



**B.Sc STRATEGIC COMMUNICATION
PROGRAMME
Programme Regulations Manual**

The Mission of the Programme

The Bachelor's degree in Strategic Communication aims to produce students with tactical skills and competencies that will shape an organization's relationship with different audiences and enhance the goals of an institution or outfit with an effective internal or external communication strategy.

The graduates will be equipped to design, implement, and evaluate communication campaigns using data driven information. In an increasingly competitive business and work environment, strategic communication graduates will be positioned not only to ensure attainment of organisational goals but also to evaluate competitor's strategic communication initiatives. This will enable them design communication strategies or campaigns that stand out.

The Philosophy of Programme

Strategic Communication is rooted in the philosophy of producing graduates conscious of, and responsive to the internal and external goals of organizations and institutions as well as not-for-profit organizations in a modern society where information and communication are key to successful attainment.

The philosophy of this programme, therefore, is anchored on the theory and practice of how effective internal and external communication strategies can be utilised to develop an organization. It will expose the students to the use of both legacy media skills and digital media skills in strategic communication; reconnect theoretical awareness of the dynamics of modern societies to strategic communication; and show students how significant public opinion is in enhancing internal and external goals of organizations.

This programme is specifically designed to instil in the students, innovation, critical thinking, creativity, and entrepreneurship skills, which are the essential ingredients of the 21st century world so that, upon graduation, the students would have been better prepared and responsive to the requirements of the modern work environment. By fostering the spirit of enterprise, the programme aims to prepare persons who can discern opportunities in the environment, actualise new possibilities in the economic and social spheres, and effectively manage the new media enterprises. The programme will also strive to equip the students with technical competence by providing them with hands-on practical experience and a constant exposure to the latest developments in the field.

The information society in which we live has made strategic communication vital for the success of goals attainment both for private, governmental, and not for profit organizations. To this end, there are exciting and compelling career opportunities for graduates of strategic communication as content strategists, event managers, digital marketing specialists, digital advocacy, and public

affairs specialists. They can serve as social media analysts, fund raising and event managers, public relations and publicists, speech writers and influencers. Skills and competencies learned in critical web literacy, principles of public relations, principles of advertising, digital marketing for strategic communication, media and communication planning and strategy, brand communication, digital strategic communication analytics, media, propaganda and public opinion, etc., position graduates of strategic communication to play these roles as employees and as employers who would use their creative skills to advance set goals.

The programme will lay emphasis on producing persons who are well-read and knowledgeable, and who will also be led to read with a critical spirit, showing discernment and good judgement. Similar emphasis will be given to the impartation of professional ethics in the process of which the ethical dimension of the human person and the necessity of social responsibility will be treated.

Guiding Principles for the Programme

The following basic points are the guiding principles for the programme:

- a) The undergraduate degree programme in Strategic Communication will be offered to secondary school leavers, thus preparing them to play an active role in nation building.
- b) The programme will impart an education that is relevant to the needs of the nation and of international standard. The relevance of the programme's content will be ensured by fostering a strong relationship with the industry.
- c) The programme will give particular emphasis to teaching and research. The academic staff will be **encouraged** to engage in research and attend conferences of relevance across the world. This is expected to ensure a continuous improvement in their teaching and maintain its relevance to the needs of the nation.
- d) The programme will be concerned with the integral formation of the individual and will lay special emphasis on the development of values and ideals. Professional ethics will permeate all teaching activities of the programme.

Goals of the Programme

The primary goals of the undergraduate programme in Strategic Communication are to:

- Equip students to be competent professionals with capacity and ability to tell compelling stories through creative messaging and persuasive communication;
- Equip students with the capacity for independent thinking in the application of theories and concepts to strategically enhance set goals in a technologically driven job market;
- Prepare students to ethically use multiple platforms to disseminate information to various publics and audiences;
- Inculcate in students a critical thinking ability as well as the entrepreneurial spirit to function as employees and employers of labour in themselves;

- Produce industry-ready graduates with requisite skills and competences in all aspects of strategic communication;
- Impart the education in human communication that competently equips the student to deploy and exploit current technologies and or the convergence of media technologies in the design, production and distribution of strategic information, education and entertainment contents;
- Raise and sustain professional integrity in the communication industry;
- Impart an education in strategic communication that is in tune both with international best practices and the needs of the nation; and
- Produce professionals that will exercise a high level of professional ethics in the exercise of this profession.

General Regulations of the School of Media and Communication

Preamble

The regulations that govern the courses leading to the four-year degree of a Bachelor of Science in Strategic Communication are as stated below. These provisions may be amended from time to time by the University Senate.

1.0 Degree

The School shall provide a programme of study that will lead to the degree of a Bachelor of Science in Strategic Communication.

2.0 Admission and Matriculation Requirements

Candidates for the undergraduate programme shall be accepted at the 100 level, for a four-year programme, and in 200 level, as direct entry applicants, for a three-year course.

Admission into the programme, at the 100 level, will ordinarily be based on the candidate's performance at both the Unified Tertiary Matriculation Examination (UTME) and the entrance examination of the University. In addition, the candidate should possess passes at Credit level in the Senior Secondary Certificate Examination (SSCE), or its equivalent, in five relevant subjects, including English Language and Mathematics, in not more than two passes.

To gain admission into the 200 level, the candidate, in addition to passing the evaluative test of the Pan-Atlantic University, will need to possess either Two 'A' level passes in Arts or Social Science subjects or a tertiary level certificate such as NCE, OND or HND. The direct entry level candidate must also possess five credit level passes in five relevant subjects at Senior Secondary Certificate Examination (SSCE), which must include Mathematics and English Language.

3.0 The Semester Course System

- 3.1** The undergraduate programme in Strategic Communication will be run on the Semester Course basis, and there will be two semesters in the academic year.
- 3.2** Instruction in the programme shall be by courses, and it will be mandatory for students to take an approved combination of courses in any semester.
- 3.3** An evaluation of the courses will be carried out in terms of course units. For this purpose, one course unit is defined as one lecture/seminar/tutorial hour or three hours of practical class per week, for the duration of a semester. Ordinarily, students shall be expected to register for a prescribed number of units in each academic year. This number will be determined by Senate based on the recommendation of the School Board.
- 3.4** There shall be four levels of courses in line with the years of study. The levels shall be numbered respectively as 101-199, 201-299, 301-399 and 401-499. Each of these numbers shall be prefixed by a two or three letter subject code.
- 3.5** Students will be required to complete their registration for the courses within the period stipulated by the School. Amendment of this registration will be allowed through the addition or deletion of courses, but it must take place within six weeks of the commencement of lectures.
- 3.6** Direct entry and transfer students that enter into the second year of the programme will have to take some compulsory courses from the first year prior to their graduation from the University. However, if the Faculty Board assesses that a student has done any of the courses elsewhere, such a student will be exempted from taking the course. The courses concerned are listed below.
- PAU-MCM 111: Introduction to Critical and Creative Thinking.
 - STC 104: Introduction to Public Relations
 - STC 101: Introduction to Strategic Communication
 - STC 102: Critical Web Literacy

4.0 Examinations and Grading System

4.1 At the end of each semester, students will be examined on all the courses they have registered for and been taught during that period. They shall subsequently be credited with the number of course units assigned to the courses that they pass.

The assessment of students will be based on a combination of continuous assessment (tests, assignments, etc.), class participation and examinations. To be eligible to sit for any examinations, students will be expected to attend a minimum of 80% of the lectures of any course registered for.

All courses registered for will be taken into consideration during the computation of results. Students will not be credited for courses that they did not register for even if they are inadvertently allowed to take the examinations and pass them.

Failure to take the examination in a course for which one has registered will attract a score of 0.0, which will have the consequent effect of lowering the student's Grade Point Average.

4.2 Special examinations to enable a student graduate may in exceptional circumstances be held by order of Senate.

4.3 Grades will be awarded based on the scores of the students as follows:

Per cent score	Grade point	Letter Grade
70 – 100	5.0	A
60 – 69	4.0	B
50 – 59	3.0	C
45 – 49	2.0	D
40 – 44	1.0	E
0 – 39	0.0	F

For the purpose of description, a score below 1.0 Grade Point (from letter grade E) constitutes a failure. The following qualifications shall be applied to the grades:

A	Excellent
B	Good
C	Fair
D	Pass
E	Poor
F	Failed

To obtain the Cumulative Grade Point Average (CGPA) of the student, the grade point assigned to the mark obtained in each course is multiplied by the units of that course. The total from all the courses is added up to give the total weighted grade point. This total is then divided by the total number of units taken by the student to give the grade point average.

5.0 Retention and Progression

To remain in the School, students will be required to ensure that their CGPA does not fall below 1.5. If a student's CGPA falls below 1.5, the student will be placed on probation. If the student fails to improve and, after one semester of probation, his/her CGPA remains below 1.5, that student will be asked to withdraw. A student on probation will not be permitted to register for more than 18 units.

6.0 Period of Study and Requirements for the Award of a Degree

The normal period of study for an honours degree shall be eight semesters for 100 level entrants and six semesters for direct level entrants. The minimum number of course units for the award of a degree shall be 130 and 110 for 100 level entrants and direct level entrants respectively.

The determination of the class of degree shall be based on the weighted grade points of all the courses taken including the courses that are repeated. The award of the degree with honours shall be dependent on the student having obtained a Cumulative Grade Point Average of at least 2.0 in addition to fulfilling other minimum requirements for an honours degree.

The following classes of degree are approved for the CGPA indicated:

Class of Degree	Cumulative GPA
First Class	4.5 - 5.0
Second Class (<i>Upper Division</i>)	3.5 – 4.49
Second Class (<i>Lower Division</i>)	2.4 – 3.49
Third Class	1.5 – 2.39
Pass	1.00 – 1.49

The maximum number of semesters for the award of an honours degree shall be ten semesters. A student who spends more time than this to complete the degree programme will ordinarily not be eligible for an honours classification.

The maximum period of study for a pass degree shall be 14 semesters.

B.SC STRATEGIC COMMUNICATION PROGRAMME STRUCTURE

Course Titles

FIRST YEAR COURSES

First Semester -100 LEVEL					
Course Code	Course Title	Units	Status	LH	PH
CMS 101	Introduction to Communication	2	C	30	
PAU-MCM 111	Critical and Creative Thinking	3	C	45	
STC 101	Introduction to Strategic Communication	2	C	30	
GST 111	Communication in English	2	C	30	
STC 109	Introduction to Academic Information Resources	2	C	30	
CMS 109	History of Nigerian Media	2	C	30	
PAU-MCM 191	Introduction to Christian Theology	2	C	30	
Total:		15			

Second Semester -100 LEVEL					
Course Code	Course Title	Units	Status	LH	PH
PAU-MCM 108	Media Literacy	2	C	30	
CMS 102	Writing for the Media	2	C	30	
STC 102	Critical Web Literacy	2	C	30	
STC 104	Introduction to Public Relations	2	C	30	
GST 112	Nigerian Peoples and Culture	2	C	30	
PAU-STC 118	Indigenous Language Media	3	C	45	
STC 106	Introduction to Digital Media Skills	2	C	45	
Total:		15			

SECOND YEAR COURSES

First Semester -200 LEVEL					
Course Code	Course Title	Units	Status	LH	
PAU-STC 217	Climate Communication and Migration	3	C	45	
PAU-STC 219	Lobbying and Advocacy	2	E	30	
ENT 211	Entrepreneurship and Innovation	2	C	30	
CMS 201	Theories of Communication	2	C	30	
PAU-MCM 291	English for Business Purpose	2	C	30	
STC 203	Strategic Political Communication	2	C	30	
PRS 201	Principles of Public Relations	2	C	30	
ADV 211	Principles of Advertising	2	C	30	
PAU-MCM 292	The Nature of Human Beings	2	C	30	
Total:		19			

Second Semester -200 LEVEL					
Course Code	Course Title	Units	Status	LH	
MCM 20 PAU-MCM 204	Advanced and Specialized Reporting	3	E	45	
MCM 20 PAU-MCM 210	Presentation and Performance	3	E	45	
PAU-MCM 216	Digital Rights	3	C	45	
GST 312	Peace and Conflict Resolution	2	C	30	
GST 212	Philosophy, Logic and Human Existence	2	C	30	
STC 202	Writing for Strategic Communication	2	C	30	
STC 204	Strategic Content Creation	2	C	30	
PRS 200	Media Relations	2	C	30	
Total:		19			

THIRD YEAR COURSES

First Semester -300 LEVEL					
Course Code	Course Title	Units	Status	LH	
PAU-STC 315	Music and Edutainment	3	C	45	
PAU-MCM 315	Consumer Affairs	3	E	45	
PAU-MCM 391	English for Academic Writing	2	C	30	
CMS 303	Data analysis in Communication Research	2	C	30	
STC 301	Issues in Strategic Communication	2	C	30	
STC 303	Research Methods in Strategic Communication	2	C	30	
STC 307	Digital Marketing for Strategic Communication	2	C	30	
PRS 303	Brand Communication	2	C	30	
PRS 311	Media Planning and Strategy	2	C	30	
Total:		20			

Second Semester -300 LEVEL					
Course Code	Course Title	Units	Status	LH	Sequence
PAU-STC 316	Integrated Marketing Communication	3	C	45	
PAU-MCM 318	Entertainment Business	3	C	45	
PAU-MCM 392	Professional and Personal Skills	2	C	30	
PAU-STC 319	Ethics in Strategic Communication	3	C	45	
ENT 312	Venture Creation	2	C	30	
CMS 302	Foundation of Communication	2	C	30	
STC 306	Special Topics in Strategic Communication	2	C	30	
PAU-STC 320	Animation for Strategic Communication	2	E	30	
STC 308	Persuasion and Message Design in Strategic Communication	2	C	30	

STC 310	Strategic Campaign Management	2	C	30	
Total:		23			

FOURTH YEAR COURSES

First Semester -400 LEVEL					
Course Code	Course Title	Units	Status	LH	PH
PAU-MCM 409	Independent Filmmaking	3	C	45	
CMS 401	International Communication	2	C	30	
STC 403	Digital Strategic Communication Analytics	2	C	30	
STC 409	Media Propaganda and Public Opinion	2	C	30	
STC 499	Original Research Project	6	C	30	
Total:		15			

Second Semester -400 LEVEL					
Course Code	Course Title	Units	Status	LH	PH
CMS 402	Communication and Society	2	C	30	
STC 402	Practicum/Portfolio in Strategic Communication	4	C	45	
STC 410	Corporate Organizational Communication	2	C	30	
MCM 406	Communication for Development	2	C	30	
STC 412	Corporate and Industrial Public Relations	2	C	30	
Total:		12			

Course Content and Learning Outcomes

100 Level – First Semester

CMS 101: Introduction to Human Communication (2 Units, Compulsory, LH 30)

Learning Outcomes

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

1. Explain the different meanings of communication;
2. Highlight the various elements of the communication process;
3. Distinguish between different types of human communication and their features;
4. Explain the roles of communication; and
5. Outline the different forms of African traditional forms of communication.

Course Contents

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

PAU-MCM 111 Critical and Creative Thinking (3 Units, Compulsory, LH =45, PH = 0)

Learning Outcomes

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

1. Outline the eight (8) elements of thought, types of thinking and thinking techniques;
2. Describe critical thinking; skills for critical thinking and the steps or process of critical thinking;
3. Analyze the basic concepts of logic;
4. Recognize scientific reasoning and its five (5) core elements;

5. Explain the nature of values and decision making;
6. Outline at least seven (7) problem solving skills;
7. Examine the role of questioning and language skills in critical thinking;
8. Explain creativity, the creative methods, negative and positive attitudes on creativity, as well as some myths about creative thinking and problem solving;
9. Recognize the four (4) types of creativity and at least ten (10) creative thinking techniques;
10. Explain the role of ethics in creativity.

Course Contents

What Thinking is and the Elements of Thought. Types of Thinking and Thinking Techniques- Thinking with Ed Bono's Six Hats. What is critical thinking and Skills for critical thinking? Steps or processes of critical thinking. Logical Thinking- what is logic; what is logical thinking; some basic concepts of logic. Making Arguments. Scientific Reasoning- meaning of scientific reasoning; types of induction; core elements of scientific reasoning. The Value of Expert Opinion. Forming Opinions- the nature of values; moral values and opinion. Making Decisions- the value of good decisions; the process of good decision making. Developing Problem Solving Skills- critical skill requirements in problem-solving; the value of problem solving skills; the similarity of decision making and problem solving process. Steps in Problem Solving. Questioning Skills- questioning and critical thinking; types and examples of questions; questions in research; interviewing and question skills. Language- lack of clarity; distorted meaning; empty meaning; meaningless clichés (gobbledygook). Bloom's Taxonomy; the cognitive taxonomy; the three higher levels-analysis; synthesis and evaluation. What is creativity? The Creative Methods and Types of Creativity. Negative Attitudes that Block Creativity. Myths About Creative Thinking and Problem Solving. Mental Blocks to Creative Thinking and Problem Solving. Positive Attitudes for Creativity. Characteristics of a Creative Person. Creative Thinking Techniques- Disney's creative strategy; SCAMPER; Idea box. Creative Thinking and Performance: relationship, individual and collaborative performance; value paradox in the assessment of performance based on creative thinking; ethical considerations to creative thinking.

STC 101: Introduction to Strategic Communication (2 Unit C: LH 30)

Learning Outcomes

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

1. Explain the theory and practice of strategic communication;
2. Outline the historical development of strategic communication as a field of practice;
3. Analyze the different publics in strategic communication; and
4. Evaluate the various components of strategic communication.

Course Contents

This course introduces students to key theories, concepts, and application of strategic communication to meet organizational goals. In doing this the course will focus on the functions of public relations as well as the methods for internal and external relations in various types of organisations. Students will be introduced to notions of publicity, branding, celebrity, crisis management, event planning as well as campaigns and public opinion etc.

GST 111: Communication in English (2 Unit Compulsory, LH 15, PH 45)

Learning Outcomes

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

1. Identify possible sound patterns in English Language;
2. List notable Language skills;
3. Classify word formation processes;
4. Construct simple and fairly complex sentences in English;
5. Apply logical and critical reasoning skills for meaningful presentations;
6. Demonstrate an appreciable level of the art of public speaking and listening; and
7. Write simple and technical reports.

Course Contents

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

PAU-MCM 191: Introduction to Christian Theology (2 Units Required; LH= 30)

Learning Outcomes

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

1. Discuss at least three philosophical arguments about the existence of God;
2. Explain the relationship between science and faith using at least three concrete examples;
3. Explain three modern theories about the relationship between creation and evolution;
4. Analyze human actions to determine their morality based on the three criteria of action, circumstance, and intention;
5. List and explain the Ten Commandments and their implications;
6. Explain at least five consequences of mishandling the truth, detraction and defamation;
7. Explain five contemporary issues relating to human life and drug use.

Course Contents

The Existence of God. Divine Revelation. Creation and Evolution. Jesus Christ: both man and God. Eschatology. Human Freedom and Natural Law. Moral Conscience. Factors that determine the Morality of Human Acts. Personal Sin and Responsibility. Influence of the Passions in Human Actions. The Virtues. Introduction to the Ten Commandments. Contemporary human Life issues. Contemporary sexual issues. The morality of Gambling. Contemporary issues regarding handling the truth. Christian Prayer.

CMS 109: History of Nigerian Media (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

STC 109: Introduction to Academic Information Resources (2 Unit C: LH 30)

Learning Outcomes

1. Discuss the educational impact of the Internet in knowledge creation and knowledge consumption;
2. Explain the use of search engines and databases, YouTube, iTunes for academic information;
3. Highlight issues of academic integrity and digital disruption of learning arising from the use of online material; and
4. Outline challenges to the use of Internet as educational information resource.

Course Content

This course introduces students to ways of sourcing academic literature online. Years ago, information for academic use was highly structured and key learning material are found on the shelves of university library. Often in those days, with the help of University subject librarian students could get hold of desired books or journals. The arrival of the Internet has changed all this as there is now proliferation of resources online. While in some cases students research and access to resources has improved in many others it has not. The key lesson is because of lack of familiarity with the right approach to information literacy in the use of Internet as learning resource and library for academic purposes. This course acquaints students with the use of online resources for academic purposes including acceptable referencing, copyright issues etc. Students will be introduced to effective use of search engines and data bases for academic material as well as YouTube and I-Tunes as learning resources. As well as this, the course will challenge students in exploring issues of academic integrity in the use of online material, appropriate citation of such sources and what online sources are not acceptable for academic referencing.

100 Level – Second Semester

PAU-MCM 108 Media Literacy (2 Units, Required, LH =30, PH = 0)

Learning Outcomes

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

1. Describe the concept of media literacy and how it applies to different media types of media;

2. Demonstrate knowledge about the influences that guide the construction of media messages by identifying the political and environmental peculiarities of the media;
3. Demonstrate skills in media literacy by analyzing media implications for the individual and society;
4. Critically evaluate and interpret issues relating to the media;
5. Relate media content as a means of learning about culture;
6. Apply ethical dimensions of media activities; and
7. Display scholarship regarding media effects by interrogating media trends.

Core Contents

Foundations of media literacy. Constructing Media Literacy: The attributes. Media literacy skills. Foundational principles of media literacy - Media materials are constructed. How Media representations play a role in the way society understands its reality. People as active recipients of media messages. Creation and distribution of Media within commercial and political environments. Questioning media trends. Media Regulations and the Savvy Citizen. Semiotics in media messages. Blurring media boundaries. The Threat of Commercialism and Homogenization. The critical media consumer. Media Literacy and the print media. Media Literacy and the broadcast media. Media Literacy and social media. Media Literacy and motion pictures. Media Literacy and advertising. Media Literacy and the Persuasion Industry. Media ideologies.

CMS 102: Writing for the Media (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students will:

1. Explain the writing process and sources of information;
2. Outline the different forms of media writing - newspaper stories, blogging, ethics of mass media writing, news release, advertorial, press statement, backgrounder, speech writing, rejoinder, letter to editor, advertising copy, internet advertising; and
3. Demonstrate different writing styles for the media.

Course Contents

Instruction and practice in writing for the various media including social media with the major emphasis on development of effective styles in professional communications and proficiency in grammar and the use of language. The course will discuss the basics of writing for print, broadcast, public relations and advertising. Students will learn writing formats for newspapers, magazines, radio and television as well as for online media. The students will also be introduced to the differences between media writing & creative writing, basics of film scripting and other forms of fiction writing.

STC 102: Critical Web Literacy (2 Units C: LH 30)

Learning Outcomes

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

1. Demonstrate understanding of developments and trends associated with social media;
2. Compare and contrast the different kinds of social media platforms;
3. Create social media contents for different platforms; and
4. Discuss challenges posed to society by social media use.

Course Contents

This course introduces students to the evolving arena of media literacy by inculcating knowledge and competencies required not only in navigating the web as an information resource but also in the creation and evaluation of online media content. The course will explore the historical evolution of the web over the past few decades and the implications of these developments for knowledge for knowledge production, sharing and or dissemination. Students will be introduced to key concepts in web media development and how to deploy literacy skills in both analysis and content production.

STC 104: Introduction to Public Relations (2 Units C: LH 30)

Learning Outcomes

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

1. Discuss the historical emergence of public relations and the factors that shape current trends and developments in the profession
2. Explain the public relations process;
3. Outline specialties in public relations; and
4. Highlight basic theories and principles relevant to public relations.

Course Contents

This course introduces students to the theory and practice of public relations. As an introductory course it covers history of public relations, the forces and factors that shape its emergence, how it operates in modern organizations, impacts on publics as well as functions and role in society. In doing this the course will acquaint students with important concepts and basic theories guiding public relations.

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

Learning Outcomes

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

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

Course Contents

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

STC 106: Introduction to Digital Media Skills (2 Units C: LH 30)

Learning Outcomes

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

1. Discuss the history and processes associated with digital media;
2. Outline procedure of converting different digital files into different formats;
3. Explain digital media strategies for various delivery systems; and
4. Outline challenges in using different software such as Microsoft Word, PowerPoint, Audacity etc.

Course Content

This course introduces students to the fundamental digital media production concepts and processes, providing them with basic skills in designing, capturing, editing, and publishing a range of content for the web. They will be introduced to the history and processes associated with digital media. Students will be exposed to different areas of multimedia such as text, images, audio, video, and other software programmes. The course also explores consequences of digital production processes, providing students with an insight into methods and issues of digital communication, including digital media distribution and digital content management.

PAU-STC 118 Indigenous Language Media (3 Units, Required, LH =45, P =0)

Learning Outcomes

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

1. Explain the capabilities of indigenous languages in strategic communications;
2. Describe how to create contents as a fulfilment of needs of different ethnic and racial groups;
3. Explain the forms of indigenous language media;
4. Articulate the knowledge about indigenous oriented programmes
5. Explain the stop motion indigenous animation;
6. Describe the process of scriptwriting for diversity and inclusion.

Course Contents

What is African Communication System? Forms of African Communication systems, African communication systems in Nigeria, Indigenous language in advertising, Indigenous language in public relations, indigenous language in fashion communication, indigenous language in brand communication, music and indigenous language, story-telling and indigenous language, forms of indigenous language media, indigenous language reporting, indigenous language and edutainment, artificial intelligence and indigenous language, challenges of indigenous language media, multimedia and indigenous language reporting

200 Level – First Semester

PAU-STC 217 Climate Communication and Migration (3 Units, Compulsory, LH=45, PH= 0)

Learning Outcomes

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

1. Explain the concepts of climate change, migration and climate communication’;
2. Describe the types of climate change;
3. Explain the three approaches of climate communication;
4. Describe the multimedia dimensions of climate communication;
5. Understand the concept of communicating on migration;
6. Explain the core issues of migration by International Organization of Migration (IOM).

Course Contents

Definitions of climate and climate change, anthropogenic factors of climate change, adaptive strategies of climate change, what is climate communication? importance of climate communication, types and approaches of climate communication, multimedia dimensions of climate communication, definition and types of migration, IOM and issues of migration, communicating on migration, approaches of migration communication, ethics and migration communication, storytelling and migration communication, public relations and migration communication, culture and migration.

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

Learning Outcomes

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;

6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

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

PAU-MCM 291-- English for Business Purpose (2 Units Required, LH= 30)

Learning Outcomes

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

1. State at least five importance of English for business purposes for effective communication in the workplace;
2. Describe the techniques for writing at least five types of business documents;
3. Use at least five different media applications for effective business communication in the 21st century;
4. Write at least five different types of business documents for effective communication to a target audience;
5. Demonstrate at least three competencies for writing business documents such as memos, business letters, communique, and executive summaries.

Course Contents

English as a language of global communication. Diversity in writing. Cross-cultural differences in writing. Writing for exporting. Writing reviews. Writing for the Internet. Writing to lead, inspire, and change. Commercial communication. Business documents. Business presentation skills. Giving feedback and performance reviews. Dialogue and protocol in business communication. Interviews and negotiation skills. Language and the new media. Content creation. Learning and

memory skills. Effective time management for business executives. Goal setting for business management.

STC 203: Strategic Political Communication (2 Units C: LH 30)

Learning Outcomes:

1. Explain notions of advocacy and political marketing;
2. Outline elements of political campaign such as party symbols, manifesto, brochures and posters, public rallies etc.;
3. Discuss voter analysis, strategy of political marketing, segmentation and targeting; and
4. Highlight effectiveness of social media in campaigns and mobilizations.

Course Content

The course exposes students on how to apply public communication principles to advocacy and political campaign management as well as investigates the increasing centrality of media relations in democratic politics. The course explores campaign strategies and promotion of political parties and candidates as well as evaluation of campaign effects. The course will invite students to participate in mock sessions in the management of public debate on a chosen campaign topic.

CMS 201: Theories of Communication (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

able to apply them to real communication and media issues and events. The course will explore the historical and contemporary development of the theories.

PRS 201: Principles of Public Relations (2 Units C: LH 30)

Learning Outcomes

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

1. examine the role of Public Relations in integrated marketing communications;
2. develop simple campaign plan;
3. explain the role of Public Relations in a free market economy; and
4. outline the four-step public relations process.

Course Content

This course introduces students to the field of public relations, its key concepts, and terminologies. It does this by exploring the public relations process and its role in society and economy, from awareness campaigns to promotion and advocacy. Students will be introduced to different specializations in public relations such as crisis management, advocacy, celebrity, lobby etc. Also, to be discussed is the emerging concept of Integrated Marketing Communication, (IMC).

ADV 211: Principles of Advertising: (2 Units C: LH 30)

Learning Outcomes:

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

1. explain the role of advertising in economy and society;
2. compare and contrast the field of advertising, public relations and society;
3. outline the historical development of advertising; and
4. evaluate different forms of advertising.

Course Content

This course will provide students with a general knowledge of the fundamentals of advertising. It will include advertising strategies, ad appeals, creative techniques, the use of demographics, marketing research and psychographics. The course will give the students an overview of the advertising industry, its functions and practices, and an appreciation of its place within the broader communications context. In the course, students will analyse and discuss forms of advertising,

discovering best practice in the advertising industry, and exploring the processes involved in creating campaigns. Students will examine advertising practice and processes: advertising agencies, advertising professional roles, clients, target audiences, the media, and strategic and creative thinking. An historical analysis sheds light on the important role social forces have played in the evolution of advertising.

PAU-MCM 292—The Nature of Human Beings (2 Units Required; LH 30)

Learning Outcomes

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

1. Explain at least seven basic concepts in Philosophical Anthropology;
2. Give at least five aspects of the human person that reflect the difference between human beings and lower animals;
3. Explain at least three different operations of the human intellect and will;
4. Enumerate at least four institutions that develop the social nature of human beings;
5. Give at least five consequences of good and bad uses of freedom;
6. Explain at least four practical consequences of understanding human dignity in each of socio-political, economic, cultural, and technological development;
7. Demonstrate knowledge of the four cardinal virtues and their relation to the development of the human person;
8. Discuss at least three reasons why the idea of death shapes one's sense of meaning and human existence;

Course Contents

Introduction and conceptual clarifications. Human beings as higher animals. Human emotions and emotional Intelligence. The rationality of human beings – intelligence and will. The unity of the human person. Human sexuality. The nature of Human Freedom. Freedom and truth. Freedom and Evil. Human beings as social beings. Expanded view of the social environment – virtual world and meta-verse. Human beings as working beings – the objective and subjective dimensions of human work. Human development – the virtues. The dignity of human beings and its practical consequences. Human fulfilment. Existence and the meaning of Life. The phenomenon of Human death.

PAU-STC 219 Lobbying and Advocacy (2 Units, Elective, LH =45, PH = 0)

Learning Outcomes

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

1. Describe the nature of lobbying in communication
2. Explain lobbying in strategic management;
3. Articulate ten the types and examples of lobbying;
4. Explain the importance of ethical lobbying in marketing;
5. Articulate how to use lobbying for policy formation and legislation;
6. Explain the relationship between lobbying and advocacy;
7. Describe how the types of advocacy communication strategies

Course Contents

What is lobbying in communication? lobbying in strategic management; types and examples of lobbying; ethical lobbying in marketing; lobbying for policy formation and legislation; the relationship between lobbying and advocacy; advocacy in strategic communication; types of advocacy communication strategies; advocacy communication strategies and stakeholder relations, advocacy strategies and media campaigns; advocacy communication strategies and celebrity culture

200 Level – Second Semester

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

Learning Outcomes

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

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

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic—the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding, etc.

PAU-MCM 204: Advanced and Specialised Reporting (3 Units E: LH 45)

Learning Outcomes

At the end of this course, the students will:

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

Course Contents

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

PAU-MCM 210: Presentation and Performance (3 Units E: LH 45)

Learning Outcomes

At the end of this course, the students will:

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

Course Contents

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

STC 202: Writing for of Strategic Communication (2 Unit C: LH 30)

Learning Outcomes:

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

1. explain methods of persuasion and or influencing public opinion;
2. outline the role of social media in shaping communication with public;
3. apply processes of strategic communication writing-research-planning, communication, and evaluation; and
4. write media alerts, op-eds, blogs, press releases and company fact sheets.

Course Content

This course introduces students to the basic elements of professional writing for different publics and different media platforms. Students will explore writing different kinds of copy for print, broadcast media, web, and public relations pieces.

STC 204: Strategic Content Creation (2 Units C: LH 30)

Learning Outcomes

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

1. demonstrate proficiency for digital content creation and search engine optimization;
2. apply principles of persuasion to develop multiple media content;
3. design and create a website; and
4. outline challenges in content creation for different publics

Course Content

This course invites students to explore and utilize strategic skills in the creation of effective and engaging content across all categories in today's communication ecology such as press releases, advert copy and news etc. Students will examine strategies and tactics required to be an effective storyteller for digital content and traditional platforms.

PRS 200: Media Relations (2 Units C: LH 30)

Learning Outcomes

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

1. explain challenges in attaining positive media relations;
2. conduct media interviews with print, broadcast, and online media outlets;
3. analyse established and emerging media relations strategies and tactics such as press conferences, viral messages and use of influencers; and
4. design and plan an effective media relations campaign for conventional and social media.

Course Content

This course equips students with skills and competencies necessary for interacting with media including social networking platforms. Students will be exposed to the techniques of news making and the role of news in achieving or promoting the goals of organizations and clients. Students will be acquainted with techniques of planning and executing successful editorial approaches including placement of news releases in conventional media, management of the news event as well as effective strategies for corporate spokespersons when facing the media.

PAU-MCM 216 Digital Rights (3 Units, Required, LH =45, PH = 0)

Learning Outcomes

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

1. Define foundational concepts of data protection;
2. Evaluate the six (6) conceptualization of privacy;
3. The four (4) facets of the right to privacy;
4. Identify the violations of women's rights online;
5. Demonstrate the breaches of freedom of expression;
6. Describe digital legislations in Nigeria;
7. Describe digital legislations in Africa.

Course Contents

Why digital rights? What are the rights of concern? What is surveillance? Fundamentals of Personal Data and issues around Data Privacy. The six conceptualization of privacy. The four facets of the right to privacy. Freedoms of expression, opinion and association. Should freedom of expression be absolute? Philosophical schools of thoughts on digital rights. Women's rights online. Nigerian digital legislations I: Cybercrime Act 2015, Terrorism Prevention Acts. Nigerian digital legislations I: Hate Speech Bill, Protection from Internet Falsehood Bill, NITDA draft bill. African digital legislation - the African Declaration of Internet Rights and Freedom. Global digital legislation – The United Nations' Universal Declaration of Human Rights (Article 19). Methods for digital rights policy advocacy. Effective advocacy communication. Digital rights and COVID-19.

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

Learning Outcomes

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

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

Course Contents

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

constructive & destructive. Justice and legal framework: Concepts of social justice; The Nigeria legal system. Insurgency and terrorism. Peace mediation and peace keeping. Peace & security council (international, national and local levels). Agents of conflict resolution – conventions, treaties community policing: evolution and imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). negotiation d). Collaboration etc. Roles of international organizations in conflict resolution. (a). The United Nations, UN and its conflict resolution organs. (b). The African Union & Peace Security Council (c). ECOWAS in peace keeping. Media and traditional institutions in peace building. Managing post-conflict situations/crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in post-conflict situations/crisis.

300 Level – First Semester

PAU-MCM 391 English for Academic Writing (2 Units, Required, LH= 30)

Learning Outcomes

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

1. State at least two purposes of grammatical structures in research writing;
2. Demonstrate an appreciable level of grammatical competence in the use of academic vocabulary in at least three practical writing exercises;
3. Write at least three commands of grammar while using academic vocabulary;
4. Extract and analyze at least three relevant quotes to support research arguments;
5. Analyze two research essays for relevant pieces of information.

Course Contents

The structure of academic writing. The tense in abstract writing. The tense and structure of literature review. The connecting words and structure of statement of the problem. The content and diction of justification of study. Elements of writing research objectives and questions. The language of annotated bibliography. APA style list of references and in-text quotations. Language interpretation. Application of credible current online materials. Language tools for analyses. Advanced quoting, summary, and paraphrasing. Plagiarism. Integrating sources. Writing ethics. Book and journal review. Making a PowerPoint presentation of your topic. Critical reading skills.

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

Learning Outcomes

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

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

Course Contents

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

MCM 315: Consumer Affairs (3 Units E: LH 45)

Learning Outcomes

At the end of this course, the students will:

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

Course Contents

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

PAU-STC 315 Music and Edutainment (3 Units, Required, LH =45, PH = 0)

Learning Outcomes

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

1. Define music and its analysis;
2. Explain the interplay between edutainment and music;
3. Describe the ten components of music industry;
4. Explore the approaches of edutainment;
5. Appraise music and non-verbal communication;
6. Identify the tools, techniques, and terminologies used in the creative and productive process;
7. Evaluate the use of edutainment for social change

Course Contents

What is music? Different kinds of music: principles, practices, sounds, images, ideas, senses. Music materials and techniques. The Aesthetics of music. Ethics and music. Music and culture. Semiosis and musical analysis. Musical components. Theories of music. Non-verbal language and music. Circle of music. Interplay of music and edutainment, approaches of edutainment, types of edutainment, dimensions of the edutainment media, considerations of mixing education with entertainment, ethics in edutainment, edutainment and social change.

STC 301: Issues in Strategic Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Explain of the role and functions strategic communication in different types of organisations and institutions;
2. Demonstrate familiarity with and critical understanding of a variety of contexts of strategic communication (e.g., corporate communication, social change communication, and crisis communication);
3. Demonstrate familiarity with the ethics and values of the PR profession; and
4. Apply relevant theories for the critical understanding and analysis of strategic communication processes.

Course Contents

This course will explore strategic communication within the context of an increasingly complex world. The course will enhance your understanding and practice of strategic communication in multiple contexts that are relevant to the professional application of planned and effective communication in the twenty first century. The course will explore the concept and theories of strategic communication. It will also explore key social, technological, and professional issues in

the practice of strategic communication, and so broaden your understanding of how these factors shape the creation of effective messages; as well as make you a more thoughtful and successful communicator.

STC 303: Research Methods in Strategic Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Apply qualitative and quantitative research procedures in conducting research;
2. Comprehend the key procedures that need to be followed to make research scientific and objective;
3. Use SPSS in data analysis; and
4. Conduct communication research, analyse data and make presentations.

Course Contents

This course provides students with the basic knowledge and skills in conducting scientific research in strategic communication. Students will be introduced to qualitative and quantitative research methods with a focus on content analysis and survey research. Through the course, students will work on a content analysis project starting from identifying an area for study; develop coding instruction and coding sheet, and collecting data. Students will also be taught on how to use statistical analysis program SPSS (Statistical Package for Social Sciences) for analysing data. AS well as this the course will acquaint students with the purpose and role of literature review in research, how to formulate hypotheses and research questions etc.

STC 307: Digital Marketing for Strategic Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Explain the role and importance of digital marketing in modern society (changing business landscapes);
2. Outline the key elements of a digital marketing strategy;
3. Demonstrate practical skills in common digital marketing tools such as SEO, SEM, social media and Blogs; and
4. Analyze how the effectiveness of digital marketing campaign can be measured.

Course Contents

Today's communication professionals must work strategically across paid, earned, shared, and owned digital media channels. Effectively driving digital traffic builds campaign awareness, stimulates engagement, and moves target audiences toward action. This course teaches students how to employ digital marketing strategies and tools to amplify multichannel Public Relations and strategic communication efforts.

PRS 303: Brand Communication: (2 Units C: LH 30)

Learning Outcomes

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

1. Explain key components of a brand's identity and how they work in creating brand equity;
2. Outline factors that shape success or failure of a proposed strategic direction;
3. Analyse how cultural differences can impact on brands; and
4. Construct, through collaborative work, a brand promotion task.

Course Contents

This course examines key issues in the development of strong brands. In doing this the course will focus on brand strategy to build and communicate strong brands. The course will invite students to critically understand how the idea of brand and branding has changed over time. For instance, the course will explore how brands have changed from being 'distinguishing marker' for a product, through its name, symbol or design, to now becoming concerned with the management and control of culture, meaning given to products and practices. The course will invite students to understand the role of culture in brand communication. The course will explore how famous brands and customers' experience of them (like say blue-band or Coca-Cola) can position the company in withstanding competition in a highly competitive environment, use communication to sell the brand's message and achieve customer loyalty for the brand, i.e., brand equity.

PRS 311: Media Planning and Strategy (2 Units C: LH 30)

Learning Outcomes

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

1. Explain the role of strategic media planning in marketing and advertising decisions;
2. Outline the different advertising media for different audiences;
3. Plan and or implement a media campaign or event; and
4. Analyze the challenges posed to media planning.

Course Contents

This course explores key concepts, strategies and procedures in media planning. Students are taught how to assess and make the decision on the appropriate outlet to buy or place an advert or promotion to achieve set public relation, advertising, marketing and media objectives. As well as this, the course will invite students to consider the increasing challenges strategic communicators are facing in a niched but increasingly saturated media market where the consumer is king.

300 Level – Second Semester

PAU-STC 316 Integrated Marketing Communication (3 Units, Required, LH =45, PH = 0)

Learning Outcomes

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

1. Describe the concept of marketing communication in the world of business;
2. Explain the tools of marketing communication;
3. Describe importance of IMC in Nigeria;
4. Demonstrate understanding of the 4Cs of IMC;
5. Explain the role of market research in IMC.
6. Describe the IMC agency in Nigeria

Course Contents

What is marketing communication? tools of marketing communication, Pull and Push strategies of marketing communication, What is IMC?, benefits of IMC, 4Cs of IMC, IMC strategies in Nigeria, IMC agency management, IMC and market research, IMC and consumer behavior, ethics in IMC, IMC and branding, IMC, big data and artificial intelligence, IMC and STP (Segmentation, Targeting and Positioning)

PAU-MCM 318 Entertainment Business (3 Units, Required, L =45, P =0)

Learning Outcomes

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

1. Explain the concept of Entertainment Business;
2. Evaluate studies on the Nigerian Entertainment Business in Harvard and other top universities around the world as well as in research journals and describe the history of Entertainment Business in Nigeria;
3. Recognize the music, film and television Entertainment Business in Nigeria and their ten (10) models;

4. Explain the dynamics of local and foreign investments in the Nigerian Entertainment Business world;
5. Demonstrate sufficient knowledge of the Entertainment Business models in Nigeria;
6. Describe funding and consumption dynamics;
7. Recall six (6) unique business strategy models for the entertainment space;
8. Identify and appraise governmental intervention in entertainment business: regulation, tax, selling and buying rights;
9. Identify the importance of ethics in entertainment business.

Course Contents

Entertainment business models around the world but with specific emphasis on Nigeria. The business of music, film and television in Nigeria. A study of some of the models in Nigeria such as the Ebonylife Model; Inkblot Model; The Kunle Afolayan Productions Model; The Funke Akindele Model; The Femi Odugbemi Model; Mavins Record Model; Kennis Music Model and so on. A study of international creative companies with investments in the Nigerian creative industry such as MNET, Showmax, Amazon Prime Video, Netflix, Paramount Pictures, StoryLab and so on. A study of reality shows. The economic successes/failures of reality show. Strategy for business such as transactions, subscriptions, licensing and content marketing. A study of star system/influencing. A review of government intervention/regulation, tax system. Branding. Social media influence. Advert placement. Scandal management. Innovation. Selling and buying of rights. Identifying gaps and providing market solutions. Creative business development. Creative enterprise. Creative economy and the GDP.

PAU-STC-320 Animation for Strategic Communication (2 Units, Elective, L =15, P =30)

Learning Outcomes

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

1. Describe the core design concepts of animation
2. Recognize the connections between animation and strategic communication
3. Understand the demands for developing successful animation projects
4. Recognize the demands of the Nigerian Animation industry in strategic communication
5. Create 2D and 3D animation using software
6. Explain the relationship between animation and content marketing
7. Recognize the interplay between animation and brand characters

Course Contents

What is animation; the six types of animation; seven dimensions of animation, importance of animation in strategic communication; strategic animation campaigns; review of successful animation projects of companies; relationship between animation and content marketing; relationship between animation and brand characters, the similarities and difference of 2D and 3D animation; 2D animation and Japanese animation (Anime); scripting and animation; storyboards

and animation; Workshop design on 2D and Anime, using Maya; Workshop design on 3D animation, using Adobe Character Animation; student based animation projects for small business; theories of 4D animation

PAU-MCM 392 Professional and Personal Skills (2 Units, Required, LH=30)

Learning Outcomes

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

1. Describe at least five elements of professionalism and their manifestations within their chosen career path.
2. Identify at least five ways in which their chosen career can be of service to communities.
3. Identify at least three strengths and five weaknesses associated with each of the four classical types of temperaments.
4. Describe five elements of good interpersonal communication differentiating between assertiveness and aggression.
5. Describe at least five tips for financial responsibility and making good personal budgets.
6. Describe appropriate actions and responses to at least four common medical emergencies.
7. Describe two types of good leadership and describe at least five guidelines for good teamwork.

Course Contents

Professionalism. Job search: interviews, writing applications, CVs, resumes and professional profiles. Professional work as service to the community. Social responsibility. Self-knowledge. Self-esteem & assertiveness. Open-mindedness. Emotional intelligence. Temperaments, character development and personality. Interpersonal communications. Public speaking. Time management. Social etiquette. Cultivating optimal health: mental and physical. Personal budgets and financial responsibility. Leadership and Teamwork.

ENT 312: Venture Creation (2 Unit C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;

5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises;
7. conduct entrepreneurial marketing and e-commerce;
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity identification (sources of business opportunities in Nigeria, environmental scanning, demand and supply gap/unmet needs/market gaps/market research, unutilised resources, social and climate conditions and technology adoption gap). New business development (business planning, market research). Entrepreneurial finance (venture capital, equity finance, micro finance, personal savings, small business investment organizations and business plan competition). Entrepreneurial marketing and e-commerce (principles of marketing, customer acquisition & retention, B2B, C2C and B2C models of e-commerce, First mover advantage, E-commerce business models and successful E-Commerce companies,). Small business management/family business: leadership & management, basic book keeping, nature of family business and family business growth model. negotiation and business communication (strategy and tactics of negotiation/bargaining, traditional and modern business communication methods). opportunity discovery demonstrations (business idea generation presentations, business idea contest, brainstorming sessions, idea pitching). Technological solutions (the concept of market/customer solution, customer solution and emerging technologies, business applications of new technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy etc. Digital business and E-Commerce strategies).

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

Learning Outcomes

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

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

Course Contents

The primary aim of this course is to introduce students to the logic and methods of research in communication. Principles of research design, instrumentation, data collection and analysis are taught to enable students apply them effectively. The course will discuss qualitative and

quantitative research methods (Focus Group Discussion, Interview, Participant Observation, Ethnography, Content Analysis, Textual Analysis, survey, sampling, and research ethics.

STC 306: Special Topics in Strategic Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Explain the role and functions of strategic communication in different types of organisations and institutions;
2. Demonstrate familiarity with the ethics and values of public relations profession;
3. Demonstrate familiarity with critical understanding of variety of contexts of strategic communication, corporate communication, crises communication etc.; and
4. Apply relevant theories for the critical understanding and analysis of strategic communication processes

Course Contents

This course reviews the field of Strategic Communication and selects special topics in the areas of Strategic Communication: business, management, organisational, and corporate communication for special treatment and in-depth analysis. Students are expected to carefully select two special topics in these areas, research into them, present, and lead a discussion on them. The presentations are also expected to be packaged and submitted in soft cover bounds as projects for the course.

STC 308: Persuasion and Message Design in Strategic Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Outline theories of persuasive communication;
2. Develop skills to identify and critically analyze persuasive messages;
3. Demonstrate understanding of persuasive techniques and their efficacy; and
4. Apply ethical principles in the creation, distribution and reception of persuasive messages.

Course Contents

Persuasion plays an important role in both our personal and professional lives. This course explores an array of theories, approaches, and research findings about how and why persuasion works. The course emphasises the ethical application of persuasive messages and strategies, with an emphasis on how persuasive strategies can be used to develop effective strategic communication messages

and applied in strategic communication campaigns. The course is also expected to teach the students on how to deconstruct persuasive messages and become more critically-minded receivers of persuasive messages and tactics they encounter daily.

STC 310: Strategic Campaign Management (2 Units C: LH 30)

Learning Outcomes

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

1. Explain methods of strategic campaign planning and management and show how these fit within organisational goals;
2. Create a comprehensive strategic plan;
3. Apply acquired knowledge and experience to produce a campaign showing detail planning, organization, time management and evaluation skills; and
4. Produce a portfolio of your executed campaign.

Course Contents

This course explores the conceptualization, planning and management of corporate, government and other non-profit organization's campaigns. Students will be invited to use problem-oriented case studies in the creation, planning and execution of campaigns, Students work on group projects that develop and execute a public relation campaign that would give them a grasp of full range of experiences required in planning and executing public relations campaigns. All the four phases of PR campaign-formative research, strategic planning, implementation and tactics, and evaluation research must be covered. This would provide students hands-on experience in working with clients as they identify organizational problems whose solutions are arrived through a PR campaign.

PAU-STC 319 Ethics in Strategic Communication (3 Units, Required, LH =45, PH = 0)

Learning Outcomes

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

8. Describe the nature and dynamics of ethics in management
9. Explain the types and theories of ethics;
10. Articulate ten (10) useful ethical provisions in management;
11. Explain destructive communication behaviors;
12. Articulate how to use ethical communication processes and methods;
13. Explain the ethical issues in employee relations;

14. Describe how to use ethical correspondence in work space

Course Contents

What is ethics? Understanding ethics in the creative industry; Types of Ethics; Theories of Ethics; Ethical Provision in Advertising; Ethical Provision in Public Relations; Ethical Provision in Marketing; Ethical communication processes; Ethical Communication Media; Destructive Communication Behaviour; Ethical Correspondence; Ethics and Contracts; Ethics and Employee Relations; Ethics and Crisis Management; Ethics and Corporate Social Responsibility (CSR)

400 Level – First Semester

PAU-MCM 409 Independent Filmmaking (3 Units, Compulsory, LH =30, PH =0)

Learning Outcomes

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

1. Describe the concept of Independent filmmaking;
2. Explain the history, successes and failures of studio films (the Big 5);
3. Explain the rise of independent (indie) filmmakers (democratic filmmaking);
4. Evaluate the growth of digital content creators for YouTube, Instagram and so on (studio in the pocket);
5. Analyze monetization of pages; working solo; job creation; interdependency on the digital platforms; digital contents (lifestyle, travel, food, vlogs, reviews, games etc.);
6. Explain the filming tools, followership and engagement;
7. Identify the eight types of independent films;
8. Outline the ten brand strategies for independent filmmaking;
9. Infer the importance of ethics in independent filmmaking.

Course Contents

Films produced outside the main studio system. History and success/failure of studio systems (the Big 5). The rise of independent (indie) filmmakers (democratic filmmaking). The rise of digital content creators for YouTube, Instagram and so on (studio in the pocket). Monetization of pages-working solo; job creation; interdependency on the digital platforms; digital contents (lifestyle, travel, food, vlogs, reviews, games etc.). Filming tools, followership and engagement. Reshaping brand strategies for independent filmmaking. Types of independent films: low budget films; art films; short films, festival films, sport films, etc. A study of top 20 digital content creators/indie filmmakers such as PewDiePie, Ryan Kaji, Rhett and Link, Preston Arsement, Dream, Nas Daily,

etc. A study of Nigerian digital content creators (I): Comedy (Taaoma, Kiekie, Brain Jotter, Broda Shaggi, Officer Woos, House of Ajebo and so on). (II) Food (Sisi Yemi, Zeelicious, Diary of a Kitchen lover and so on). (III) Travel and lifestyle (Travel with Tolu, Alma Sinobi, Tosin Oyewole, Somto Seeks and so on). (IV) Sports (Larry Kayode, Kenneth Omeruo and so on). Indie filmmakers in Nigeria (Ema Edosio, Toka McBaror, Clarence Peters, Kemi Adetiba, Zina Saro-Wiwa, TG Omori and so on). Ethics in independent filmmaking. Business of independent filmmaking.

CMS 401: International Communication (2 Units C: LH 30)

Learning Outcomes

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

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

Course Contents

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

STC 403: Digital Strategic Communication Analytics (2 Units C: LH 30)

Learning Outcomes

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

1. Apply qualitative and quantitative research in developing and evaluating communication plans;
2. Use digital advocacy strategies and organizing tools in promoting or supporting causes, candidates or organisations;
3. Outline strategies of social media content creation; and
4. Evaluate key challenges in digital strategic communication.

Course Contents

This course acquaints students with methods and principles that guide the extracting of useful information from digital communication data. The course helps students to make sense of problems from a data perspective and analyze such problems. Such analysis would form a useful basis for campaign strategy towards a target audience or public.

STC 409: Media, Propaganda and Public Opinion (2 Units C: LH 30)

Learning Outcomes

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

1. Apply qualitative and quantitative research in developing and evaluating communication plans;
2. Use digital advocacy strategies and organizing tools in promoting or supporting causes, candidates or organizations;
3. Outline strategies of social media content creation; and
4. Evaluate key challenges in digital strategic communication.

Course Contents

This course takes off from the assumption that propaganda is mass persuasion through the manipulation of symbols or myths and therefore invites students to explore the intersection between media and communication messages, public opinion and propaganda. Students will inquire into the process of public opinion formation and the point at which they remain or cross ethical boundaries. The course will teach students how to apply the technique of propaganda analysis.

STC 499: Original Research Project (6 Units C: LH 45)

Learning Outcomes

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

1. Choose an independent research topic;

2. Evaluate and review published studies in the area of chosen topic;
3. Apply appropriately one or more quantitative or qualitative approaches, or mixed methods approaches, in conducting research; and
4. Outline challenges encountered in conducting original research.

Course Contents

This is a research focused course where student apply knowledge and skills gained from research methods courses. The course invites students to think critically and problematize a particular strategic communication challenge and apply or use appropriate research methods to seek insightful solutions and arrive at creative recommendations based on the research findings in a way that will enhance knowledge or understanding. Working under the guidance of a supervisor, students will be guided on how to problematize issues, generate secondary and primary data as well as analyze such data and use them to answer research questions.

400 Level – Second Semester

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

Learning Outcomes

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

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

Course Contents

Examination of the media of communication as social and political institutions with particular attention to pertinent sociological concepts, themes and problems; the role and relationship of the mass media vis-à-vis other major social institutions. Focus on the sociology and professionalism of media communicators, media contents, meaning creation and defining power and the issue of cultural imperialism and media dependency; internal dynamics and control of media organisations and mass communication politics. The role of communication in development is critically

examined. The course will also discuss media representation of various social groups, media and gender, ownership and control, the role of advertising and other forms of financing the media and their implications, issue of media access, the place and role of alternative media, the internet and changes in media ecology, mediatization of social and political processes and activities. Critical attention will be paid to the role of the media as the infrastructural/mechanism of connection, representation, sharing and governing, the role of the media in conflict and the mediatization of different processes, activities and institutions in contemporary society. Also of interest is the internet and other ICTs, their characteristics and how they have changed the ecology of communication, the public sphere and nature of politics and power. The course will also discuss media representation of gender, minorities.

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

Learning Outcomes

At the end of this course, the students will:

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

Course Contents

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

STC 402: Practicum/Portfolio in Strategic Communication (4 Units C: LH 30)

Learning Outcomes

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

1. Apply the skills and knowledge gained in your study to design a campaign or manage an event etc.;
2. Exhibit critical thinking in the production of portfolio in your chosen area;
3. Show an understanding of the demands of modern digital infrastructure in strategic communication work; and
4. Analyse work environmental challenges in carrying out strategic communication activity.

Course Contents

This course invites students to apply knowledge and skills learned in the classroom in a real-life work environment. In doing this, students will work under the direct supervision of professionals at the workplace. The idea is for them to directly take part in activities of the organization where they apply their skills and knowledge as well as remain open to learn. In the practicum work, students are expected to build a portfolio cataloguing and demonstrating their experiences such as campaigns, media monitoring, event management, media releases and newspaper articles, social media content and other communication products.

STC 410: Corporate Organizational Communication (2 Units C: LH 30)

Learning Outcomes

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

1. Explain key elements of organisational Communication theory;
2. Discuss the importance of good communication in organizational success;
3. Identify communication problems in organizational settings; and
4. Apply skills and competencies to resolve organizational communication problems.

Course Contents

There is always so much taking place within organizations such as recruitment of new staff, promotions and demotions or dismissals, expansions, mergers and take-overs, as well as innovations etc. People within or outside the organization come to know such happenings through communication. Depending on how the communication is executed any of the activities could generate goodwill or hostility. This course therefore invites students to explore the dynamics or process of interpersonal and group communication within organizations. Case studies will be used to introduce the theory and practice used by organizations to plan, develop, execute and evaluate different communication strategies and tactics for communicating internally and externally.

STC 412: Corporate and Industrial Public Relations (2 Units C: LH 30)

Learning Outcomes

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

1. Organise events for local charities including production on videos and newsletter;
2. Explain how communication strategies influence (employed), attitudes, shift stakeholders' opinions and tells an organization's theory;
3. Analyse the role of influence in corporate reputation or image; and
4. Outline challenges to modern corporations and industries.

Course Contents

The success of corporations lies hugely on the goodwill it has cultivated with its various stakeholders such as customers, investors and shareholders, governments as well as civil society organizations etc. Communication remains at the centre of such goodwill. This course therefore invites students to explore strategies of effective communication with such stakeholders as well as the challenges that could pose obstacle such as globalization, changing corporate identity, issues of diversity, outsourcing etc.