, Graphics. It will also equip Students with techniques of using these elements in design and production of multimedia projects as part and parcel of Journalism.

**Objectives**

1. Demonstrate an understanding of the basic concepts of Multimedia journalism.
2. Differentiate between the different types of Multimedia elements.
3. Demonstrate a knowledge of understanding of the features of Multimedia objects.
4. Identify the areas of application of multimedia.
5. Demonstrate an understanding of techniques of Multimedia production.

**Learning Outcomes**

1. List three elements of Multimedia.
2. Outline three features of each of the multimedia elements.
3. List two file formats for each of the multimedia elements.
4. Identify five hardware tools needed to synthesize multimedia elements.
5. Identify five software tools needed to synthesize multimedia elements.

**Course contents**

Concept of Multimedia. Definitions of Multimedia. Elements of Multimedia. Features of Multimedia elements. Examples of Multimedia. Hardware Multimedia Technologies. Software Multimedia Technologies. Multimedia files-formats. Importance of Multimedia for journalism. Multimedia production equipment in Journalism. Creating an Online Publishing Platform. Writing and designing for the Web. Advantages of digital publishing. Areas of Application. Stages of Multimedia production. Best practices of multimedia journalism. Ethical and legal aspects of multimedia journalism.

**Minimum Academic Standards**

Adobe premiere pro, Adobe Photoshop, Audacity, Pinnacle studio, Corel-Draw, Canva

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**BUK-IMS 102 Introduction to New Media and Digital Security (2 units, Core); L= 15, PH = 45.**

**Senate-Approved Relevance**

In today's world, digital media is an integral part of our lives, and it is important to understand how to use it safely and responsibly. Introduction to New Media and Digital Security as an academic course, is an undergraduate course that resonate with the Bayero University, Kano's vision and mission; of becoming a world-class university that is committed to excellence in teaching, research, and community service, as well as advancing knowledge and promoting the social, cultural, and economic development of Nigeria through the provision of excellent educational opportunities. The also course aligns with SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 9 (Industry, Innovation and Infrastructure).

**Course Overview**

Introduction to New Media and Digital Security provides students with quality education on how to use digital media safely and responsibly. Fundamentally, Introduction to New Media and Digital Security provides students with the knowledge and skills necessary to navigate the digital world, including topics such as online privacy, cybersecurity, and digital citizenship. These skills are essential for success in the digital age, and will prepare students for careers in fields such as journalism, digital marketing, and information technology.

The course is designed to provide students with a solid foundation in digital media and digital security while emphasizing the importance of responsible digital citizenship. By the end of the course, students should have a comprehensive understanding of the latest trends in digital media and digital security and be able to apply this knowledge in their professional lives and for national development. Specifically, the course pays priority attention to new media and digital technologies, digital citizenship and ethics, digital security and privacy, cybercrime and cyber warfare, online reputation management, digital marketing and social media, the impact of new media on society and the economy.

**Course Objectives**

1. Understand the impact of new media on society, including the ways in which new media has changed communication, culture, politics, and the economy.
2. Identify the critical thinking skills to evaluate the credibility and authenticity of digital content, including identifying fake news and misinformation.
3. Understand the principles of digital privacy and security, including the importance of strong passwords, encryption, and secure online behavior.
4. Locate the skills and tools to protect digital assets, including data encryption, malware detection, and secure browsing.
5. Understand legal and ethical issues related to new media and digital security, including issues of privacy, intellectual property, and digital citizenship.
6. Comprehend effective communication skills to articulate ideas related to new media and digital security to diverse audiences.

**Learning Outcome**

1. Explain ten (10) impacts of new media on society, including the ways in which new media has changed communication, culture, politics, and the economy.
2. Identify and critically analyze ten (10) important skills used to evaluate the credibility and authenticity of digital content, including identifying fake news and misinformation.
3. Describe the practical application of ten (10) major principles of digital privacy and security, including the strong passwords, encryption and secured online behavior.
4. Make critical analysis of ten (10) Software, Apps and tools used to protect digital assets, including data encryption, malware detection, and secure browsing.
5. Explain the five (5) strengths and weaknesses of the book “The art of Invisibility” by Kevin Mitnick.
6. Produce and post ten 10 podcast on different aspects of new media and digital security.

**Course Contents**

Introduction to New Media and Digital Security. Social Media and Digital Identity. Information Security Management. Privacy and Surveillance in New Media Landscape. Digital Marketing and Advertising. Mobile Devices and App Security. Online Disinformation and Media Literacy. Cryptography and Encryption. Internet Governance and Net Neutrality. Digital Footprints and Reputation Management. Mobile Devices and Internet of Things (IoT) Security. Cybersecurity Law and Policy. Cybersecurity Careers and Skills. Digital Human Rights. Cyberbullying and Online Harassment. Artificial Intelligence and Privacy. Digital Accessibility and Inclusion

**Minimum Academic Standards**

Considering the fact that the course is all about New Media and Digital Security, there will be continuous engagement with various web services, antivirus software, fact-checking software, smartphone SIM cards, biometrics, and secured personal devices in order to augment the theoretical component. This makes it necessary for the students to have access to internet and computers or smart phones. Students will also be expected as groups, to summarize and critique two books: *Hacking: The Art of Exploitation*” by Jon Erickson and *Cult of the Dead Cow: How the Original Hacking Super group Might Just Save the World*” by Joseph Menn).

Each student will be required to produce marketing contents for social media and post them on various platforms and practically demonstrate how his or her accounts could be protected for potential hacking.

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**BUK-IMS 103 Introduction to Open Source Investigation (2 units, Core); L = 15, PH = 45.**

**Senate-approved relevance**

The proliferation of open source data - found across social media posts, self-published blogs, and other open source repositories - is radically transforming the world of investigations. However, generating meaningful insights from these volumes of publicly available data is the largest challenge facing effective investigations today. Advanced technologies and investigative techniques help to differentiate intelligence from data, and draw connections across investigative landscapes.

**Overview**

Open source investigation is an innovative approach that uses technology to gather, sort and analyse data from publicly available sources, including social media, video and image-sharing websites, mapping tools and satellite imagery.

This course introduces the concepts and practice of digital open-source investigations, including the use of social media and other publicly accessible, internet-based sources to gather and verify evidence for accountability. The course will examine the purpose, history and use of investigative mechanisms. Students will learn practical skills and cutting-edge methodologies for planning a successful investigation and collecting and authenticating digital information, including geolocation and chronolocation.

**Objectives**

1. Explain the concepts and practices underlying digital open-source investigations.
2. Demonstrate an understanding of the Lifecycle of Media Manipulation.
3. Explain the use of social listening and monitoring tools.
4. Learn to conduct investigations on social media platforms.
5. Demonstrate an understanding of the ethical considerations that come from using digital evidence.

**Learning Outcomes**

1. List three techniques of open source investigation.
2. Identify three methods of preserving digital evidence.
3. List three ways of presenting digital evidence.
4. Identify three social listening and monitoring tools.
5. Identify three ways each of how images and videos are manipulated.

**Course contents**

Information and societies. Information disorder and influence operations. Disinformation vulnerability assessment. Media monitoring and query generation. The lifecycle of media manipulation. Coordinated inauthentic behavior. Social listening and monitoring tools. Spotting bots. Spotting cyborgs. Spotting inauthentic activity. Platforms investigation. Visual investigations for images. Visual investigations for videos. Deepfakes. Visual investigations for deepfakes. Monitoring and reporting inside closed groups and Messaging Apps. Transparency and Accountability.

**Minimum Academic Standards**

Discussions will be based on some of the challenges to Open Source Investigation, including deep fakes, access to online spaces, and what evidence is not available online. Students will learn how to preserve and present digital evidence. The course will also cover some of the ethical considerations that come from using digital evidence.

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BUK-IMS 104 **Digital Literacy,** (2 Units; Core); L = 15; P = 45)

**Senate-approved relevance**

Technology is evolving very fast, where today’s technology is tomorrow's archival material. It has affected all aspects of human life and this makes Digital Literacy necessary. Digital literacy means being able to understand and use technology. It relates to the ability to find, use and create information online in a beneficial and useful way. Digital literacy also means knowing the limitations of technology and understanding the dangers and precautions that the use of technology requires. This has a direct link with BUK’s mission and vision of producing highly trained Journalists.

**Overview**

Owing to the unprecedented manner technology is evolving, we now live in a world that is both enriched and burdened by computers and gadgets. The domination of technology in our everyday lives highlights the importance of digital literacy for everyone. Digital literacy will offer knowledge the ability to understand that the digital world offers enormous benefits and advantages to everyone, but, without proper use and understanding of technology, the digital world can be overwhelming, and even dangerous.

Digital Literacy is designed to equip students with many of the needed digital and computer literacy skills necessary to prepare for creating, finding, and evaluating data and information. Students will be exposed to a broad range of computer technology along with a working knowledge of computer software and hardware. Students benefit from an understanding of a wide range of applications (e.g., document processing, presentations, spreadsheets, and web-based resources). Safety, use of technology, social, emotional, career, as well as critical thinking and problem-solving skill attainment are embedded throughout the course.

**Objectives**

The objectives of the course are to:

1. Demonstrate an understanding of basic digital skills
2. Demonstrate good understanding of document processing skills
3. Demonstrate problem-solving and computational thinking
4. Exhibit basic internet knowledge and usage
5. demonstrate basic knowledge of various technology and communication tools
6. Efficiently use basic multimedia and presentation skills

**Learning outcomes**

After completion of this course, the student should be able to:

1. List ten digital tools that are parts of our daily lives
2. Identify three document processing software
3. List and explain five applications can be used to solve various problems
4. Identify and explain five uses of internet in media environment
5. List four social networking tools and their benefits
6. Identify multimedia and presentation tools and their purposes

**Course contents**

Emergence of digital technology. Digital skills for the 21st century. Why digital learning. Factors responsible for digital evolution. Information management. Characteristics of Web 2.0. Digital tool sharing. Introduction to Documentation. Introduction to Internet. Introduction to Problem-Solving. Social media technology. Multimedia technology. Emerging Technologies & Current Issues. Influence of technology on Hausa/ Muslim societies. Effects of technology on Hausa culture. Safe, Legal and Ethical Use of' Digital Technology. Career Development.

**Minimum Academic Standards**

Multimedia laboratory with NUC CCMAS requirement facilities.

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BUK-IMS 105 **Hausaphone Literature and Social Media** (2 units, Elective); L = 15, PH = 45.

**Senate-approved relevance**

As a form of literary expression particularly among Hausa youth, and with emphasis on Hausa women, the need to articulate the trajectory of Hausa literature in contemporary times is accentuated by its encouragement of reading habits about young people. This should amplify the values and aspiration of the Kano community which hosts the university.

**Overview**

Hausa creative fiction is one of the most rapidly grown body of literature in northern Nigeria. Written by mainly women and covering a variety of themes, its principal focus has always been on romance – earning them the local tag of Kano Market Literature. Censorship from an Islamicate culture of Kano put severe restrictions on this form of literature. The preference of the Muslim society is for classical quintessential Hausa literature midwifed by the British colonial officers, in 1930s which set off a wave of literary competitions. The discovery by Hausa writers of Internet as a writing canvas and ways of circumventing censorship in 2013 gave Hausa writers a greater creative freedom.

This course explores the history of Hausa literature from colonial to its postcolonial reimagining, using the fabric of social media as a writing canvas.

**Objectives**

1. Explain the historical stages of Hausa literature
2. Describe the generations of Hausa literature
3. Explain the various Hausa literary competitions
4. Conduct a critique of censorship of the media
5. Identify Hausa literature on Facebook
6. Locate the presence of Hausa novels on Wattpad

**Learning Outcomes**

1. Explain the role played by Rupert East in the historical development of Hausa literature
2. Describe the three generations of Hausa writers
3. Identity and explain the development of two Hausa literary competitions
4. Analyze the Kano State Censorship Board Law of 2011
5. Write a critique of 10 Hausa novels on Facebook
6. Prepare a critique of five Wattpad Hausa novels

**Course contents**

History of Hausa literature. Hausa literary competitions. Key figures in classical Hausa literature. The generations of Hausa writers. Transnational Adaptation in Hausa literature. Emergence of modern Hausa literature. Key figures in modern Hausa literature. Romance as a motif in Hausa literature. Multiple motifs in Hausa literature. Transitions to Hausa cinema. Debates about Hausa literature. Censorship in Hausa literature. Hausa literature on Facebook. Hausa literature on Wattpad. Hausa literature on other digital media. Adult themes in Hausa digital literature. Future directions of Hausa literature: **Practicum**: Students to identify, select, read and summarize 50 Hausa books from Wattpad. The reviewing criteria will be provided during the semester

**Minimum Academic Standards**

Personal internet data access. Facebook accounts. Wattpad registration. Samples modern and classic Hausa literature fiction available from BUK Main Library, New Campus and Centre for the Study of Folklore, Bayero University Kano.

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BUK-IMS 201 **Social Media and Society** (2 units, Core); L = 15, PH = 45.

**Senate-approved relevance**

Social media have radically altered the social landscape of societies that are hitherto conservative. The medley of opinions, centered around objections of the freedom of expression on social media has clearly shown the need for the university to live up to its obligations to the community to properly educate young users of social media networks on the infrastructure of digital communication.

**Overview**

Social media have become a necessary communication platform nowadays for both personal and professional purposes. Through social media individuals and communities, both globally and locally, perform different activities for profit or non-profit purposes. Therefore, social media are the means of performing different types of meaningful interactions for any purpose. The various possibilities social media give entail a user/receiver-focused approach for any type of communication through social media. Research supports that even friendly discussions done online need to have a persuasive element in order to fulfill the needs of the receiver. The course aims to familiarize students with the role social media play in serving individual and collective purposes in an increasingly interdependent and globalized world.

This course will examine the use of social media to influence people, either individually or as groups within society. Students will be introduced to the ways social media platforms operate and how social media marketing techniques have been used in influence campaigns. Using recent examples, students will develop their understanding of the impact of social media on society.

**Objectives**

1. Demonstrate understanding of key characteristics of social media and their use for different business, commercial and social purposes.
2. Distinguish between different types of interactions both at the global and the local community level and the cultural influences and differences on such interactions in digital contexts.
3. Demonstrate knowledge of legal and ethical issues pertaining to social media use in contemporary society at a local and global level.
4. Identify and analyze attitudes, perceptions and values of Muslim societies society towards social media and their use for personal and community purposes.
5. Analyze the effects of social media on the behavior of individuals in the context of their diverse roles (consumers, citizens, professionals etc.).

**Learning Outcomes**

1. Explain five characteristics of social media
2. Outline three feature of social media and three features of social networks
3. List five each of five social media platforms
4. Identify social media handles of 10 Islamic clerics
5. Identify and critique five Fake news and three post-truth social media posts

**Course contents**

History of social media in Nigeria. Profiling the social media user: citizen, consumer, individual. Communication in the digital era. Cultural modes of communication and social media. Issues of interconnectedness, participation and globalization. Relationships and interactions in the social media. Social media culture in northern Nigeria. Influences of Islam culture in social media use. Using social media for the benefit of the local and the global community. General ethical issues in the digital era. Ethical issues for social media. Social media censorship. Social media effects. Fake News and Post-truth in social media. Social media and entrepreneurship. Gender and social media. Social media and facilitative learning.

**Minimum Academic Standards**

As this is a course is about social media, there will be continuous engagement with various social media throughout the course. For this all students must have internet access and personal smartphones. They must also have active social media accounts in the following platforms: TikTok, Twitter, Facebook, Instagram, YouTube, Pinterest. The practicum will revolve around students uploading 100 items on each social media account throughout the semester in various combinations. For Twitter, Facebook, Instagram and Pinterest, students will upload 20 pictures per each topic of the course. For YouTube and TikTok, students will be expected to create, collectively critique and upload five videos of five minutes at low resolution per week per course (YouTube), and 10 video skits of 30 seconds (TikTok). For TikTok, students will be required to 10 meaningful skits per week.

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BUK-IMS 202 **Theories and Practice of Social Networking**, (2 Units; Core); L = 15; P = 45)

**Senate-approved relevance**

Social networking sites have come a long way since the first social networking site, Six Degrees.com, was launched in 1997. Today, the world is rapidly adopting newer social networking platforms. According to Data Reportal, there are more than 4.74 billion social network users worldwide. In today's online environment, social networking sites (SNSs) have altered the social landscape. The training of would-be journalists who are highly skilled and knowledgeable in social networking is in agreement with BUK’s mission of becoming a centre of excellence in media studies.

**Overview**

Social networks are websites and apps that allow users and organizations to connect, communicate, share information and form relationships. People can connect with others in the same area, families, friends, and those with the same interests. Social networks are one of the most important uses of the internet today.

This course is designed to introduce students to the theoretical perspectives and practical applications of social networks with emphasis on the impact of communication technologies on the creation, maintenance, and transformation of social networks in contemporary media environments, in addition to understanding its contexts and social issues such as bullying, anonymity, addiction, anxiety, and selfishness. The course finally introduces students to a variety of existing, new and emerging concepts, strategies, and technologies utilized in today's online environment. It covers various social networking platforms, content, and tools, and related security and privacy issues in social media. Students will learn how to use social media to reach personal and professional goals

**Objectives**

The objectives of the course are to:

1. Demonstrate proficiency and understanding of social networks and their professional usages

2. Demonstrate skills in the use of social network analysis and social network developer tools

3. Demonstrate understanding of the relevance of various social networking sites

4. Demonstrate proficiency in understanding concepts in social networking and utilizing these

Concepts for solving real-world social network issues.

5. Identify and analyze the differences between Social networking and Social Media

6. Demonstrate knowledge of legal and ethical issues pertaining to social network use in

contemporary society at a local and global level

**Learning outcomes**

After completion of this course, the student should be able to:

1. Explain five importance of social networking
2. Provide five examples of uses of social networks for conducting social network analysis
3. List and explain three relevance each of various social networking sites
4. List five concepts in social networking and explain their relevance in solving real-world social network issues.
5. Identify and analyze five differences between Social networking and Social Media
6. List ten legal and ethical issues pertaining to social network use in contemporary society at a local and global level

**Course contents**

Intro / What? Why? and how we connected? History of Social Networking. Basic Concepts of Social Networking. Connected and Network Society. Social Network Literature. Understanding Various Social Networking Sites. Types of Social Networks. Social Networks for Business and Professional Use. Types of Social Networking Content. Introduction to Social Network Analysis. Using Social Network Analysis Development Tools. Social Network and Privacy. Legal and ethical issues in social networking. Social Networking, Fake News and Hate speech. Running, Dating, & Diversity. The evolving role of news on Twitter and Facebook. News use across social media platforms.

**Minimum Academic Standards**

Multimedia laboratory with a NUC CCMAS requirement facilities.

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BUK-IMS 203 **Gender Mainstreaming in Technology and Innovation,** (2 Units; Elective); L = 15; P = 45)

**Senate-approved relevance**

Gender Mainstreaming in Technology and Innovation is important considering the backwardness of women especially in this part of the world in technology and innovation. It is therefore important to have a course that will encourage inclusion of gender in the speedy and unstoppable trend of technological development. This has a direct link with BUK’s mission and vision of establishing Centre for Gender Studies.

**Overview**

Women around the world have been playing very active roles in technology and innovation, why Northern Nigerian women are left lagging behind. Considering the speed of technological evolution, young women studying Information and Media studies need have a course that will analyze the contribution to technological development from a gender perspective.

The aim of the course is to examine the mutual shaping of gender and science, technology, and innovation (STI) in the national systems of innovation in Africa. It explores how gender becomes imprinted in new scientific knowledge and new technologies, and how women and men encounter the products of science and technology differently.

**Objectives**

The objectives of the course are to:

1. Identify and explain how gender issues thread through all aspects of society, including the sciences (popularly assumed free from biases) and technologies (popularly assumed to be gender neutral).
2. Identify and review gender roles and contributions in science, technology and innovation.
3. Demonstrate understanding techniques for supporting gender-mainstreaming initiatives.
4. Identify longer-term strategies for gender equity in in science, technology and innovation.
5. Understand gender domination in different aspects of technology

**Learning outcomes**

After completion of this course, the student should be able to:

1. Identify and explain five areas where gender thread through in the society,
2. Identify and review five roles and contributions of women in science, technology and innovation.
3. List seven techniques use for supporting gender-mainstreaming initiatives.
4. Identify three longer-term strategies for gender equity in in science, technology and innovation.
5. Provide three examples of gender domination in different aspects of technology

**Course contents**

History of technological development. What is gender Mainstreaming. The nexus between technology and innovation. Why gender analysis on technology and innovation. Gender, Technology and Innovation. Use and engagement with technology and innovation in Northern Nigeria. Essence of technology and innovation to local businesses. Understanding Gender Concepts. Gender Mainstreaming. Gender and Science, Technology and Innovation. Strengthening Women Advancement. Case Studies in Managing Gender Issues. Principles and elements of gender mainstreaming. Gender Mainstreaming in Local Technologies. Technology and gender equality. Gender Analytics. Ethical issues in mainstreaming gender.

**Minimum Academic Standards**

The minimum academic standard for this course is possession of at least a smart phone and having access to the internet by all students. The 40% assignment for students will be practical, where they will be required to demonstrate knowledge in e-banking, e-commerce and e-health.

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BUK-IMS 204 **Communication and E-Health,** (2 Units; Elective); L = 15; P = 45)

**Senate-approved relevance**

E-health, also known as E-health, is a relatively new area of health communication inquiry that examines the development, implementation, and application of a broad range of evolving health information technologies (HITs) in modern society to disseminate health information, deliver health care, and promote public health. Training of high-quality graduates who are highly skilled and knowledgeable in Communication and E-health, is in agreement with BUK’s mission of becoming a centre of excellence in media studies.

**Overview**

E-health is the broadest concept referring to information and communication technologies (ICT) which, by way of tools, are used in the health sector to prevent, diagnose, treat, follow up, and manage health, reducing health system costs and improving its efficiency.

This course is designed to introduce students to various techniques used in developing and implementing health-related content through a variety of digital platforms. Students will launch a coherent and justifiable digital strategy for health communication by using writing, critical thinking and persuasion skills. Students will explore various trends in health communication and emerging social media to study their ethical application in both advertising and public relations. The course will also expose students to an array of mobile health education and support applications that have often been developed for use with smartphones, mobile health behavior monitoring, tracking, and alerting equipment

**Objectives**

The objectives of the course are to:

1. Articulate a critical understanding of theories, models and assumptions of health communication.
2. Communicate health related issues effectively using digital platforms.
3. Identify structural factors that foster and inhibit communication in health care contexts.
4. Understand how health messages are developed and delivered.
5. Understand how health communication campaigns are designed, implemented and evaluated.

**Learning outcomes**

After completion of this course, the student should be able to:

1. Explain the five importance of Communication and E-health
2. Discuss three of theories, models and assumptions of health communication.
3. Design and Communicate two health related issues effectively using digital platforms.
4. Identify five factors that foster and inhibit communication in health care contexts.
5. Provide examples of how health messages are developed and delivered.
6. Evaluate two health communication campaigns

**Course contents**

Growth and development of Communication and E-health. Importance of Communication and E-health. Why E-health? Social media and E-health Campaigns. E-health Target Audience. Population Health Campaigns. Using Infographics for E-health. Health promotion and health marketing. The Power of Digital. Message evaluation. Mobile health behaviour monitoring. Interactive and adaptive virtual systems for relevant health information. Digital Health Information Management. Digital Health Information Tools and Functions. Online social support groups for health care consumers. Challenges to effective use of E-health Communication Applications. Ethical Issues in Communication and E-health.

**Minimum Academic Standards**

Multimedia laboratory with NUC CCMAS requirement facilities.

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**BUK-IMS 205 Trends in Online Visual Communication (2 units, Elective); L= 15, PH =45.**

**Senate-Approved Relevance**

In this era of globalization and ICT-based economy, Online visual communication has become a crucial aspect of digital marketing as it is essential for effective communication engagement with various set of audiences. Consequently, the course “Trends in Online Visual Communication” is relevant to Bayero University’s vision. The course aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In addition to providing students with the necessary strategies to engage with modern digital technologies and promote digital inclusion, the course will equip students with essential knowledge and skills in designing and creating effective online visual communication materials, which are increasingly in demand in today's digital world.

**Course Overview**

The course covers a range of topics, including the principles of visual communication, design thinking, branding, user experience design, and social media marketing. It emphasizes the importance of using visual communication to promote sustainable development and create positive social change and overall national development. Students will also be introduced to a variety of tools and technologies for creating effective visual communication, including graphic design software, social media platforms, and digital marketing tools. Throughout the course, students will be challenged to think critically and creatively about how to communicate visually in a way that aligns with current industry’ needs.

At the end of the course, students will have developed a deep understanding of the latest trends in online visual communication and their relevance to sustainable development. They will also have acquired practical skills for creating effective visual communication that aligns with Bayero University's vision and mission and contributes to the attainment of the SDGs.

**Course objectives**

1. Understanding the role and importance of visual communication in online contexts.
2. Familiarizing with the latest trends in online visual communication, including design styles, graphic elements, and multimedia formats.
3. Developing skills in creating visually compelling content for online platforms, such as websites, social media, and mobile apps.
4. Learning how to use visual communication tools and software effectively to create high-quality visuals.
5. Analyzing case studies and best practices in online visual communication, and applying them to real-world scenarios.
6. Exploring ethical considerations in online visual communication, such as copyright and privacy issues.

**Learning Outcome**.

1. Explain five (5) factors that make visual communication effective
2. Outline five (5) importance of each of the following visual communication strategies: data visualization, shapes and lines, flows, symbols, icons and color
3. Scrutinize seven (7) ethical principles of online visual communication
4. Explicate five (5) legal implications of copyright violation of online content
5. Identify and critique five (5) visually inclined online media platforms in Nigeria
6. Trace and assess five (5) trending issues in online visual communication in the global arena

**Course Contents**

Introduction to Visual Communication in Online Contexts. Multimedia Formats in Online Visual Communication. Tools and Software for Online Visual Communication. User Experience Design and Online Visual Communication. Metrics and Evaluation in Online Visual Communication. Ethics and Online Visual Communication. Analysis of case studies and best practices in online visual communication. Social Media and Online Visual Communication. Branding and Online Visual Communication. Interactive and Immersive Online Visual Communication. Cross-Cultural and Multilingual Online Visual Communication. Video and Motion Graphics in Online Visual Communication. Accessibility and Online Visual Communication. Innovation and Experimentation in Online Visual Communication. Collaboration and Project Management in Online Visual Communication. Career Opportunities and Professional Development in Online Visual

**Minimum Academic Standard**

As the course is all about Trends in Online Visual Communication, there will be continuous engagement with visually inclined online medial platforms, such as Snapchat, Instagram, Pinterest, StumbleUpon, SlideShare, Shorts and many more. This makes it vary essential for all the students to have access to internet and computers or smart phones. Students will also be expected as groups, to summarize and critique two books “Visual Communication: Images with Messages” by Paul Martin Lester and “Visual Communication: Understanding Images in Media Culture” by Rick Williams). Students should join small groups to produce, upload and monitor contents online, using various trending strategies and tactics.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

**BUK-IMS 206 Political Economy of Nigerian Film Industries (2 units, Elective); L= 15, PH = 45.**

**Senate-Approved Relevance**

The relevance of the course “Political Economy of Nigerian Film Industries” for Senate approval lies in the fact that it aligns with Bayero University's vision and mission of producing graduates who are committed to advancing knowledge and contributing to the socio-economic development of Nigeria and the world at large. The course exposes students to the political and economic realities of the Nigerian film industry, which provides them with a deep understanding of the challenges and opportunities that exist in this sector. Armed with this knowledge, graduates of the course are well-positioned to make valuable contributions to the industry and the broader creative economy, driving innovation, creating jobs, and promoting cultural preservation. The course holds the potential to promote sustainable economic growth, social development, and cultural preservation in Nigeria.

Equally important, the course is consistent with the SDG 4, which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. In this regard, the course provides students with an in-depth understanding of the political and economic factors that shape the Nigerian film industry, which is a critical component of the country's cultural and creative economy. By equipping students with the knowledge and skills to navigate this dynamic industry, the course contributes to the development of a knowledgeable and skilled workforce, which is essential for achieving sustainable economic growth and reducing poverty and inequality.

**Overview**

The course "Political Economy of Nigerian Film Industries" is designed to provide students with an understanding of the Nigerian film industry from a political economy perspective. The course will examine the economic, political, and social factors that have shaped the development of the Nigerian film industry, and how these factors impact the industry's sustainability, growth, and contribution to the achievement of the Sustainable Development Goals (SDGs).

Through this course, students will gain knowledge on the role of government policies, institutions, and regulations in the Nigerian film industry. Additionally, students will explore the impact of globalization, digital technologies, and intellectual property rights on the industry's operations and distribution channels. The course will also delve into the social and cultural dimensions of Nigerian films, and their potential impact on promoting social and economic development in Nigeria.

**Course Objectives**:

1. Understand the historical, social, cultural, and economic contexts that have shaped the development of the Nigerian film industry.
2. Analyze the political, economic, and cultural factors that have influenced the production, distribution, and reception of Nigerian movies.
3. Critically examine the role of globalization, gender representations of Nigerian cultural identities in Nollywood.
4. Understand the financing, marketing, and promotion of Nigerian movies, and the impact of piracy on the industry.
5. Understand the role of Nigerian film festivals and awards, government policies, and local communities in the development of Nigerian film industries.
6. Analyze the future of Nigerian film industries and their potential impact on the Nigerian economy and society.

**Learning outcome**

1. Access and Review two (2) books which address socio-cultural and economic contexts that have shaped the development of the Nigerian film industry.
2. Identify and critique three (3) major political, economic, and cultural factors that have influenced the production, distribution, and reception of Nigerian movies
3. Evaluate five (5) roles of gender representations in Nollywood, and their impact on the industry's growth and evolution.
4. Critically examine three (3) major means of financing and promotion of Nigerian movies and how piracy impact on the industry and its stakeholders.
5. Make a concise summary of National Film and Video Censors Board Act, as amended (in 2004) and point out five (5) strength and weaknesses of the document.
6. Prepare and make presentation on the five (5) factors that will drive the future of Nigerian film industries and their potential impact on the Nigerian economy and society, including trends in technology, financing, and audience engagement.

**Course Content factors**

Introduction to Nigerian Film Industries and Nollywood. Historical and Cultural Context of. Nigerian Film Industries. Political Economy of Nigerian Film Industries. Globalization and Nigerian Film Industries. Film Production in Nigeria. Financing Nigerian Film Industries. Distribution of Nigerian Movies. Marketing and Promotion of Nigerian Movies. Nollywood and Piracy. Gender and Nigerian Film Industries. Representations of Nigerian Cultures and Identities in Nollywood. Nollywood and African Diaspora. Nigerian Film Industries and the Digital Revolution. Nigerian Film Festivals and Awards. Nigerian Film Industries and Government Policies. Nigerian Film Industries and Local Communities. Future of Nigerian Film Industries.

**Minimum Academic Standards**

To get the best out of the course, students are required to have access to relevant course materials such as textbooks, academic articles, research papers, and other relevant reading materials. Students should also get access to scholarly databases such as JSTOR, Project MUSE, or EBSCOhost to find academic articles related to the course content. Consequently, students must also get at least smart phones or computers as well as access to internet.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 301 **Editorial and Commentary Writing,** (2 Units; Elective); L = 15; P = 45)

**Senate-approved relevance**

The opinion function of the mass media is appreciated under advanced reporting. Editorial writing is an aspect of advanced reporting which takes the mass media to the realm of an estate or court of public opinion. People, individuals and institutions often look unto editorials for answers on vexing issues of the society as they also provide direction to policy makers and formulators. Armed with this knowledge, graduates of the course are well-positioned to make valuable contributions to the industry and the broader creative economy, driving innovation, creating jobs, and promoting cultural preservation. The course holds the potential to promote sustainable economic growth, social development, and cultural preservation in Nigeria, which is in line with BUK’s vision and mission.

**Overview**

The editorial can be described as the soul of a news media as it reflects its mindset and its taste. The policy stand and the burning issues of the day are projected through editorials. Strong and powerful editorials published in a popular newspaper or aired on TV or Radio can mould opinions and act as a catalyst of change. They also serve as a watchdog of public interest by by pointing out anomalies and irregularities in public policies and developmental works, besides offering suggestions and solutions to burning issues affecting the society.

The overall aim of this course is to expose students to the basic concepts in opinion writing, both from the corporate and individual points of view. The meaning, structure, types and functions of the editorial would be examined along with creative essentials of editorial writing. The course will also assist students to appreciate the major differences between an editorial and other forms of writing. Your understanding of Editorial Writing will prepare you to tackle the challenges that go with analysis and interpretation of issues of public concern. The course will professionally provoke the students’ hunger for critical thinking and writing in line with the concept of editorial writing.

**Objectives**

The objectives of the course are to:

1. Demonstrate good understanding of the concept of Editorial
2. Identify and understand qualities of good editorial writers
3. Understand types and functions of editorials
4. Understand persuasive and propaganda techniques in editorial writing
5. Apply the concept of editorial on topical socio-political and economic happenings in Nigeria.
6. Write good editorials
7. Understand the ethical issues in editorial writing

**Learning outcomes**

After completion of this course, the student should be able to:

1. List five features of Editorials
2. Identify and Explain four qualities of editorial writer
3. List all the types and functions of editorials
4. Give one example each of persuasive and propaganda techniques in editorial writing
5. Write one editorial on topical socio-political and economic happenings in Nigeria.
6. Write three good editorials ( one for each for Newspaper, Radio and TV)
7. List and succinctly discuss two ethical issues in editorial writing

**Course contents**

Meaning of editorials. Qualities of editorial writers. Types of editorials. Functions of editorials. Techniques of writing editorials. Sourcing for editorial materials. Word choices in editorial writing. Editorial audience. Classification of editorials. Determinants of editorial subjects. Compare and contrast columns from editorials. Writing editorials. Write editorials and reflect on dos and don’ts of editorials. Editorials and other forms of writing. Editorial Board. Structure of an Editorial and Pitfalls in Editorial Writing. Ethics of Editorial Writing.

**Minimum Academic Standards**

To get the best out of the course, students are required to have access to relevant course materials such as textbooks, academic articles, research papers, and other relevant reading materials. Students should also get access to scholarly databases such as JSTOR, Project MUSE, or EBSCOhost to find academic articles related to the course content. Consequently, students must also get at least smart phones or computers as well as access to internet. Equally important, students will be encouraged to establish appropriate connections with relevant stakeholders in the news media.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 302 **Fact-Checking and Technologies** (2 units, Elective); L = 15, PH = 45.

**Senate-approved relevance**

The internet makes it easy for billions of people to access information with a few simple keystrokes. However, it also makes it easy to spread false information, which can have disastrous effects on both individuals and society as a whole. For this reason, it is important to fact-check sources of information. Fact-checking is important because misinformation can sway opinion, which can lead to unintended consequences.

**Overview**

The current media ecosystem, derived from the consolidation of Information and Communication Technologies, shows a scenario in which the relationship between the media and their audience is being redefined. This represents a challenge for journalistic practice. In the digital age, the public actively participates in the construction and dissemination of news through social networks. Faced with this loss of control by the media, fake news and disinformation are emerging as one of the main problems of journalistic practice in a competitive business context, and with a high saturation of news content. In this situation, fact checkers emerge as key players in the information verification process.

This course will outline procedures to confirm accuracy, from using primary and secondary source material to conducting interviews with sources via phone and email. Relevant legal information, including libel law, will be discussed. Fact-checking as a career independent of copyediting also will be addressed.

**Objectives**

1. Demonstrate ability to recognize a fake news story.
2. Monitor Social Media for misinformation/disinformation.
3. Differentiate between misinformation and disinformation.
4. Identify various types of fact-checking.
5. Demonstrate an understanding of fact-checking code of ethics.

**Learning Outcomes**

1. List five fact-checking tools.
2. List five criteria to evaluate a website.
3. Identify three steps involved in image verification.
4. Identify three steps involved in video verification.
5. List three Code of Ethics for fact-checking.

**Course contents**

Navigating digital information. Evaluating Information. Fake news. Classification of fake news. Definition of news verification and fact checking. Similarities and differences between verification and fact checking. Importance of verification in journalism. Process of verification in journalism. Social media verification and fact checking. Basic verification/fact-checking tools. Basics of website verification. Basics of User generated content verification. Basics of image verification. Basics of video verification based on geolocations. Basics of video verification based on Deepfakes. Writing fact-checks. Fact-checking code of ethics.

**Minimum Academic Standards**

The Internet is the main source of information. People perform online searches all the time. One disadvantage of the Internet is how easy it is to publish wrong information. Students would therefore be involved in using various tools to verify websites, images and videos. These tools will help tell the difference between fact and fiction.

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BUK-IMS 303 **Social Media Analytics** (2 units, Core); L = 15, PH = 45.

**Senate-approved relevance**

The biggest story of the last few years has been the phenomenal growth of social media, and the technological, social and political transformations that accompanied it. Social media sparked an information revolution by putting knowledge production and communication tools in the hands of the masses. Kano has seen one of the most explosive use of social media in the last decade – prompting demands for censorship. In line with the University’s vision, this course aims at educating participants on the social media analysis to enable effective judgements to be made on what platform to engage in to create a more socially responsible user engagement.

**Overview**

Social media not only provides marketers with a means of communicating with their customers, but also a way to better understand their customers. Viewing consumers’ social media activity as the “voice of the consumer,” this course exposes learners to the analytic methods that can be used to convert social media data to marketing insights. Learners will be exposed to both the benefits and limitations of relying on social media data compared to traditional methods of marketing research.

This course will introduce concepts and approaches to mining social media data. It focuses on obtaining and exploring those data, mining networks, and mining text from social platforms. Students will learn how to apply previously learned data mining concepts to a domain that will likely be familiar to all of them: social media. Students will learn to explore, model, and predict with network and textual data from existing social platforms.

**Objectives**

1. Describe the different types of data commonly found on social media platforms
2. Understand the ethical sensitivities in obtaining and operating on social data
3. Produce summary statistics over a large social media corpus
4. Apply tagging to social media text
5. Understand the ethical sensitivities in obtaining and operating on social data

**Learning Outcomes**

1. Describe the different type of data metrics on five social media platforms
2. Identify the ethic sensitivities of 10 Fake News audience metrics and implications
3. Tag 10 Facebook pages to their own Facebook account and summarize the responses
4. Analyze data metrics from 10 YouTube channels of various Islamic clerics on YouTube.
5. Summarize user views on 50 YouTube videos and 100 TikTok skits

**Course contents**

Introduction to Marketing Research. General introduction to Netnography. Introduction to Social Media Data. Social Media Networks. Social Media Text. Key concepts of network analysis. Key metrics used for analyzing Twitter. Methods for identifying trends in social data. 9. Occupy Nigeria and #EndSARS metrics. 10. Islamic clerics and social media. Information visualization. Introduction to digital analytics and dashboard tools. Evaluation and improvement of digital channel performance. Social media Influencers and their audiences. Analyzing Wikipedia. Facebook Analytics. Social Advertising

**Minimum Academic Standards**

The analytics laboratory will be YouTube. Students, in groups of five (depending on the number) will identify 10 YouTube channels per group, and track the analytics of the audiences over the semester. The compiled results will then be discussed in class.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 401 **Psychology of News**, (2 Units; Core); L = 15; P = 45)

**Senate-approved relevance**

How do people with different motivations approach media? How do people’s emotions affect the way they use media? How do people process-mediated messages? And how does media affect users? How precisely do media influence their readers, listeners and viewers? Media psychology examines how we interact with media on the psychological level. Instead of focusing only on the user or the media, course in psychology of news equipped students with how and why people consume news and the power play that exists between media, content message, and users. This has a direct link with BUK’s mission and vision of producing highly trained Journalists.

**Overview**

In this course, students will be equipped with the requisite tools and frameworks to understand, analyze and apply the psychology of media as well as its effects on individuals, groups and the society at large. They will also understand how psychology can be applied to enhance media design leading to avid media consumption. In the course, students would explore the principles and techniques from relevant branches of psychology to study how exposure to news media of all sorts can be used to positively influence human behaviour.

Students will also be exposed to cognitive biases that guide decision-making, how to direct attention with visual cues and increase non-conscious motivation to encourage desired behaviour during media consumption. They will explore psychological effects of media, how it can be researched and how to apply psychology to understand, develop and predict people’s interaction with media. Further uses will be discussed in education, recreation, art and even interpersonal relations in the workplace.

**Objectives**

The objectives of the course are to:

1. Demonstrate an understanding of the field of media psychology
2. Explain the complex interaction of media technologies with human behaviour and society
3. Identify the reciprocal influence of human behaviour, emotion and development with media and technology content, creation and use.
4. Explain how to apply psychological theories to the different elements of news
5. Explain how people process mediated messages and how media affect users
6. Demonstrate an understanding of the state of the media psychology literature, including recent theoretical and empirical developments and trends

**Learning outcomes**

After completion of this course, the student should be able to:

1. Review a book, *Manufacturing Consent,* by Edward S. Herman and Noam Chomsky
2. List and explain two theories of human behaviour that shaped our understanding of media.
3. Identify three factors that influence human behaviour and emotion on news content creation and use.
4. Explain how to apply psychological theories to five elements of news selection
5. Provide three examples of mediated messages and explain how they affect users

**Course contents**

What is media psychology? Introduction to media psychology. Principles and application of media psychology. Psychological peculiarities of various media – social, digital, electronic media. Media analysis from the lens of psychology and neuroscience. Complex interaction of media technologies with human behaviour and society. Understanding cognitive biases in decision-making. Application of colour psychology to media content creation and dissemination. Social Cognitive theory and the media. Theory of planned behaviour action and social norms. Cognitive processing of mediated message. Persuasive media and news consumption. Excitation transfer and aggression. Mood and Emotion in news. Pushing Buttons and Interactivity. Addiction and Problematic Use. News and Identity formation.

**Minimum Academic Standards**

The field of media psychology is continually changing. There is no single book that captures it all. The bulk of the course reading is in articles that will be provided. Student is expected to do some research of his own. EVERY week relevant to the topic we are discussing and that you have chosen to write about. Do a keyword search in the library or on Google Scholar. Start getting familiar with what’s out there. Student must set a goal to find one interesting article that can add to the discussion each week.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 402 **Data Mining for Journalism**, (2 Units; Core); L = 15; P = 45)

**Senate-approved relevance**

Data mining has evolved as an emerging field of exploring and analysing large blocks of information to glean meaningful patterns and trends. It is useful in a variety of ways, such as database marketing, credit risk management, fraud detection, spam Email filtering, or even to discern the sentiment or opinion of users. Training of high-quality graduates who are highly skilled and knowledgeable in the data mining, is in agreement with BUK’s mission of becoming a centre of excellence in media studies.

**Overview**

Big data is now an in thing in the production process in media organizations. Specifically, the availability of data in digital form and the abundance of efficient online tools that analyze, visualize, and publish large amounts of data have fueled the introduction of data mining in journalism.

This course is designed to introduce students to various data mining methods and applications. In this course, students will learn basic concepts and tools for data mining, including data sources, data cleaning tools and methods, mainstream algorithms for data mining, statistical modeling, popular tools for mining structured data and unstructured data. Students will also learn how data mining can be effectively used in various application areas, Example in healthcare, to drive decisions and actions. The students will conduct a project of data analytics, and use the tools introduced in the course to tackle the problem. This course is appropriate for students with basic knowledge and skills in database management systems.

**Objectives**

The objectives of the course are to:

1. describe data mining and kinds of data that can be mined
2. explain major Issues in data mining.
3. describe machine learning, pattern recognition, statistics, visualization, algorithm, database technology and high-performance computing in data mining applications.
4. identify the kinds of technologies to be used for different applications.
5. explain the concepts of data pre-processing, data Warehouse and OLAP technology
6. describe data cube technology, mining frequent patterns and association
7. describe data classification, clustering, and outlier detection.

**Learning outcomes**

After completion of this course, the student should be able to:

1. Explain the importance of data mining by listing five different kinds of data
2. Enumerate and explain fives major issues in data mining.
3. Demonstrate practical understanding by providing three examples each of machine learning, pattern recognition, statistics, visualization, algorithm, database technology and high-performance computing in data mining applications.
4. Identify and explain three types of technologies to be used for different applications.
5. Identify the relevance of data cube technology, mining frequent patterns and association
6. Provide three classifications data and explain how to cluster data, and outlier detection.
7. Identify and explain three special kinds of data, including text and graph

**Course contents**

Historical evolution of data mining. Definition of data mining and its application in journalism. Analyzing the concepts of data processing. Pattern Evaluation. Mining Diverse Frequent Patterns. Sequential Pattern Mining. Pattern Mining Applications. Data Processing. Data mining in News. Cluster Analysis Overview. Similarity Measures for Cluster Analysis. Methods for Clustering Validation. Data mining and Knowledge Discovery. Data mining Task. Text mining and analytics. Data Visualization. Ethical Issues in Data Mining.

**Minimum Academic Standards**

Multimedia laboratory with a NUC-MAS requirement facilities.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 403 **Principles and Practice of Podcasting**, (2 Units; Elective); L = 15; P = 45)

**Senate-approved relevance**

Podcasting is the preparation and distribution of audio files using RSS feeds to the computers of subscribed users. These files are uploaded to streaming service, which users can listen to on their smartphones or digital music and multimedia players like iPod. Journalist and avocational podcasts follow the same principles as traditional community journalism. They are rooted in a particular niche; they are focused on traditional news values of timeliness, conflict and celebrity. Educating young people on effective utilisation of digital spheres will clearly tally with BUK’s mission of training students on entrepreneurship.

**Overview**

Podcasts, which can include audio, video, PDF, and ePub files, are subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Subscribers are then able to view, listen to, and transfer the episodes to a variety of media players, or podcatchers. Though similar to radio, there is no larger regulatory group or oversight with podcasts. Instead, podcasts simply consist of the creators and their listeners. As the technology gained popularity in the early 2000s, the uses of podcasting grew from simply the delivery of content to also creative and responsive purposes.

This course provides conceptual and hands-on experience for an individual idea of a podcast. Students will learn to develop a concept, record themselves and/or interview partners or hosts, and then do all the audio post-production needed to create a professional podcast. During class critiques, students receive feedback and critique from both instructor and peers, learn to improve their work based on critique, and learn to offer effective critique as well.

**Objectives**

The objectives of the course are to:

1. Identify and articulate concepts and structures of podcasts
2. Translate their idea into a concept for a podcast
3. Create a professional sounding voice recording
4. Work with audio equipment needed either to record outside or inside recording studio
5. Edit recordings according to podcast needs
6. Mix the recordings and add music or sound effects
7. Conduct three interviews for podcast

**Learning outcomes**

After completion of this course, the student should be able to:

1. Identify and explain five uses of podcasts
2. Generate and develop at least four ideas into a concept for a podcast
3. Create five professional sounding voice recording
4. Demonstrate proficiency in working with audio equipment
5. Edit five recordings according to podcast needs of the producers
6. At least mix three of his recordings by adding music or sound effects
7. Conduct three interviews for podcast

**Course contents**

History of Podcasting. What is podcasting? (Terminology, format, comparison to other formats). Idea, Structure, Story and Character development. Voice (Storytelling principles). Podcast Planning. Podcast Scripting. Podcast creation. Podcast audience. Basic recording and editing techniques (Recording voice in any environment. Mics to use and how to use them. Creating the best atmosphere to record a guest. Outside recording. Prepare interviews for a podcast series. Transcribe interview scripts. Structure of Podcast Series. Podcast Management. Ethical Consideration in Podcasting.

**Minimum Academic Standards**

Multimedia laboratory with NUC CCMAS requirement facilities.

**Bayero University Kano**

**Communication and Media Studies**

**Information and Media Studies**

**B.Sc. Information and Media Studies**

BUK-IMS 207 **Media Review and Critique Techniques**, (2 Units; Elective); L = 15; P = 45)

**Senate-approved relevance**

Media criticism considers the nature and forms of media, their effects on audiences and society, and literacy appropriate to their understanding and use. Educating young people on effective utilization of digital spheres will clearly tally with BUK’s mission of producing students who are committed to advancing knowledge and contributed to forming a formidable and vibrant media capable of promoting development and democratic values.

**Overview**

Media critiques dissect popular film, television, novels and other forms to explain to a broad audience how, in academic terms, these cultural artifacts can be reflective of social issues, evidence artistic accomplishment, offer critical voice to power and much more. Often taking the form of a visual essay, the media critique requires researching, editorializing and translating both written and visual source materials into a cohesive, understandable whole.

The overall aim of this course is to expose you to the basic concepts in journalistic criticism as a means of giving guidance in reporting and criticising the arts. The meaning, structure, components and functions of criticism will be treated along with creative essentials of critical writing. This course will also assist you to appreciate the major differences between a review and critical article and their similarities with other forms of writing by exposing them to various techniques of review and criticism.

**Objectives**

The objectives of the course are to:

1. Apply theories of communication to a variety of media artifacts (i.e., object, oral, performative, written, print, electronic, digital, broadcast, interactive, etc.).
2. Gain exposure to the breadth and depth of approaches to media criticism through numerous specific examples.
3. Critically analyse media texts in their social, political and historical contexts.
4. Identify ideological messages across media forms through an increased awareness of rhetorical devices, cinematic techniques and the problems of selection and omission.
5. Communicate ideas effectively and with sensitivity to a variety of audiences.

**Learning outcomes**

After completion of this course, the student should be able to:

1. Identify and explain five Communication Theories
2. List and explain any three approaches to media criticism
3. Review and analyse three media texts in their social, political and historical contexts.
4. Identify three ideological messages across media forms
5. Select and communicate two sensitivity issues effectively variety of audiences.

**Course contents**

The Essence of Criticism. Functions of Criticism. Theories of Criticism. Approaches to Criticism

Components of Criticism: The Critic. Components of Criticism: Direct Data. Components of Criticism: Indirect Data. Writing a Review. Writing a Critical Article. The Reviewer and the Critic. The Critical Writer’s Style. Reviewing the Fine arts. Reviewing Books. Reviewing Stage Play or Drama. Reviewing Music. Reviewing Television and Motion Pictures. Ethics and Values. Ways of Meaning Making.

**Minimum Academic Standards**

To get the best out of the course, students are required to have access to relevant course materials such as textbooks, academic articles, research papers, and other relevant reading materials. Students should also get access to scholarly databases such as JSTOR, Project MUSE, or EBSCOhost to find academic articles related to the course content. Consequently, students must also get at least smart phones or computers as well as access to internet. Equally important, students will be encouraged to establish appropriate connections with relevant stakeholders in the Nigerian film industry, with view to helping them get access to first-hand information and gain insights into the Nigerian film industry.