



ARCHBISHOP JAMES UNIVERSITY COLLEGE – (AJUCO)
A Constituent College of St. Augustine University of Tanzania (SAUT)
P.O. BOX 466 SONGEA, TANZANIA



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

BACHELOR OF ARTS IN MASS COMMUNICATION PROGRAMME

INTRODUCTION

Introduction

Archbishop James University College (AJUCO) started operations in September 2013. Its motto is “From the People, to the People”. Its vision is to *“be a premier research-intensive university that improves leadership, collaborative discoveries, innovation in education and research that will permit graduates to attain the highest possible level of achievement, and prepare them for positions of leadership and commitment to generous service and respect to humankind”*.

Statement of purpose

AJUCO, being administratively answerable to the main campus, will support St. Augustine University of Tanzania’s mission of offering the broadest possible access to quality educational opportunities and services. The College explicitly aims to align with the university’s philosophy that *education should form a foundation for continuous intellectual development as well as preparing individuals for gainful employment by offering undergraduate and graduate curricula*. This will be accomplished by offering both day and evening academic programs. The purpose is to provide academic and practical experiences, to facilitate students’ ability to perform responsibly in their chosen professional roles in business, industry, government, and other related careers, and by active participation of faculty in providing services to area civic, governmental and business organizations.

The mission of AJUCO

- (a) Be a distinctive university college committed to the teaching and expansion of human knowledge for the benefit of society through research-intensity, integrated with education, transparency and honesty;
- (b) Investigate the intricately challenging, fundamental problems in the arts, science and technology in a particularly collegial, interdisciplinary atmosphere; and,

- (c) Holistically develop persons and especially enable outstanding students to become creative members of society in a humane and collaborative environment in many fields of human endeavour by encouraging, supporting and celebrating intellectual curiosity, active citizenship, ethical leadership and respect for our diverse community.

Core Values

In addition to core values embraced by the University, AJUCO intends to commit itself to excellence in all aspects of professional and academic life. Both in principle and in practice, its commitment will include respect for and elevation of the inherent dignity of all human beings. In this regard, it will value and commit itself to a life of human service and to the maintenance of the highest ideals of ethical integrity.

Objectives of the college

- a. To form a *centre of creativity* made of the academic community of both teachers and learners, by enhancing the scope and quality assurance of teaching and learning.
- b. To increase productivity in research, develop top-flight consultancy capacity, provide and expand professional education
- c. To improve library capacity, promote the culture of reading, learning and pursuit of knowledge and ethical practice in public relations.
- d. To improve physical infrastructure and facilities, and maintain up-to-date and effective curricula that meets the demands of the labour market, diverse students, faculty and staff.
- e. To improve information and communication technology capacity and application.
- f. To improve national and international linkages with industry and business, so as to promote understanding of the practical applications of knowledge in the dynamic industry and business.
- g. To improve human resources management and gender equity/balance in the administration of the College, and add faculty whose expertise spans hierarchical levels and connects traditional sub-disciplines.

BACHELOR OF ARTS IN MASS COMMUNICATION PROGRAMME (BAMC)

1.1 Justification

The Mass Communication Program offers students an interdisciplinary foundation in the basic theory and skills necessary to become media practitioners and more informed media consumers. Students have the opportunity to pursue internships and independent projects that allow them to have real world experience in the mass media professions.

Objectives

- 1.2.1 To enable learner to be well grounded in the science of communication and possess the capacity to develop the human, social, and technological modes of communication, for the benefit of their local community
- 1.2.2 To prepare graduates who are responsible citizens with the ability to demonstrate professional competence, social interaction and ethical values in their carrier.
- 1.2.3 To equip candidates with research skills necessary for effective operation in the mass media industry.
- 1.2.4 To prepare students to be able to recognize and analyze the mass problems in their localities and effectively design media strategies that will provide solution to these problems.
- 1.2.5 To enable student use media to present plan of action that can meet the expectations of their local people.
- 1.2.6 To help the students study and understands role of mass media in a democratic nations.
- 1.2.7 To enable the learner writes, delivers and directs media programmes for the benefit of their locality.

1.3 Learning Outcomes.

At the end of this programme, students will be able to:-

1.3.1 Understand and Apply(KNOWLEDGE)

- a) The differences between Journalism and Public Relations terminologies.
- b) Journalism and News reporting concepts.
- c) Media History and the trend of media technologies
- d) Studio Rules and Regulation
- e) Media Ethics and Journalism Professional Codes
- f) Relationship between Media and Society

1.3.2 Demonstrate the following (SKILLS)

- a) Creativity in gathering news and information.
- b) To generate informative and educative content in the media.
- c) Nose for news (curiosity in gathering news)
- d) Communication and presentation Skills
- e) Journalistic activities such as writing news, producing Radio and Television program.
- f) Audience research skills

- g) Communication research skills.
- h) Video and TV camera operating know how.

1.3.3 Portray (ATTITUDE)

- a) Curiosity
- b) Accountability and highly sense of service
- c) Professionalism
- d) Keen to knowledge
- e) To be unconventional and use media to bring change in the society.
- f) To be critical thinkers influence the society in the right course to promote good governance and human rights.
- g) To be responsible journalists guided professional work ethics.

1.4 Bachelor Degree Regulations

1.4.1 Entry Requirement

- (i) candidates should be a holders of an advanced certificate of secondary education examination(ACSEE) with the two principal level passes in appropriate subject at the same sitting with the minimum of 4.5 points. A candidate must have at least (5) credit passes in the certificate secondary education examination (CSEE) including English. Two principle passes both of at least “ c” grade if not at the same sitting or
- (ii) candidate with an advanced certificate of secondary education examination (ASEE) without the necessary two principal passes must have a certificate in journalism and media studies(CJMS) from any recognized institution with a minimum of B+ or
- (iii) Candidate of mature age (25) with at least five passes and three credit in approved subjects, including English, in the Certificate of secondary education Examination (CSEE). A candidate must have three or more years of working experience in a relevant field or
- (iv) Candidates from countries with an 8-4-4 system of education must have completed successfully at least one year of university study or undertaken a one year certificate program in journalism and mass media studies in any university institutions recognized by TCU as a remedial programme

1.5 Duration

This is a three year program

1.6 Degree patterns

The program is into four categories: institutional course, general courses, core courses, and specialized courses. Only one specialization is mandatory and takes place in third.

1.7 Assessment Policy

Coursework Continuous Assessment Tests (CAT)

- Coursework shall constitute 40 percent

Final Examination taken at the end of the semester

- This will carry 60%

Comprehensive Examination

- Candidates shall be required to sit for a comprehensive examination at the end of the third year. At the beginning of the second semester of the third year candidates shall be provided with themes from core communication courses for preparation

1.7.3 Research Paper

- Each candidate shall be required to produce a research paper in partial fulfillment for the requirement of the award of the Bachelor Degree of Arts in Mass Communication. The research paper will not exceed 100 pages of double spaced A-4 Paper. Candidates shall be required to collect data during the long holidays (July-September) in their second year.

1.7.4 Field Attachment

- Candidates shall be required to undertake at least four-week internship in a media organization approved by the relevant HOD in the second year of study. At the end each candidate shall be required to produce a report that will be graded on pass or fail basis.

Grade Point Average (GPA) Computation

Except for required (Institutional Courses) all other courses shall count in GPA computation.

Research Timeline

Candidates must produce a research proposal at the end of the second year. First draft must be handed in within the first week of starting the second semester. The final draft must be ready in the first week of May.

Third Year

Candidates must hand in the first draft of their research papers by Mid January while, the final research papers must be presented to the department by the beginning of April.

1.7.5 Credit hours

Candidates shall complete a minimum of 126 credit hours of courses ,research, and field attachment to be eligible for graduation.

1.7.6 Failing candidates

General regulations provided for in the prospectus shall apply

1.7.8. Grading System

The following grading system shall apply:

Percentage	Grade	Points	Designation
100-80	A	5	Distinction
79-70	B+	4	High credit
69-60	B	3	Credit
59-50	C	2	Pass
49-35	D	1	Fail
34-0	E	0	Bad fail

1.7.9 Degree Classification

The Final B A. Mass Communication shall be classified as First Class, Upper Second Class, Lower Second Class and Pass as follows:

Classification	Points	Grade
First class	5.0-4.5	A
Upper second class	4.4-3.5	B+
Lower second class	3.4-2.6	B
Pass(3 rd class)	2.5-2.0	C

1.8. Program Schedule

1.8.1 Distribution of Units and Credits

Each course offered would carry either two or three credits per week.

1.8.1.1 Course Distribution

General regulation provided for in the prospectus shall apply

1.7.8. Grading system

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Lower second class	3.4-2.6	B
Pass (3 rd class)	2.5-2.0	C

PROGRAMME STRUCTURE

YEAR 1

First Semester					Second semester				
Code	Title	Status	Credits	Hours	Code		Status	Credits	Hours
JM 111	Basic new reporting	core	10	100	JM121	New editing	core	10	100
JM 112	Introduction to	core	6	60	JM122	Radio and TV	core	10	100

	broadcasting					programming			
JM 113	Principles of public relations	core	8	80	JM123	Principles of advertising	core	10	100
JM 114	Sociology	core	6	60	JM124	Macroeconomics 1	core	6	60
JM 115	Microeconomics 1	core	6	60	JM125	Entrepreneurship	core	6	60
JM116	Gender issues	core	6	60	JM126	Media marketing	core	6	60
JM117	Communication skills 1	core	6	60	JM127	Development in perspective	core	6	60
JM118	Social ethics	core	6	60	JM128	Communication skills 11	core	6	60
JM118	Introduction to philosophy	core	6	60					
	Total		60	600				60	600

YEAR 2

First semester					Second semester				
Code	Title	Status	Credits	Hours	Code	Title	Status	Credits	Hours
JM211	Media history	core	8	80	JM221	International communication	core	6	60
JM212	Mass communication	core	8	80	JM222	Media management	core	6	60
JM213	Media and society	core	6	60	JM223	Media law	core	6	
JM214	Photo journalism	core	10	100	JM224	Communication research	core	8	80
JM215	Media ethics	core	6	60	JM225	Investigation in journalism	core	6	60
JM216	Statistics	core	6	60	JM226	Advanced news reporting	core	10	100
JM217	Research methodology	core	10	100	JM227	Human rights	core	6	

JM218	Basic French 1	core	6	60	JM228	Comparative religion	core	6	60
					JM229	Basic French 11	core	6	60
	Total		60	600				60	600

YEAR 3

SPECIALISATION PRINT MEDIA

First Semester					Second semester				
Code	Title	Status	Credits	Hours	Code		Status	Credits	Hours
PM 311	Basic News Reporting	core	10	100	PM321	Columns, Reviews, Society & Culture	core	10	100
PM 312	Sub- Editing	core	10	100	PM322	Advanced News Reporting	core	10	100
PM 313	Current Affairs Reporting	core	10	100	PM323	Environmental Journalism	core	10	100
PM 314	Magazine & Feature Writing	core	10	100	PM324	Comprehensive Examination	core	8	80
PM315	Research Project	core	10	100	PM325	Research Project	core	8	80
PM316	Peace Journalism I	core	10	100	PM326	Peace journalism II	core	8	80
	Total		60	600				54	540

BROADCASTING

First Semester					Second semester				
Code	Title	Status	Credits	Hours	Code		Status	Credits	Hours
BM 311	Advanced Broadcasting	core	10	100	BM 321	Advanced Radio Production	core	8	80
BM 312	Broadcasting; Programming	core	10	100	BM 322	Advanced Tv/Video Production	core	10	100
BM 313	Writing for Broadcasting	core	10	100	BM 323	Audience Research	core	8	80
BM 314	Tv/ Video Production	core	10	100	BM 324	Video/ Tv Editing	core	6	60

BM 315	Peace Journalism	core	10	100	BM 325	Comprehensive Examination	core	6	60
BM 316	Research Project	core	10	100	BM 326	Research Project	core	6	60
					BM 327	Peace Journalism	core	10	100
	Total		60	600				54	600

PUBLIC RELATIONS

First Semester					Second semester				
Code	Title	Status	Credits	Hours	Code		Status	Credits	Hours
PR 311	Advanced Public relation I	core	10	100	PR 321	Advanced Public Relation II	core	10	100
PR 312	Writing for Public Relation	core	8	80	PR 322	Advertising II	core	8	80
PR 313	Principles of Advertising I	core	10	100	PR 323	Graphics and Web Design	core	10	100
PR 314	Public Relations in Practice	core	10	100	PR 324	Advanced Public Relations III	core	8	80
PR 315	Peace Journalism I	core	10	100	PR 325	Comprehensive Examination	core	6	60
PR 316	Research Project	core	6	60	PR 326	Research Project	core	6	60
					PR 327	Peace Journalism	core	10	100
	Total		54	540				58	580

ELECTIVE COURSES FOR ALL SPECIALISATIONS

First Semester					Second semester				
Code	Title	Status	Credits	Hours	Code		Status	Credits	Hours
JM 311	Kiswahili		6	60	JM 321	Rural Journalism		6	60
JM 312	Project Management		6	60	JM322	Agri-business Journalism		6	60

PART TWO

COURSE OUTLINES COMMUNICATION SKILLS I COURSE CODE: JM 116

Course Description

The course is specially designed to raise the learners' competence and proficiency in both academic and personal communication skills. It aims at raising these skills through reduction of language problems and imparting necessary communication skills. It seeks to develop proficiency in writing, oral presentation and listening skills.

Course Objective

The general objective of this course is to raise students' proficiency in communication skills.

Learning Outcomes

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

- Write various technical writings effectively.
- Demonstrate proper preparation of work skills documents.
- Elaborate various methods of oral presentation.
- Demonstrate effective oral presentation skills.
- Effectively apply good listening habits.

Course Content

Writing skills

- Types of writing
- Academic writing
 - Short essay
 - Term paper

Technical/ Functional writing

- Application letters/ Cover letter
- Curriculum Vitae/ Resume
- Business letters
- Order letter
- Acknowledgement letter
- Claim letter
- Letter of complaint etc.
 - Letter to the editor
 - Preparing agenda of a meeting
 - Writing minutes of a meeting
 - Report writing
 - Memo
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Oral presentation skills

Preparing for a presentation
Purpose of presentation
Qualities of a good speaker
Methods of oral presentation
- Extemporaneous speech
- Memorized speech
- Reading from a manuscript
Types of Oral presentation
Planned speaking
Impromptu speaking
Effective/ ineffective oral presentation skills

Voice projection
Stage presence/ movement
Non-verbal communication
Eye contact

Listening skills

Stages of the listening process
Active / passive listening
Qualities of a good listener
Common listening problems

Basic Readings

- Ebest, S. B et. al. (2000). *Writing from A – Z, California*: Mayfield Publishing Co.
Eisenberg, N. and Wiener, H. (2001). *The Questioning Reader*. New York: Longman.
Kiura M. K and Munga E. C., (2011). *Fundamentals of Communication Skills*. Mwanza: Victoria Educational Publishers.
----- (2012). *Writing Skills*. Mwanza: Victoria Educational Publishers.
Muchiri, M. (1992). *Communication Skills for Colleges and Universities*, Nairobi: Longman.
Mutua, R.W. Omulande, S.J and Otiende, J.E. (1992). *Study and Communication Skills*. Nairobi: Macmillan.
Wren, P.C and Martin H. (2006). *High School Grammar and Composition*, India: S. Chand & Co.
Shiach, D. (2002). *Basic Written English*. London: John Murray Publishers.

BASIC ENGLISH LANGUAGE COURSE
COURSE CODE: LG 112

Course Description

The course is designed to raise English language competence and proficiency among students in both academic and professional communication through reduction of language problems and imparting necessary mastery of English Grammar. Regular exercises will be used as a teaching method.

Course Objective

The general objective of this course is to raise students' proficiency in English language skills.

Learning Outcomes

On completion of this course student should be able to:

- Identify word classes and use them in sentences
- Construct correct sentences using respective word classes
- Identify and use various verb categories in sentence construction.
- Change the various verb forms into corresponding states.
- Construct sentences of varying verb forms

Course Content

Module 1: Parts of speech / word classes

Nouns
Verbs
Adjectives
Adverbs
Pronouns
Prepositions
Conjunctions
Interjections
Articles

Module 2: Verb Forms

Principle parts of a verb
Regular and irregular verbs
Tenses
Present tenses
Past tenses
Future tenses

Basic Readings

Ebest, S. B. et.al. (2000). **Writing from A– Z**. California: Mayfield Publishing co.
Eisenberg, N. & Wiener, H. (2001). **The Questioning Reader**. New York: Longman.
Forlini, G. (1987). **Grammar and Composition** (3rd ed). New York: Prentice Hall.

- Hildebrandt, H.W. & Murphy, H.A. (1988). **Effective Business Communication**. (5th ed)
New York: JMGraw-Hill Book Company.
- Jayanthi, D.M. (2009). **Contemporary English Grammar**. New Delhi: Book Palace.
- Lark R.B. (1982). **Effective English for Business Communication**. Toronto: Gage Publishing.
- Langan, J. (2006). **English skills** (8th ed). Boston: JMGraw-Hill Book Company.
- Leech, G. & Starvik, J. (2001). **A Communicative Grammar of English**. London: Longman.
- JM Dougal, L. (1985). **Building English Skills**. New York: JM Dougal, Littell & co.
- Murphy, R. (2004). **English Grammar in Use. (3rd ed)**. Cambridge. CUP.
- Saleemi, N.A. (2003). **Business English**. Nairobi: N.A Saleemi Publication.
- Shiach, D. (2002). **Basic Written English**. London: John Murray Publishers.
- Strumpf, M. & Aureil, D. (2008). **The Complete Grammar**. New Delhi: Goodwill Publishing house.
- Wren P.C. & Martin, H. (2006). **High School Grammar and Composition**. India: S. Chand & Co.
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INTRODUCTION TO PHILOSOPHY COURSE CODE: JM 118

Course Description

This course aims at introducing philosophy and initiate students to understand and appreciate what philosophy is.

Objective

To explore central issues, topics and selected philosophers from ancient period to contemporary period.

Learning Outcomes

After completing this course students will be able to:

- Understand what philosophy is, and various subfields of philosophy.
- Identify how philosophical inquiry applies to our life and to the society in general.
- To think, write and speak critically and logically responding to the current situations of the society.
- To reflect and challenge beliefs and values of their own and others.

4. Course Content

Module 1: Introduction

What is philosophy?

The nature of philosophy,

The history of philosophy,

Why philosophy?

How to do philosophy?

Philosophy as a science and Philosophy and thinking

Module 2: Classification of philosophy

Logic,
Metaphysics,
Epistemology and Axiology

Module 3: Historical development of philosophical ideas and issues

Ancient philosophers,
Medieval Philosopher,
Modern Philosophers, and Contemporary philosophers (20th & 21st centuries)
The nature of reality, the nature of truth, the nature of knowledge, the nature of
God and the problem of evil

Module 4: African philosophy

Meaning and nature of African philosophy
Contemporary African philosophers

References

- Makumba, M. (2005). Introduction to Philosophy. Nairobi: Pauline Publication.
- Onyeocha, I.M. (2004). Themes and Issues in Philosophy. Owerri: Clacom Publishers.
- Onyeocha, I.M. (1995). Introfil: A First Encounter with Philosophy. Washington, D.C: The Council for research in Values and philosophy.
- Russel, B. (1945). The History of Western Philosophy. New York: Simon and Schuster.
- Russel, B. (1959). The Problems of Philosophy. New York: A Galaxy Book. "An unexamined life is not worth living" Socrates.
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**INTRODUCTION TO ECONOMICS
COURSE CODE: EC 115**

Course Description

This course intends to equip students with elementary notions of economic optimization at the lower units of organization i.e the firm and households or consumers.

Course Objectives

To enable students understand theories of demand, supply and markets in individual markets.

Learning Outcomes

Upon completion of this course students should

- Be able to apply elementary notions of economics optimization at lower units of organizations i.e firm and household
- Be able to demonstrate knowledge and apply theories of demand and supply and market equilibrium to individual markets in familiar situations.

Course Contents

Introduction to Microeconomics

- The basic principle of economics
- An economic problem
- Unlimited human wants
- Scarcity and/or limited resources
- Choice and decision making
- Production possibility frontier(PPF)
- Opportunity cost

Understanding individual market: demand and supply analysis.

- Demand schedule; demand curve and demand function
- Determinants of demand
- The slope of demand curve
- Determinants of supply
- The slope of supply curve
- The market demand and market supply
- Surplus and shortages
- Cross elasticity of demand
- Income elasticity of demand

The theory of consumer behavior

- Cardinal/ ordinal utility behavior
- The budget constraints
- Consumer equilibrium
- Changes in income
- Changes in price

Theory of production and the firm

- Cardinal / Ordinal Utility Approach
- The Budget Constraints
- Consumer Equilibrium
- Changes in Income
- Changes in Price

4.5. Theory of production and the firm

- Objective of production
- Factors of production
- Production with one variable input(the law of diminishing returns)
- Production costs
- Revenue and profit

Reference

Layard, P.R.G; Walter A.A (1978), Microeconomic theory, New York, JM Graw Hill
Samuelson, P.A (1980), An introductory, Analysis. New York, JM Graw hill
Samuel, P.A (1980), An Introductory Analysis. New York, JM Graw hill

Livingstone, I.H. Word (1980) Economic for Eastern Africa. London, Heinemann
Hirshleifer, J. (1970) Price Theory and Applications, New York, JM Graw hill
Bradly .g.r (1970) ,economics for east Africa: an introductory Course, London
Chassell
Albertcht, W.p (1979), Economics Second Edition London; Prentice Hall
Gravele, H and Rees R (1992) Micro Economics, London, Longman
Kregs, D. M (1990), A Course in Micro Economics theory. Tokyo; Harvester wheat
sheaf
Bilame Odasse (2004), Economics for Advanced level and Undergraduate students,
Dar es Salaam, Mkuki naNyota publishers

INTRODUCTION TO SOCIOLOGY

COURSE CODE: JM 114

Course Description

Learning outcomes

- Students will be able to put into perspective early sociological thinking in relation to the changes happening at the time.
- Students should be able to use contemporary theories in analyzing different social issues.
- Students should gain an understanding of how human being develops their cultural capacity through socialization.
- Students should also be able to discuss how people react to foreign culture.
- Students should be in a position to analyze the content of the media and see how it relates to its internal structure.
- Students should also be able differentiate between crime and deviance and how they are created by the social environment we live.

Course content

Introduction to sociology

Sociological perspective

Why study sociology

The emergence of sociology

Early sociological thinkers

Emile Durkheim

Auguste Comte

Max Weber

Karl Marx

Hurbert Spencer

Contemporary theoretical perspectives

- Functionalist perspective
- Conflict perspectives
- Symbolic integrationists perspectives

Socializations

- Why is socialization important?
- Agents of socialization
- Theories of human development

Culture

- Components of culture
- Culture diversity
- Subculture, multiculturalism, counter culture, popular culture etc
- Prejudice and discrimination in culture
- Assimilation and accommodation

Communication and media

- Role and influence of the media “content and structure”
- Pluralists perspectives
- Marxists perspectives

Deviance and crime

- Biological theories of deviance
- Attachment theories of deviance
- Conflict theories of deviance

Reference

- Kendall, Diana (2001) *Sociology in our times*. Belmont: Wadsworth.
- Macionis, John (2003) *sociology*: New Jersey, Prince Hall.
- Holbon, Martin and Haralambos Michael (2004) *Sociology themes and Perspectives*. London: HarperCollins Publishers Limited.
- Giddens, Anthony and Dunerer, Mitchel (2009) *Introduction to Sociology*. USA: Planet friendly Publishing.
- Farley, John and Flola Michael (2010). *Sociology*. London: Paradigm Publishers.
- Webster, Andrew (2008) *introduction to sociology* .London: Palgrave Macmillan
- Coser, Lewis (2003) *Masters of sociological thought, Ideas in historical and social context*. New York: JMGraw Hill.
- Rao Shankar C.N (2000) *Sociology; Primary Principles*, New Delhi; S Chad & Company.
- Bhushan V & Sachdeva (2001) *An introduction to Sociology*, Allahabad, Kitab Mahal.
- Giddens, Anthony (2006) *Sociology*. Cambridge: Polity Press.
- Maclver, and Page (1998) *Society; An introductory Analysis*, New Delhi: Macmillan.

SOCIAL ETHICS
COURSE CODE: JM 117

Course Description

This course introduces students to the origins of ethical challenges and crises in, society as they are being influenced by the contemporary globalized world. It will enable them to come up with critical mind so as to demonstrate good and acceptable behaviors in the society we are living in

Course Objectives:

- To introduce students to the meaning and importance of ethics.
- To introduce students to fundamental ethical principles and their relation to human life in general
- To enable students identify the ethical solutions to the ethical problems of our society.

Learning Outcomes

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

- Explain the meaning and value of studying ethics.
- To integrate their day to day lives with the learned ethical principles
- Display good and acceptable behavior in society

Course Content

Introductions

- Definition of ethics
- The history of ethics
- Ethics and morals
- Divisions of ethics
- Purpose of ethics as discipline

Social Ethics

- Definition of social ethics
- The principles of social ethics
- Moral principle to guide decision making
- Steps in making ethical decisions
- Value and standards: what is a value? What are value clashes? Preference rules/ value judgment in value clashes

Classical Social Ethical Theories

- Teleological theory
- Deontological theory
- Different Kinds of Deontological theories (Act and rule Deontological Theory)

Conscience as a foundation of ethical conduct

- Notion of conscience
- The role of conscience
- Basic characteristics of conscience
- Types of divisions of conscience

- The rule of conscience
- Freedom and commitment of conscience: sin and freedom of conscience, internalization of ethical norms
- Conscience and freedom in an African context: the practice of autonomy in ethics, the community and individual
- Justice, truthfulness, what is a lie? Wrongness of lying, secrets

Work and Property

Meaning of work and its relationship to property ownership

Relationship between work and property relationship

Characteristics and purpose of work

The changing nature of work

Problems of working conditions: discrimination in the working place; alienation

Unemployment: types of unemployment

The obligation and dignity of work(value of work) : work in the objective sense technology; work in the subjective sense man as a subject of work; the ethics of work

Family

Meaning

Types of families: nuclear families; extended families

Marriage and sexuality: meaning of marriage; the four chief conditions of

Marriage; meaning of sexuality; the relationships between marriage and sexuality

Types of marriage

Selection of marriage partner; marriage as a covenant and contract; marriage crises/dilemmas today; criteria for a happy marriage and sexuality in African context; the family in a social context; the role of parents ; the role children

Bibliography

Finnis John, Fundamentals of Ethics, Washington DC, Georgetown University Press,1983

Hoseach Edward G (ed) Essays on Combating Corruption in Tanzania ,Dar es Salaam,1999

Krasan Beth (ed) Thinking Ethics: How ethical Values and Standards are Changing, Geneva,Profile Books ,2005

Magesa Laurent, The Moral Traditions of Abundant Life, Nairobi, Pauline Publications Africa,2002

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Pontifical Council for Justice and peace ,Work as a Key to socioal Questions,Vatican City:Liberia Editrice Vaticanam2002

Sternberg, Business Ethics in Action, Oxford University Press,2004

COMMUNICATION SKILLS II

COURSE CODE: JM 128

Course Description

The course is specially designed to raise the learners' competence and proficiency in both academic and personal communication skills. It aims at raising these skills through reduction of language problems and imparting necessary communication skills. It seeks to develop proficiency in writing, oral presentation and listening skills.

Course Objective

The general objective of this course is to raise students' proficiency in communication skills so that they can handle their academic work better and have basic skills applicable later in their professional lives.

Learning Outcomes

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

- Write various technical writings effectively.
- Demonstrate proper preparation of work skills documents.
- Elaborate various methods of oral presentation.
- Demonstrate effective oral presentation skills.
- Effectively apply good listening habits.

Course Content

Module 1: Writing skills

Types of writing

- ❖ Academic writing
 - Short essay
 - Term paper
- ❖ Technical/ Functional writing
 - Application letters/ Cover letter
 - Curriculum Vitae/ Resume
- ❖ Business letters
 - Order letter
 - Acknowledgement letter
 - Claim letter
 - Letter of complaint etc.

Letter to the editor

Preparing agenda of a meeting

Writing minutes of a meeting

Report writing

Memo

Module 2: Oral presentation skills

Preparing for a presentation

Purpose of presentation

Qualities of a good speaker

Methods of oral presentation

- ❖ Extemporaneous speech
- ❖ Memorised speech
- ❖ Reading from a manuscript

Types of Oral presentation

- ❖ Planned speaking
- ❖ Impromptu speaking

Effective/ ineffective oral presentation skills

- ❖ Voice projection
- ❖ Stage presence/ movement
- ❖ Non-verbal communication
- ❖ Eye contact

Module 3: Listening skills

Stages of the listening process

Active / passive listening

Qualities of a good listener

Common listening problems

Basic Readings

Ebest, S. B et.al. (2000). *Writing from A – Z*. California: Mayfield Publishing co.

Eisenberg, N. and Wiener, H. (2001). *The Questioning Reader*. New York: Longman.

Kiura M. K and Munga E. C., (2011). *Fundamentals of Communication Skills*. Mwanza: Victoria Educational Publishers.(2012). *Writing Skills*. Mwanza: Victoria Educational Publishers.

Muchiri, M. (1992). *Communication Skills for Colleges and Universities*. Nairobi: Longman.

Mutua, R.W. Omulande, S.J and Otiende, J.E. (1992). *Study and Communication Skills*. Nairobi: Macmillan.

Wren, P.C and Martin H. (2006). *High School Grammar and Composition*. India: S. Chand & Co.

Shiach, D. (2002). *Basic Written English*. London: John Murray Publishers

BASIC ENGLISH LANGUAGE COURSE (II)

COURSE CODE: LG 122

Course Description

The course is designed to raise English language competence and proficiency among students in both academic and professional communication. It aims at raising these skills through reduction of language problems and imparting necessary mastery of English Grammar. The course will take a practical approach; regular exercises will be used as a teaching method. Students will also make presentations on certain parts of the course.

Course Objective

The general objective of this course is to raise students' proficiency in English language skills so that they can handle their academic work better and improve their oral and written communication.

Learning Outcomes

On completion of this course the student should be able

- Create sentences with proper subject verb agreement.
- Describe the uses of different auxiliary verbs.
- Identify the parts of a sentence.
- Construct and analyze sentences of different patterns.
- Identify and use coordinators and subordinators correctly in sentences.
- Use direct and indirect speech correctly.

Course Content

Module 1: Verb Usage

- Subject verb agreement
- Passive formation
- Use of Auxiliary verbs
 - Primary auxiliary verbs
 - Modal auxiliary verbs
- Transitivity

Module 2: Sentence structures

- Use of articles and determiners
- Parts of a sentence
- Types of sentences
- Structural classification
- Functional classification
- Conditional sentences
- Direct and indirect speech

Basic Readings

- Ebest, S. B. et.al. (2000). **Writing from A – Z**. California: Mayfield Publishing co.
- Eisenberg, N. & Wiener, H. (2001). **The Questioning Reader**. New York: Longman.
- Forlini, G. (1987). **Grammar and Composition** (3rd ed). New York: Prentice Hall.
- Hildebrandt, H.W. & Murphy, H.A. (1988). **Effective Business Communication**. (5th ed)
New York: JMGraw-Hill Book Company.
- Jayanthi, D.M. (2009). **Contemporary English Grammar**. New Delhi: Book Palace.
- Lark R.B. (1982). **Effective English for Business Communication**. Toronto: Gage Publishing.
- Langan, J. (2006). **English skills** (8th ed). Boston: JMGraw-Hill Book Company.
- Leech, G. & Starvik, J. (2001). **A Communicative Grammar of English**. London: Longman.
- JM Dougal, L. (1985). **Building English Skills**. New York: JM Dougal, Littell & co.
- Murphy, R. (2004). **English Grammar in Use. (3rd ed)**. Cambridge. CUP.
- Saleemi, N.A. (2003). **Business English**. Nairobi: N.A Saleemi Publication.
- Shiach, D. (2002). **Basic Written English**. London: John Murray Publishers.
- Strumpf, M. & Aureil, D. (2008). **The Complete Grammar**. New Delhi: Goodwill Publishing house.

Wren P.C. & Martin, H. (2006). High School Grammar and Composition. India: S. Chand & Co.

CRITICAL THINKING
COURSE CODE: PH122

Course Description

Bearing in mind the mission statement of the university, Critical Thinking (PH 122), has been designed to improve skills needed for critical thinking and to foster a critical spirit in mass communications students (BAJM). This course includes the core critical thinking skills such as interpretation, analysis, evaluation, inference, explanation and self-regulation.

Objective

To explore central issues of critical thinking, critical thinking process; elements and standards of critical thinking; and understanding reasoning.

Learning Outcomes

Upon the completion of this course students will be able to:

- Apply core critical thinking skills to different problems in day to day life and the mass media.
- Critically analyze, evaluate and interpret information found in the mass media.
- Analyze problems in depth and with precision using elements and standards of thought.
- Argue and draw conclusions from both inductive and deductive reasoning.
- Actively participate and function in small and larger group discussions.
- To reflect and challenge beliefs and values of their own and others

Course Content

Introduction: About critical Thinking

General introduction

Defining critical thinking

Benefits of critical thinking and how to improve critical thinking?

History of critical thinking

Pre-Socratics

Socratics;

Middle age

Modern and Contemporary period

Fundamentals of Critical Thinking

Philosophical

Psychological and education approach for critical thinking

Skills and dispositions

Core critical thinking skills

Development of critical thinking
Thinking and learning, issues in critical thinking
Activated ignorance, activated knowledge
Critical thinking: identifying the targets

Understanding Reasoning

Context and thinking map,
Distinguishing between facts and opinion
The elements of reasoning, the intellectual standards, becoming a critic of your thinking,
Bertrand Russell and John S. Mill on critical thinking

Evaluating inferences: Logic

Deductive reasoning
Inductive reasoning
Types of reasoning errors
Assumptions fallacy and judging skillfully

Decision making

Option
Consequences
Values and risks
Process in decision making

Critical thinking and management

Disaster management
Crisis management
Waste management, environmental management
Human resource management, personnel management

Critical thinkers in 20th and 21st centuries

Critical thinking application in daily life

Critical thinking in everyday life
How to study and learn
Questioning mind
Looking to the future
Becoming critic of your thinking

Recommended reading materials

Bassham, G., Irwin, W., Nardonne, C.H & Wallace J.M. (2004). Critical Thinking. Boston: JMGraw Hill.

Copi, I. & Cohen, C., (2005). Introduction to Logic. Upper Saddle River: Prentice Hall.

Fisher, A. (2001). Critical Thinking: An Introduction. Cambridge: Cambridge University Press.

Namwambah, T.N. (2005). Essentials of Critical and Creative Thinking. Nairobi: Didaxis Resources and Services.

Russel, B. (1945). The History of Western Philosophy. New York: Simon and Schuster.

Russel, B. (1959). The Problems of Philosophy. New York: A Galaxy Book.

ECONOMICS II

COURSE CODE: JM125

Course Description

The general objective of this course is to impart knowledge to students on basic principles and concepts of macro economics and their applications. specifically , the course intends to equip students with tools that will enable them analyze macroeconomic issues and apply macroeconomic principles for economic development. Great emphasis is placed on the following areas: introduction, national income distribution, money banking and financial institutions; inflation; the business cycle and theory of international trade.

Learning Outcome

Upon completion of this course ,students are expected to be competent in the application of knowledge skills in predictable variety of context in macro economics.

- Be able to demonstrate knowledge on the basic principle and concepts of macroeconomics
- Be able to analyze macroeconomic issues and interpret the would-prevailing State of economics in familiar situations.
- Be able to apply macroeconomic principles for economic development

Course Objectives

To enable students analyze macroeconomic issues and apply macroeconomic Principles

Course Content

Topics to be covered include

Introduction

What is macroeconomics?
Analytical methods of macroeconomics
Prices and resources allocation

National Income Determination

Components of aggregate demand
Determination of equilibrium level of income and output
Two sector model
Three sector model
Four sector model
Equilibrium versus full employment income and output
Recessionary gap
Inflationary gap
Relevance of national income determination model to less developed countries in general and Tanzania in particular

Money, banking and financial institutions

- Money
- Definition of money
- Function of money
- Characteristics of money
- Demand for money
- The banking system and money creation

Inflation

- Demand pull
- Cost push
- Means to curb inflation
- Inflation in Tanzania

The Business Cycle

- Overview on business cycles and related concepts
- Links to employment /unemployment cycles

Theory of International Trade

- International trade and comparative advantage
- The economics of free trade and protectionism
- Balance of payment and internal transactions
- Economic integration
- International trade and balance of payments in Tanzania.

References

Nicholaus, .W.(1992) Macroeconomic Theory. Chicago: Dryden Press
Dornbusch,R.(1990), Macroeconomics. Newyork: JMgraw hill
Lipsey,R .(1990) , An Introduction to Positive Economics: Wiedefeld and Nicholson
Thomad,R .(1990) ,Macroeconomics. Newyork: JM Graw hill
Taylor,R .(1988), Macroeconomics, 2rd Ed. Newyork: W .W .Norton and Company
JM Connel, B.(1990), Macro Economics. Newyork: M c Graw hill
Wangwe,Samuel. M.(1983),Social Accounting Principles and Application. University of Dar es salaam

INTRODUCTION TO STATISTICS

MT 152

1. COURSE DESCRIPTION:

This course provides candidates with a basic understanding of statistical analysis in social sciences with a particular application to sociology and media studies. The course will equip candidates with skills required to analyze , and interpret descriptive and inferential statistics. Skills needed to evaluate the statistical analysis of research will also be covered.

The course emphasizes the application and interpretation of statistical analysis with the goal of preparing candidates to make decisions using data, read and evaluate research analyses and apply statistical tests accurately.

2. PURPOSE OF THE STUDY

2.1- To introduce to students the basic statistical concepts , methodology, and application necessary in understanding perspective media research.

2.2 To enable students to understand statistical techniques will be relevant in explaining media research issues.

3. COURSE CONTENTS

3.1 Introduction to Statistics

3.1.1 What is Statistics?

3.1.2 Types of Statistics?

3.1.3 Mathematical Language of statistics?

3.1.4 Symbols Representing numbers

3.1.5 Fundamentals elements of statistics

3.1.6 Frequency distribution

3.1.7 Variables

3.2 Scales or Level of Measurement

3.2.1 Nominal data

3.2.2 Ordinal

3.2.3 Interval data

3.2.4 Ratio data

3.3 Scales or Level Measurement

3.3.1 The mean (Arithmetic mean)

3.3.2 Weighted arithmetic mean

3.3.3 The median

3.3.4 The mode

3.3.5 Percentiles

3.3.6 Quartiles

3.3.7 Deciles

3.4 Grouped data

3.4.1 the arithmetic mean

3.4.2 the median

3.4.3 the geometric mean

3.4.4 the harmonic mean

3.4.5 the root mean square

3.5 measure of dispersion

3.5.1 range

3.5.2 inter quartile

3.5.3 variance

3.5.4 standard deviation

3.5.5 coefficient of variation

3.5.6 covarence

3.5.7 correration coefficient

3.6 Probability

3.6.1 Basic concept of probability

3.6.2 An experiment

- 3.6.3 Sample space and events
- 3.6.4 A probability distribution
- 3.6.5 A probability of events
- 3.6.6 Equally likely outcomes rules
- 3.6.7 Two basic probability
- 3.6.8 Basic relationship of probability
- 3.6.9 Complement of an event
- 3.6.10 Union of two events
- 3.6.11 Intersection of two events
- 3.6.12 Additional law
- 3.6.13 O MUTUALLY EXCLUSIVE EVENTS
- 3.6.14 The Vain diaram
- 3.6.15 Conditional probability
- 3.6.16 Independent events
- 3.6.17 MULTIPLICATION LAW
- 3.6.18 PERMUTATION AND COMBINATIONS
- 3.7 Permutation
- 3.7.1 Combinations

REFERENCES

- Klein M, (1992) Business Management, Ashford Color Press, Hampshire UK
 Abrol J.K. (1990) Business Risk Management, Kyodo, Shing Long Printing.
 Josh L. (2002) Introduction to Management Strategies , Singapore, Huntsmen Offset
 Mayer et la (1995) Credit risk management, Lexington Massachusetts.
 KLEIN p(1992) Management Control system, Tanzania Publication

RESEARCH METHODOLOGY COURSE: JM 217

1. Course Description:

This course aims at introducing the students to various research theories and methods to draw them toward competence in communication research

2. Course Objectives:

- 2.1 To introduce students to principles, practices and techniques of identifying researchable problems in the society.
- 2.2 To equip students with knowledge and skills of data collection and analysis and interpretation of data collected.
- 2.3 To help students acquire skills in research report writing.

3. Learning Outcomes:

At the end of this course the students will be able:-

- 3.1 to identify researchable problems come out with SMART research objectives.
- 3.2 Develop comprehensive literature review.
- 3.3 Collect analyze and interpret data
- 3.4 Effectively write research reports.

4. Course Content

4.1 Overview on Research Concept

- 4.1.1 Meaning of research

- 4.1.2 Objectives of research
- 4.1.3 Types of research
- 4.1.4 Research Approaches
- 4.2 Defining the research problem
 - 4.2.1 What is a research problem?
 - 4.2.2 Identifying the problem
 - 4.2.3 Why define the problem
 - 4.2.4 Techniques for defining the problem
 - 4.2.5 Stating the problem
- 4.3 Literature Review**
 - 4.3.1 What is a literature review
 - 4.3.2 Why review of literature
 - 4.3.3 Sources of literature
 - 4.3.4 What to include in a literature review
 - 4.3.5 Theoretical arguments
 - 4.3.6 Guidelines in on making a literature review
 - 4.3.7 Referencing (APA style)
- 4.4 Research Design**
 - 4.4.1 Meaning of research design
 - 4.4.2 Need for research design
 - 4.4.3 Features of a good research design
 - 4.4.4 Different research designs
- 4.5 Sampling
 - 4.5.1 Terms in sampling
 - 4.5.2 Types of samples
 - 4.5.3. Characteristics of a good sample design
 - 4.5.4 Steps in sample design
- 4.6. Data Collection**
 - 4.6.1 Types of data
 - 4.6.2 Data collection methods
 - i. Observation
 - ii. Interview
 - iii. Questionnaires
 - iv. Focus Group Discussions
- 4.7 Data Analysis
- 4.8 Writing the report
 - 4.8.1 Considerations when writing a research report
 - 4.8.2 Components of a research report/ethics in research

Required Readings

Adam J & Kamuzola F (2008) *Research Methods for Business and Social Studies*
 Mzumbe Book Project Morogoro
 Kombo K & Tromp D (2006) *Proposal and Thesis Writing: An Introduction* Paulines
 Publications Africa Nairobi
 Kothari C.R (2007) *Research Methodology: Methods and Techniques* (2nd Ed) New Age
 International Publishers New Delhi

Krishnaswani R (2003) *Methodology of Research in Social Sciences* Himalaya Publishing House. New Delhi
 Kumar R (2005) *Research Methodology* (2nd Ed) Sage Publications London
 Mugenda C & Mugenda M (2003) *Research Methods: Qualitative and Quantitative Approaches*. Centre for Technology Studies Nairobi
 Nachmias C & Nachmias D (2003) *Research Methods in Social Sciences* (5th Ed) St Martine Press London
 Saunders, Lewis & Thornhill (2007) *Research Methods in Business* (4th Ed) Pearson Education Limited.

BASIC FRENCH I
COURSE CODE: JM 218

1. Course description

This initial course introduces students to basic French vocabulary and the expressions they need to communicate in simple and ordinary matters. Emphasis is put on proper pronunciation.

2. Purpose

2.1 To give students the ability to use French in communicating in the simplest terms

2.1.1 Outcome: be able to show this ability through testing

2.2 To give students confidence in speaking and understanding elementary French.

2.2.1 Outcome: be able to exude confidence in oral interview.

3 Course Content

THEMES	OBJECTIVES	STRATEGIES
1. L'ALHABET FRANCAIS	L'e'tudiant doit e'tre capable de:	1. Le professeur apprend aux 'etudiant tout l' alphabet francais 2. Il apprend aux e'tudiants a' prononcer les vingt – six Letters de l'alphabet Francais, les voyelles simples et les Nasals 3. Ills font les exercice de prononciation 4. Le professeur aide les etudiants a' bien prononcer

2.LES SALUTATIONS	L'étudiant doit être capable de: 1. Saluer selon la personne 2. Saluer suivant le moment de la journée' 3. Répondre à une salutations 4. Savoir prendre à une salutation. 5. Donner /suivre des ordres simples	1. Le professeur donne des salutations dans des situations différentes 2. Il explique comment saluer,dire,comment l'on va et prendre conge' 3. Les étudiants s' entraînent A' se saluer : bonjour, bonsoir comment ca, va? Salut.....
3. PRESENTATION	L'étudiant doit être capable de: 1. Se présenter 2. Présenter quelqu'un 3. Dire la nationalité 4. Dire la profession 5. Dire son domicile	1. Le [professeur] se présente à la classe en mentionnant son nom et son prénom. 2. Il demande par geste à quelqu'un de faire de même (se présenter) 3. Il Présente quelqu'un après lui avoir demandé son nom /prénom / sa nationalité/son domicile ...
4. L'IDENTIFICATION	L'étudiant doit être capable d'identifier : 1. Les objets les plus communs. 2. Les milieux 3. Les moyens de transport. 4. Les liens familiaux 5. Décrire la propriété des choses.	En utilisant les verbes appropriés, le professeur enseigne le vocabulaire des situations suivantes : 1. A la maison 2. A l'hôtel 3. Au marché / au magasin/

READINGS

Kariuki , C. [2002]. French as a foreign Language Books 1-3
Kariuki , C. [2006] . French as a foreign Language
Varma ,R. [2000]. French made easy New Delhi: Goodwill

DEVELOPMENT IN PERSPECTIVE
COURSE CODE: JM 127

1. Course Description

Political Economy of Development and Underdevelopment examines conceptions and measures of poverty, development, and underdevelopment, discusses the foundations and evolution of political economy and development studies, and considers contemporary development issues: structural adjustment, international labour standards and trade, and the feminization of informal sector work.

2. Learning Outcomes

The broad goal of the course is to understand core concepts and major theories of development and political economy, and thereby to gain literacy. On completion of the course, students should be able to read non-quantitative political economy literature, to use/apply theories, concepts and methods in analyzing historical and contemporary issues. Also, to recognize the capabilities and limitations of specific kinds of political economy analysis.

3. Course Content;

3.1 Theories of Social Development

3.1.1 Bourgeois Theories

- a. Bourgeois political economy
- b. Modernization Theories
- c. Neo-liberalism

3.1.2 Marxist Theories

- a. Marxist theories
- b. Dependency Theories
- c. World Systems Theories

3.1.3 African Nationalist Theories

- a. African democracy and African socialism
- b. Liberation and developmentalism

3.2 Democracy, Governance and Development

- 3.2.1 Concepts of democracy and governance
- 3.2.2 Principles of good governance
- 3.2.3 the role of constitution in governance
- 3.2.4 The role of institutions in governance: Central government, local government, community participation and civil society.
- 3.2.5 Governance and human rights in Tanzania

3.3 Gender and Development

- 3.2.6 Introduction to basic gender concepts: sex, gender, gender relations, gender equality and equity, gender empowerment.
- 3.2.7 . Introduction to contending feminist theories
- 3.2.8 Gender construction: family, community, work place, religion, education, etc.
- 3.2.9 Policy initiatives /efforts to address gender inequalities
- 3.2.10 Gender mainstreaming strategy

3.3 Social policy and social planning

- 3.3.1 History background to social policy
- 3.3.2 Assumption for policy formulation in Tanzania
- 3.3.3 Principles and goal in social policy formulation
- 3.3.4 Social problems and needs as a base for social policy formation
- 3.3.5 Social action and type of social action

4.4 Management, Entrepreneurship and Development

- 4.4.1 Conceptual issues in entrepreneurship and management
- 4.4.2 Role of entrepreneurship and management in development
- 4.4.3 Challenges of entrepreneurship and management
- 4.4.4 Policies and program to support entrepreneurship and management
- 4.4.5 Career opportunities in entrepreneurship

4.5 Regional Cooperation and Integration

- 4.5.1 Contending theories and policies of regional cooperation and integration and their impacts on national development
- 4.5.2 Drivers of cooperation and integration
- 4.5.3 Problem and prospects of regional integration in Africa

4.6 Environmental and Sustainable Development

- 4.6.1 Meaning of environmental and Sustainable Development
- 4.6.2 Goals of Environmental planning
- 4.6.3 Problems of Environmental
- 4.6.4 Environmental Management
- 4.6.5 Preservation of Natural Resources
- 4.6.6 Challenges to the achievement of sustainable development

4.7 Poverty, Corruption and its Implications

- 4.7.1 Definition of poverty
- 4.7.2 Indicators of Poverty
- 4.7.3 How to measure poverty
- 4.7.4 How to fight poverty
- 4.7.5 MDG's
- 4.7.6 How Corruption leads to poverty

4.8. Globalization

- 4.8.1 Meaning of Globalization
- 4.8.2 Features of Globalization
- 4.8.3 Impacts of Globalization
- 4.8.4 FDI and Multi-National Corporations
- 4.8.5 International Economic Order

4.9 Participatory Development

- 4.9.1 People- Controlled Organizations (PCOs)
- 4.9.2 Defining the concept
- 4.9.3 Qualities (indicators) of People Controlled Organizations
- 4.9.4 Essentials of People Controlled Organizations
- 4.9.5 How to form People-Controlled Organizations
- 4.9.6 The values of a person committed to build PCOs
- 4.9.7 Factors for success People-Controlled Organizations and the Response Model of Development
- 4.9.8 The role of People-Controlled Organizations in Multi-dimensional process of Development

References:

Alsop, P. (2006). Empowerment in Practice: From Analysis to Implementation. Washington, D.C: World book press.

Bessette, G. (2004). Involving the Community: A Guide to Participatory Development Communications. Ottawa: International Development Research Center.

Chambers, R. (2005). Ideas of Development. London: Earth scan.

David, A. JMDonald and Sahle, N.Eunice. (Eds). (2002). The Legacies of Julius Nyerere: Influences on Development Discourse an Practice in Africa. NJ: African World Press.

Dele, O. and Sako, S. (Eds.). (2002). Better Governance and Public Policy: Capacity Building and Democratic Renewal in Africa. West Hartford. CN: Kumarian Press.

Dele, O. and Wunsch, S.J. (2004). Local Governance in Africa: The Challenges of Democratic Decentralization. Boulder. CO: Lynne Rienner Publisher.

Ellis, A., Blackden, M., Cutura, J., Macculloch, F., & Seebens, H. (2007). *Gender and Economic Growth in Tanzania: Creating Opportunities for Women*. Washington: World Bank.

Histrich, D.R., Peters, M. & Shepherd, A.D. (2008). *Entrepreneurship*. 7th ed. JMGraw Hill: New York.

Hope, K. Ronald Snr. (2002). *From Crisis to Renewal: Development Policy and Management in Africa*. Leiden: Brill

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Srampickal, J. and Aram, A. (Eds). (2007). *Understanding Development Communication: From Modernization Theory to Participation and Empowerment with an Emphasis on the Cultural Aspect in Development*. Delhi: Media House.

Kinyanjui, K., Mburugu, E., & Himmelstand, U. (1994). *African Perspectives on Development*. London: James Currey.

Kumar, S. (2005) *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar.

Ladipo, A. (Ed.). (2002). *Public Administration in Africa*. Lagos: Spectrum Books.

Mariane, D. (Ed). (1993). *Media, Culture and Development II*. Oslo: Strandberg.

Melkote, S. & Steeves, H.L. (2001) *Communication for Development in Third World: Theory and Practice for Empowrment*. 2nd ed. London: Sage.

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Mushi, S. (2001). *Development and Democratisation in Tanzania: A Study of Grassroots Politics*. Kampala: Fountain Publisher.

Nelson, N. and Wright, S. (2000). *Power and Participatory Development: Theory and Practice*. London: Intermediate Technology Publications.

Oxhorn, P., Joseph, S.T, and Selee, D. Andrew. (Eds). (2004). *Decentralization, Democratic, Governance and Civil Society in Comparative Perspective: Africa, Asia and Latin America*. Baltimore, MD: The Johns Hopkins University Press.

Peter, G. (2001). *The New Local Level Politics in Tanzania and East Africa*. Uppsala: The Nordic African Institute.

Rathgeber, M.E & Adera, O.E. (Eds). (2000). Gender and the Information Revolution in Africa. Ottawa: IDRC press.

Riano, P. (1994). Women in Grassroot Communication: Furthering Social Change. London: Sage.

Roy-Campbell, M.Z. (2001). Empowerment through Language: The African Experience-Tanzania and Beyond. Trenton. New Jersey: African World press, Inc.

Servaes, J. (2002). Communication for Development: One World, multiple Cultures. New Jersey: Hampton.

Todaro, P.M. & Smith, C.S. (2003). Economic Development. 8th ed. New York: Adson Wesley.

Tordoff, W.(2002). Government and Politics in Africa. 4th ed. Bloomington: Indiana University press.

Uphoff, N., Esman, J.M., Krishna, A. (1998). Reasons for Success: Learning form Instructive Experience in Rural Development. West Hartford: Kumarian Press.

White, A. S. (2003). Participatory Video: Images that Transform and Empower. London and Delhi: Sage Publications.

COMPARATIVE RELIGION COURSE CODE: JM 228

1. PURPOSE

The course aims at preparing students intellectually so that they may cope with new issues pertaining to faith. To give students a comparative knowledge of the World major religions. It also aims at making students live moral life and become good citizens able to live together belonging in different religions.

2. OBJECTIVES

- 2.1 To give students basic understanding of different religions.
- 2.2 To enable students compare and contrast different religions basing on their beliefs and practices.
- 2.3 To enable students to live peaceful with different people belonging in different religious denominations with different ideologies.

3. LEARNING OUTCOMES

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

- 3.1 Appreciate the role of religion in everyday life.
- 3.2 Recognize and appreciate the practical implications of following a given religion.
- 3.3 Develop empathy and sensitivity when dealing with divergent views and pluralism of the belief.
- 3.4 Explain the basic beliefs and practices of different religions.

3.5 Compare and contrast different religions.

3.6 To be able to live peaceful with different people belonging in different religious denominations with different ideologies.

4. COURSE CONTENT

4.1 GENERAL INTRODUCTION TO RELIGION

- 4.1.1 The meaning of Comparative Religion
- 4.1.2 Reasons for studying Comparative Religion
- 4.1.3 Functions of religion
- 4.1.4 Dimensions/Themes of religion.

4.2 PRIMAL RELIGIOUS TRADITIONS

- 4.2.1 The nature of primal religious
- 4.2.2 The Australian Aborigines
- 4.2.3 African Traditional Religion (ATR)
- 4.2.4 Meaning of ATR
- 4.2.5 Origin of ATR
- 4.2.6 Characteristics
- 4.2.7 Misconceptions about ATR.
- 4.2.8 The source (Where ATR is found)?
- 4.2.9 African belief in mystical powers
 - 4.2.9.1** Belief in God
 - 4.2.9.2** The concept of God in ATR

4.3 NATURE OF GOD

- 4.3.1 African names of God
- 4.3.2 The nature of God
- 4.3.3 Worship of God
- 4.3.4 Separation between God and man (the concept of the origin of evil).
- 4.3.5 Rites of passage (events of life)
- 4.3.6 Birth
- 4.3.7 Initiation
- 4.3.8 Marriage
- 4.3.9 Death

4.4 RELIGIONS ORIGINATING IN SOUTH ASIA

- 4.4.1 Hinduism
- 4.4.2 Buddhism
- 4.4.3 Jainism and Sikhism (group work)

4.5 RELIGIONS ORIGINATING EAST ASIA (FOR GROUP WORK).

- 4.5.1 Confucianism
- 4.5.2 Taoism
- 4.5.3 Shinto

4.6 RELIGIONS ORIGINATING IN THE MIDDLE EAST.

- 4.6.1 Judaism
- 4.6.2 Christianity

- 4.6.3 The meaning of Christianity
- 4.6.4 Historical background
- 4.6.5 Judaism and Christianity
- 4.6.6 Jesus and Judaism
- 4.6.7 Jesus Christ
- 4.6.8 Jesus life and teachings
- 4.6.9 Founding and growth of the church
- 4.6.10 The four gospels
- 4.6.11 The early church
- 4.6.12 Problems faced by the early church
- 4.6.13 Christian beliefs and teachings
- 4.6.14 The Holy Bible
- 4.6.15 The Trinity
- 4.6.16 The communion of Saints and forgiveness of sins
- 4.6.17 Heaven, purgatory, hell.
- 4.6.18 The last judgment
- 4.6.19 The creeds
- 4.6.20 The major divisions in Christianity
- 4.6.21 The Roman Catholic tradition
- 4.6.22 The Orthodox tradition
- 4.6.23 Protestantism (Martin Luther and John Calvin)
- 4.6.24 The Church of England/Anglican Church
- 4.6.25 The Nonconformist or Free Churches
- 4.6.26 Challenges of Christianity today
- 4.6.27 Ecumenism
- 4.6.28 Enculturation
- 4.6.29 **ISLAM**
- 4.6.30 The meaning of Islam
- 4.6.31 The historical background of Islam
 - 4.6.31.1 Pre-Islamic life situation
 - 4.6.31.2 The Prophet Muhammad and the beginning of Islam
- 4.6.32 The sources of Islamic Doctrines (Sharia)
 - 4.6.32.1 The Holy Qur'an
 - 4.6.32.2 The Hadith/Sunna
 - 4.6.32.3 I'jma
 - 4.6.32.4 Qiyas
- 4.6.33 The fundamental articles of Islamic faith
- 4.6.34 The five pillars of Islam
 - 4.6.34.1 Shahada (Kalimah) (confession of faith)
 - 4.6.34.2 Salat (obligatory prayer)
 - 4.6.34.3 Zakat (almsgiving and contribution)
 - 4.6.34.4 Sawm (fasting)
 - 4.6.34.5 Hajj (Pilgrimage)
 - 4.6.34.6 Duties of human relationship
 - 4.6.34.7 Moral values
 - 4.6.34.8 The family

- 4.6.34.9 Marriage in Islamic law
- 4.6.34.10 The position of women in Islam
- 4.6.34.11 Crime and punishment
- 4.6.34.12 Jihad in Islam
- 4.6.34.13 The unity and diversity among Muslims
- 4.6.34.14 The Umma
- 4.6.34.15 The nature of Islamic Unity
- 4.6.34.16 Diversity within the Umma (the Sunni, Shia, Sufi)
- 4.6.34.17 Islam and the modern world
- 4.6.34.18 Islamic view of Christian beliefs
- 4.6.34.19 The Christian view of Islamic beliefs
- 4.6.34.20 Reconciliation and dialogue
- 4.7 Similarities and differences (common humanistic discipline and differences among different religions).**
 - 4.7.1 God or the ultimate reality and creation
 - 4.7.2 The human condition
 - 4.7.3 Salvation and eternal destine
 - 4.7.4 The nature of evil
 - 4.7.5 Human values (ethical values).

Reference books

- HUSTON SMITH, The World religions, Harper san Francisco, 1991.
 JEFFREY BRODD, World Religions (A voyage of Discovery), St. Mary's Press, Minnesota, 1997.
 MAGESA LAURENT, African Religion, Paulines Publications, Nairobi, 2002.
 MBITI JOHN, Introduction to African Religion, Heinmann, Great Britain, 1987.
 MUGAMBI J.N.K., Comparative study of Religion, Nairobi University Press. 1993.
 NIGOSSIAN S.A, World Faiths, St. Martin's Press, New York, 1990.
 The Noble Qur'an.
 The Holy Bible.

BASIC FRENCH II COURSE CODE: JM 229

1. Course Description

This course introduces the students to basic French they need to communicate in various situations of daily life.

2. Purposes

- a. to give students the ability to use French in communication in simplest terms
 - i. Outcome: Be able to show this ability through testing
- b. To give students confidence in understanding and speaking elementary French
 - i. Outcome to have confidence in oral conversation and interview.

2. Course Contents

THEME	OBJECTIFS	STRAËGIE	STRUCTURES GRAMMATICALES
1. Conjugaison au présent	<ol style="list-style-type: none"> Apprendre la conjugaison des verbes qui se terminent en “re” Apprendre la conjugaison des autres verbes les plus communs 	<ol style="list-style-type: none"> Mnter d’abrd la forme infinitive Conjuguer oralement Montrer la forme écrite de la conjugaison 	<ol style="list-style-type: none"> Lire, dire, écrire, faire, prendre, comprendre, mettre, etc Voir, savoir, kpouvoir, vouioir
2. Phrases	<ol style="list-style-type: none"> Apprendre la construction de différentes forms de phrases. apprendre l’intonation 	<ol style="list-style-type: none"> Enseigner la forme Affirmative Montrer l’ordre et la position des, mots de négation dans la phrase interrogative. Le prof. Change l’intonation de forme interrogative 	<ol style="list-style-type: none"> nepas neplus nerien nepersonne ne.....jamais Est-ce que ? Inversion du sujet Mots interrogatifs
THEME	OBJECTIFS	STRAËGIE	STRUCTURES GRAMMATICALES
3. Le Passé Composé	<ol style="list-style-type: none"> Apprendre sa forme apprendre sa valeur Être ca pable de l’utiliser 	<ol style="list-style-type: none"> Monter la conjugaison avec l’auxiliaire avoir pour les verbes du 1^{er} groupe Le P. Compose des autres verbes. Distinguer ceux quise conjuguent avec avoir/être 	<ol style="list-style-type: none"> Auxiliaries participes issés Accord du P. passé Expressions de temps: hier, la semaine/année derniee.
4. Les adjeetifs	<ol style="list-style-type: none"> Apprendre les adjectifs démonstratifs Apprendre less adjectives qualificatifs Apprendre les adjetifs interrogatifs 	<ol style="list-style-type: none"> Le prof montre des objects familiers et les metnionne en utilisant les genres masculin et féminin. 	<ol style="list-style-type: none"> Ce,cet, ces quel, quelle, Quels, Quelles Substatifs
5. Les pronoms Relatifs	<ol style="list-style-type: none"> Reconnaître leur forme Reconnaître la signification Savoai les employer 	<ol style="list-style-type: none"> Le prof. donne des exemples avec un nom sujet suivi par le pronom qui donner des exemples avec un nom emplément 	<ol style="list-style-type: none"> Qui Que Où Substantifs

		direct suivi par que . 3. Nom exprimant le lieu suivi par où	
6. Les pronoms personnels complément s d'objects	1. Reconnaître leur forme 2. Reconnaître leur sense 3. Savoir employer les	1. Le prof. les emploie oralement avec des gestes en montrant les personnes 2. Le prof. Les écrit au tableau	1. Qui 2. Que 3. Où 4. Substantifs
THEME	OBJECTIFS	STRATÉGIE	STRUCTURES GRAMMATICALES
7. Le futur simple	1. Apprendre sa forme 2. Apprendre sa valeur 3. Être capable de l'employer	1. Montrer la conjugaison de verbes réguliers 2. Montrer la conjugaison des verbes irréguliers.	
8. La Comparaison	Reconnaître les 3 degrés de comparaison Être capable de faire la comparaison	Le prof. Compare des objets avec les degrés appropriés.	plusque moins que Aussique Adjectifs qualificatifs Substantives.

READINGS

- Kariuki , C. [2002]. French as a foreign Language Books 1-3
Kariuki , C. [2006] . French as a foreign Language
Varma ,R. [2000]. French made easy New Delhi: Go

INTRODUCTION TO MARKETING PRINCIPLES

MK 311:

1. Course Description

This course is about the basic principles of marketing, the marketing systems and its environment.

2. Objectives

On completion of this course, the student will appreciate the role of marketing in business and they will understand the importance of marketing in today's world.

3. Learning Outcomes

- 4.3. The students will understand the general principles of market and their implication in a business set-up.
- 4.4. The students will be able to identify and appreciate the role of marketing information and research in a business organization.
- 4.5. The students will understand the processes and importance of marketing planning.
- 4.6. Also to identify the importance of society and ethics in marketing.

4.Course Contents

3.1 Introduction

- 3.1.1 Basic definitions and concepts, history, nature, philosophies and scope of marketing, marketing mix.

3.2 Marketing Systems and Environment

- 3.2.1 Systems approach to marketing, macro and micro environment, assessment tools.

3.3 Marketing Strategic Planning

- 3.3.1 Process and importance.

3.4 Information in Marketing Decision

- 4.5. Importance of information in marketing, MIS and Marketing research.

4.5 Types of Markets (Consumer and Organizational markets)

- 4.5.1 Types of organizational markets, characteristics of consumer and organizational markets, Buying decision process and factor influencing their buying behavior.

4.6 Market Segmentation, Targeting and Positioning

- 4.6.1 Approaches/ strategies and importance.

4.8. Society and Marketing.

- 4.8.1 Social responsibility aspects
- 4.8.2 Ethical aspects
- 4.8.3 Consumerism / Environmentalism

4.9 E- Marketing.

- 4.9.1 The applicability of marketing activities
- 4.9.2 Its advantage over traditional marketing

Required Readings:

1. Kottler, P. & Keller, K. (2005). Marketing Management: Analysis and Planning. 12th Ed. JM-Graw Hill Publisher.
2. Okatch, F. (2002). Marketing Management Systems. Pessisu Industries, Nairobi- Kenya.
3. Evans, J. & Berman, B. (2008). Marketing in the 21st C, 10th Ed. JM-Graw Hill Publisher, USA.

HUMAN RIGHTS COURSE CODE: JM 227

1. COURSE DESCRIPTION

This is a one semester course basically reflects four main areas; the basic concepts and origin of Human Rights, protection and promotion of Human Rights which includes systems of protection and promotion of Human Rights, Human Rights of special groups and Controversial issue as far as Human Rights are concerned.

The mode of teaching based on both informative and critical approach.

2. COURSE OBJECTIVES

It is intended that, after completion of the course, students will be able:

- 2.1 To understand the theoretical issues applicable in human rights
- 2.2 To explore the philosophical and historical underpinnings of the concept of human rights and various critique of the concept.
- 2.3 To understand the three main systems of protection of human rights; the International system, the Africa system and the Tanzania system and the way they operate.
- 2.4 To make an analysis of human rights substantively

3. LEARNING OUTCOMES

At the end of this course students are expected to be able:

- 3.1 To analyse theoretical issues applicable in human rights
- 3.2 To articulate historical development and critically analyse the philosophical background of human rights.
- 3.3 To examine systems of protection and promotion of human rights
- 3.4 To articulate and critically examine substantive human rights

4. COURSE CONTENT

4.1 CONCEPTS AND ORIGIN OF HUMAN RIGHTS

4.1.1 Meaning of Human Rights

4.1.2 Human Rights Law

4.1.3 Sources of Human Rights Law

4.1.4 Sources of International Human Rights Law

- Conventions
- International Customary Laws
- General Principles of Law
- Case Laws
- Publication by Prominent Jurists

4.1.5 Sources of Domestic Human Rights Law

- The Constitution of the URT, 1977
- Other Statutes, both Principal and Subsidiary
- Precedents
- Publication by Prominent Jurists

4.1.6 Historical development of Human Rights

- In the World (Can be traced from the following events)
- The Impacts of the WW II
- The United Nations and the enactment of the UN-Charter
- The Universal Declaration of Human Rights, 1948
- International Convention on Civil and Political Rights (1966)
- International Convention on Economic, Social and Cultural Rights (1966)

4.1.7 In Tanzania

- The Bill of Rights in the Constitution of the URT
- Discuss Reasons for the inclusion of the Bill of Rights in the Constitution of the URT, 1977
 - Pressures from the TLS and other HR activists
 - Inclusion of the Bill of HR in the Zanzibar Constitution, 1984
 - Involvement of Tanzania in the Enactment of the Banjul Charter

4.2 CHARACTERISTICS OF HUMAN RIGHTS

4.2.1 Universality

4.2.2 Inherent

4.2.3 Indivisibility

4.2.4 Non-Discrimination

4.2.5 Classification/Generations of Human Rights

- This depends on the criteria for classification

4.3 HUMAN RIGHTS SYSTEMS

4.3.1 Introduction

4.3.2 International system of Human Rights

- 4.3.3 African System of Human Rights
- 4.3.4 Tanzania system of Human Rights
- 4.3.5 The relationship between International, Regional and National Human Rights Systems

4.4 PROMOTION AND PROTECTION OF HUMAN RIGHTS

- 4.4.1 Violation of Human Rights
- 4.4.2 Derogation and Limitation of Human Rights
- 4.4.3 Institutions for promotion and Protections of Human Rights
 - At Global Level
 - At Regional Level-Africa
 - Domestic-Tanzania
- 4.4.4 Procedures for seeking remedies
- 4.4.5 Courts of law
- 4.4.6 Human Rights Institutions
- 4.4.7 Human Rights Commissions
- 4.4.8 Challenges to Human Rights Protection and Promotion in Tanzania

4.5 HUMAN RIGHTS OF SPECIFIC GROUPS

- 4.5.1 Introduction
- 4.5.2 Children
- 4.5.3 Women
- 4.5.4 Refugees
- 4.5.5 People with disabilities
- 4.5.6 People living with HIV/AIDS

4.6 CONTROVERSIAL AREAS/ISSUES OF HUMAN RIGHTS

- 4.6.1 Introduction
- 4.6.2 Rights to sexual orientation
- 4.6.3 Abortion
- 4.6.4 Reproductive Rights
- 4.6.5 Right to work
- 4.6.6 Commercial sex
- 4.6.7 Right to life
- 4.6.8 Death penalty
- 4.6.9 Rights to freedom of choice

BASIC READING

1. Shivji, I et al *Constitutional and legal system of Tanzania; A civics source book*, Mkuki na Nyota, Dar es salaam (2004)
2. Kamuli, R., *Human Rights Law-Global, African and Tanzanian Perspectives*, Inland Press, Mwanza (2012)

OTHER REFERENCES

3. An-Na'im, Abdullahi *Cultural transformation and human rights in Africa* (2002)
4. Peter, C. M and Juma, I. H (Eds) *Fundamental rights and freedoms in Tanzania* (1998)
5. Peter, C. M and Kijo-Bisimba, H *Law and Justice in Tanzania; Quarter a century of the Court of Appeal* (2007)
6. Peter, C. M *Human rights in Africa* (1990)
7. Peter, C. M *Human rights in Tanzania; Selected cases and materials*, (1997)

LEGAL INSTRUMENTS/STATUTORY MATERIALS

1. United Nations Charter (1945)
2. Universal Declaration of Human Rights (1948)
3. International Convention on Civil and Political Rights (1966)
4. International Convention on Economic, Social and Cultural Rights (1966)
5. Convention on Elimination of All Forms of Racial Discrimination (1969)
6. Convention on Elimination of All Forms of Discrimination Against Women (1979)
7. Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
8. Convention on the Rights of the Child (1989)
9. African Charter on Human and Peoples Rights
10. United Republic of Tanzania Constitution (1977)
11. Constitution of Zanzibar (1984)

GENDER ISSUES

Subject Code: JM 115

1. Course Description

This course will examine sex and gender itself, masculine and feminine paradigms, and the varied disciplines which seek to decipher gender issues, including sociology, women's studies, men's studies, economy and feminist thought. A wide variety of texts books and articles demonstration of case study will be utilized to offer a foundation for students, along with a survey and field work for students to make the subject viable.

2. Learning outcomes: - After completion of the course, the participants will be able to:

2.1 Describe the various theoretical perspectives on gender and development, particularly in the context of the developing countries.

2.2 Explain the international policy such as WID, GAD, SAP's, Millennium Development Goals (MDGs) context in relation to gender and development.

2.3 Identify significant gender issues in relation to development, with reference to particular sectors such as Public relations, agriculture, and politics.

2.4 Apply different methods and tools for analyzing gender issues such as promoting gender mainstreaming in their relevant work context.

3. Course Content

3.1 Meaning and Scope of gender

- 3.1.1 The meaning of gender
- 3.1.2 The social construction of gender
- 3.1.3 The Sex and Gender distinction
- 3.1.4 Why gender relations become an Issue

3.2 The Historical Background of Gender Concept

- 3.2.1 Gender and development conceptual issues and approaches.
- 3.2.2 The root of Gender and Development (GAD) A case in Tanzania

Reading/ references

- Hunt, J et al (2005). *Key Issue in Development: Australia*: Palgrave.
- Meena, R. (1992). *Gender in Southern Africa: Conceptual and Theoretical Issues*: Harare: SAPES Book
- Temba, E I, (2004) *Gender Perspectives in Development: Gender Analysis in Planning and Women Empowerment*: research and Publication Department, Mzumbe University Morogoro
- Mikell, G. (1997). *African Feminism: The Politics of Survival in Sub-Saharan Africa*: Philadelphia: Penn Press

3.3 Masculinity Ideology

- 3.3.1 The nature of masculinity definitions and dimensions.
- 3.3.2 Men Movement (under Masculinity ideology)
- 3.3.3 The existence of patriarchy system
- 3.3.4 The myth about matriarchy systems.

Kilmartin, Christopher T. 2007. *The Masculine Self* (3rd Ed). New York: Sloan Publishing

3.4 Gender Terminologies and its Application e. g (gender mainstreaming, Gender roles).

- Gender Stereotype
- Sexism
- Gender blind
- Gender balance
- gender sensitive
- gender awareness
- Gender equality
- Gender In equality / gender Discrimination Gender Oppression and Gender Gaps
- Gender stratification
- Gender strategic needs (GSN) and gender Practical Needs

3.4.1 Women empowerment (A case of special seats)

3.4.2 Gender Mainstreaming

3.5 Methods and tools for analyzing gender mainstreaming

3.5.1 Gender analysis, GIA

3.5.2 Gender SWOT, Etc.

Reading/ References

Bornstein, Kate. (1998), *My Gender Workbook*, Routledge: New York

(One World Action Glossary <http://owa.netxtra.net/indepth/project.jsp?project=206>)

Moi, T., 2005, *Sex, Gender and the Body*, New York: Oxford University Press

Mukangara, F & Koda, B (1997) *Beyond Inequalities: Women in Tanzania*.

Dar es Salaam, WIDSAA- SARDC and TGNP.

TGNP.... (1999) *Gender and Political Empowerment in the New Millennium*. E&D Limited. Dar es Salaam.

3.6 Femininity ideology

3.6.1 The nature of femininity definitions and dimensions.

3.6.2 Types of common feminist movement in the world

3.6.3 Feminist movement in Tanzania a case study of (TGNP-)

3.7 Becoming Male or Female (through Socialization)

3.7.1 Meaning of Gender Socialization

3.7.2 Forms of gender socialization (Gender Segregation in Childhood)

3.7.3 Agents of gender Socialization

- Parents
- School
- Peer group
- Media and Institutions

3.8 Theories of child development

3.8.1 The construction of gender identity

3.8.2 (Bem's Enculturated Lens Theory on Gender Formation

Reading/ references

Masterson, R (2008), *The Agents of Socialization*: New Jersey. JM Graw Hill.

Reiss, D. (2007), *Introduction to sociology*. Illinois: Wave land Press Inc.

Schaefer, Land Lamn, S.(2009)*Socialization of our age*: New York .Sage Publications.

3.9 Gender, Culture and Ideology

3.9.1 Meaning of Culture

3.9.2 Culture and division of roles/ Status

3.9.3 Women gender norms and male gender norms.

Reading / References

Archer, Margaret. (2006).*Culture and Agency: The Place of Culture in Social Theory*. London: Cambridge University Press.

Black, J and Mascial –Lees, F (2000). *Gender and Anthropology*. Illinois: Wave land Press Inc

Taylor, Gary. (2007). *Cultural Selection*. New Jersey: sage Publication.

3.10 Gender Violence

3.10.1 What is violence

3.10.2 Violence Behaviour

3.10.3 Types of Gender Violence

- Sexual Hassasment
- Domestic Violence
- Gender Based Violence

- 3.10.4 Major causes of violence
- 3.10.5 Main victims of violence
- 3.10.6 Violence and Human Rights contexts
- 3.10.7 Laws, policy against gender violence such as CEDAW, SOSPA.

Reading/ references

Africa Union (2003) “Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa.

Beijing Declaration and Plat form for Action, Fourth World Conference on Women, 15 September 1995, (1995

Campbell, R and Lewis, S (2005). *Understanding Rape and Sexual Assault (2nd Ed)*. New York. Michigan State University.

Felson, R (2006). *Gender and Violence Reviewed*. Newbury Park, New York. Sage ,Publication.

United Nations General Assembly Declaration on the Elimination of Violence Against Women (1979). (Electronic version-

Pourreza; A Batebi; A Moussavi (2004). “*A Survey about Knowledge and Altitudes of People towards Violence against Women in Community Family Setting*” Iranian Public.

Health Journal 33(2): 33-37. Retrieved on 2009- 12-12.

United Nations (1948) “The Universal Declaration of Human Rights”

WHO Fact Sheet Violence against women

3.11 Cross-Cutting Issues and Gender:-

3.11.1 Budget with the Gender Focus

3.11.2 Gender Equality and millennium Development goals (MDGs) (Reading Assignments)

3.11.3 Public Relations/ advertising and Gender

3.11.4 Gender and Media

Readings / References

Dipio, D (2009). *Gender and Religion in Nigerian popular Films*. (pp.85-116). In African Communication Research, 2, 85-116. [www.povertymonitoring go.tz/prsp/women_headed_households.doc](http://www.povertymonitoring.go.tz/prsp/women_headed_households.doc)

GEMSA (2009) Gender, Diversity, Elections and the Media”, Gender and Diversity Journal, Vol 6, no 6-2009, DS Printers, Johannesburg

Millennium Development goals (MDGs) (electronic version- <http://www.un.org/millenniumgoals/>

UNO. Millennium development goals. Org)

TGNP and SIDA (2007) Gender Profile of Tanzania: Enhancing Gender Equity. E&D limited, Dar es Salaam.

Kemelgor, C and Uzzi, B (2000). *The Advancement of Women in Science and Technology*. New York. Cambridge University Press.

TGNP (1999) Budgeting with a Gender Focus. E& D Limited, Dar es Salaam.

URT (2000) Sera ya Maendeleo ya Wanawake na Jinsia (Gender Policy)

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
COURSE CODE: JM 125

1. COURSE DESCRIPTION

The course aim at providing the basic framework for understanding the whole process of entrepreneurship and developing theoretical and practical capabilities in creation, development and operation of entrepreneurial ventures.

2. COURSE OBJECTIVES

- 1.1 To develop enterprising tendencies among the learners.
- 1.2 To develop an awareness of business opportunities which can potentially be seized by an university graduate.
- 1.3 To stimulate interest and provide experience on how to access business opportunities.
- 1.4 To equip students with necessary skills of creating and sustaining business ventures.
- 1.5 To give students awareness of constraints facing Entrepreneurship Development in Tanzania and analysing ways of improvements.
- 1.6 To make students appreciate the need for change of mindset on ways of doing things and be more entrepreneurial.

2. LEARNING OUTCOMES/COMPETENCIES

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

- 2.1 Demonstrate Competencies related to the entrepreneurial behavior e.g. initiative taking, being proactive, innovative, and confident and calculated risk taking.
- 2.2 Acquire knowledge and skills of identifying business opportunities.
- 2.3 Improve attitudes towards entrepreneurship activities.
- 2.4 Get exposure to a variety of styles of running a small business.
- 2.5 Enhance awareness of personal enterprising potential.

3. COURSE CONTENTS

3.1: Theoretical Aspects of Entrepreneurship

- 3.1.1 Introduction to Entrepreneurship.
- 3.1.2 Influences on Entrepreneurial Behavior.

3.2: Identifying Business Opportunities/Ideas

1. Analyzing trends of business opportunities.
2. Exploring under-exploited and un-exploited business opportunities.
3. Selecting a business idea,
4. Identifying key preconditions for success and failure,
5. Identifying risks and minimizing risks of failure,
6. Making a preliminary feasibility assessment of a business idea.

2. Profile of the Small Enterprise Sector in Tanzania: With a Gender Perspective

1. The Role and Significance of the MSMEs Sector in Tanzania.
2. Women as Entrepreneurs.
3. Personal Entrepreneurial Characteristics of Women Entrepreneurs.
4. The Process of Starting and Growing a Business.

3. Developing an Effective Business Plan

1. Definition of a Business Plan.
2. Prerequisites for Developing an Effective Business Plan.
3. Components of a Sound Business Plan.
4. Presentation of the Business Plan.
5. Limitation to Developing the Effective Business Plan.

1.5. Small Enterprises

- 3.1.1 Introduction to Small Enterprises (SEs),
- 3.1.2 Features/Characteristics of SEs,
- 3.1.3 Role and Significance of SEs,
- 3.1.4 Problems faced by SEs,
- 3.1.5 Possible Solutions to the Problems of SEs,
- 3.1.6 Analyzing case studies on SEs.

3.2 Entrepreneurship: A Guide to Action

- 3.2.1 Introduction,
- 3.2.2 Entrepreneurial Careers
- 3.2.3 What kind of Career Opportunities and Choices are there?
- 3.2.4 Are Entrepreneurs Deferent?
- 3.2.5 How can I assess my Enterprising Tendencies?
- 3.2.6 What are the Challenges and Risks I will face?
- 3.7 How can I become more enterprising?

READINGS

Required Reading

Kuratko, D. F, and Hodgetts R. M. (2007), *Entrepreneurship in the New Millennium*, New Delhi: Southern-Western.

Recommended Readings

Lawrence, A., Weber, J.L., (2005). *Business and Society*, 11th edition: JMGraw Hill.

Olomi, D. R. (2009), *African Entrepreneurship and Small Business Development: Context and Process*, Dar es Salaam: Otme Company Limited.

Westhead, P. (2006), *Entrepreneurship*, Financial Times/Prentice Hall

Zimmer, T.W., Scarborough, N.M. and Wilson, D. (2008), *Essentials of Entrepreneurship and Small Business Management*, 5th Edition, Prentice Hall: Pearson

CORE COURSES

BASIC NEWS REPORTING
COURSE CODE: JM 111

1. Course Description

A fundamental objective of the course will be to inculcate an effective news writing skills to the students.

2. Learning Outcomes:

Upon completion of the course the students are expected to acquire the following:

- 2.1 To understand role (s) of media practitioners in modern society.
- 2.2 To differentiate, critique different levels of news reporting in current newsrooms' setting.
- 2.3 To understand the news determinants, essentials and sources for news, and interviewing techniques as employed in contemporary journalism.
- 2.4 To be able the students to write simple news stories based on the first level reporting.

3. Course Content

3.1 Definition of key concepts

- 3.1.1 Meaning of Journalism and Mass Media
- 3.1.2 Role of journalists.

3.2 Criteria for News, Basic News Stories

- 3.2.1 Determining News Angles
- 3.2.3 Essentials for news by using concrete examples from the local newspapers, international newspapers.

3.3 Three levels of reporting, and explore their relevance to modern newsrooms.

- 3.3.1 Newsrooms' Structure, Culture
- 3.3.2 Role of the Editors
- 3.3.3 Sub Editor
- 3.3.4 Proofreaders and Other Editorial Staff.

3.4 Types of news sources

- 3.4.1. Human news Sources
- 3.4.2 Physical news sources,
- 3.4.3 Necessary skills, techniques required for news interviews.

3.5 (7-10): Students apply principles of effective writing to analyze articles in the newspapers.

- 3.5.1 Students will gather information from various sources (in the vicinity) to write simple news articles (first level reporting).

3.5.2 Students perform practical oriented tasks (analysing articles, interviewing techniques) under a guidance, coaching, supervision, and mentorship of the lecturer.

References

- Ackerman, Bruce and James Fishkin .Introduction to news reporting: 2005
Conrad Finc. Writing to inform and engage. University of Georgia: 2003
Clifford Christians, Theodore G, Kaarle N, Robert White. Normative Theories of the Media, University of Illinois:2009.
Donald L, Maxwell and gerry Keir.Advanced reporting:1997
Glasser, Theodore.Repositioning the Newsroom:The American Experience with Public Journalism:2005
Kathleen Hall.The Nature and Sources of News, New York 2007.
Peter Dahlgren and Colin Sparks.Rethinking the Media as a public Sphere 1991.
Rosen and Dennis Thompson.The Action of the Idea.Public Journalism in Built Form, 2001.
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PRINCIPLE OF PUBLIC RELATIONS COURSE CODE: JM 113

1. Course Descriptions

The purpose of this course is to introduce the students to the basic principles of public relations and its functions as a great foundation of professional communication. The course is designed to give students a complete coverage to the theories and practices of public relations in a contemporary social order.

2. Learning Objectives

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

- 2.1 Express an understandable knowledge of the theories and practices of public relations in today's changing situations and how it fits in an organization setting.
- 2.2 Develop skills and broad viewpoint by performing internal and external communication programs in the shared organizational settings.
- 2.3 Articulate the ethical issues and their implications in resolving public relations issues and

3. Course Content

3.1 The Public Relations Concept

- 3.1.1 The meaning of Public Relations
- 3.1.2 The Publics
- 3.1.3 The Purpose
- 3.1.4 The Functions
- 3.1.5 The different Images
- 3.1.6 The Distinctions; the Need for an Integrated Approach

3.2 The Skilled Manager in the Field

- 3.2.1 Qualities of a Good Public Relations Manager; The Essential Abilities
- 3.2.2 Commitment to the Principles of Public Relations; The DOs and the DON'Ts
- 3.2.3 Materials Necessary for a Public Relations Shelf
- 3.2.4 The Communication Process and its Characteristics in Public Relations
- 3.2.5 The Six Cs of Communication in Public Relations

3.3 History of Public Relations

- 3.3.1 The profession's Origins; Ancient Beginnings and the Middle Ages
- 3.3.2 The 18th Century Practices
- 3.3.3 The 19th Century Evolution; The Golden Age of a Press Agent
- 3.3.4 The Development of PR from the 20th Century to the 2nd half of 20th Century (1900 to 1950): The Age of Pioneers.
- 3.3.5 The Development of Public Relations from the 2nd half of 20th Century to the Year 2000 (1950 to 2000): PR Comes of Age.
- 3.3.6 The Four Classical Models of PR as Formulated by Professors James Grunig and Todd Hunt.
- 3.4 Organization Context of Public Relations**
- 3.4.1 Positioning the Public Relations Department in the Organization Structure; it begins with the Top Management. What Must PR practitioners do to earn their required Position?
- 3.4.2 The Conflicting Departments; the PR Department Vis-à-vis the HR Department, and the Legal Department.
- 3.5 Public Relations as a Process and the Practitioners' Guiding Procedures/Steps**
- 3.5.1 The Four-step-process in the "RACE" Acronym
- 3.5.2 The Never-ending-cycle of Six Components
- 3.6 Public Relations Ethics and Professionalism**
- 3.6.1 Definition of Ethics
- 3.6.2 Some Classical Teachings of Philosophers in Ethics
- 3.6.3 Public Relations Codes of Ethics Professional Organizations; The PRSA, the IABC, the IPRA, the CPRS, the PRISA, and the PRIS
- 3.6.4 The PRSA's Code of Ethics; the Six Core Values and their Counterpart Six Core Provisions
- 3.7 Basic Socio-Economic Trends Affecting Public Relations and the Challenges Facing the Profession**
- 3.7.1 The Organization's External Environmental Trends; Continued Organizational adjustment is a prerequisite.
- 3.7.2 A Projection of the Challenges which are likely to transform the Profession of PR for the Next 50 Years.

References

- Araka, J. M. (2009). *Information Sharing as a Stimulating Catalyst for Effective Interpersonal Communication within Organizations: A Case Study of UDSM*. A Paper presented at the ACCE Conference, Accra Ghana. August 13.
- Araka, J. M., & Araka, L.B.K. (2010). *Theories of Corporate Communication and Management*. Dar es Salaam: SAUT Press.
- Argenti, P. (2003). *Corporate Communication*. (3rd ed). Boston: JMGraw-Hill.
- Argenti, P., & Forman, J. (2002). *The Power of Corporate Communication*. Boston: JMGraw-Hill.
- Baines, P., Egan, J., & Jefkins, F. (2004). *Public Relations: Contemporary Issues & Techniques*. Amsterdam: Elsevier Publishers.
- Baucus, M. and Near, J. (2009). "Can illegal corporate behavior be predicted? An event history analysis", *Academy of Management Journal*, 34: 8-37.

- Belch, A., & Belch, G. (2004). *Advertising and Promotion: An Integrated Marketing Communications Perspective*. (6th ed.). New Delhi: JMGraw –Hill.
- Center, A. H., & Jackson, P. (2003). *PR Practices: Managerial Case Studies & Problems*. (6th ed.). New Jersey: Pearson Education.
- Clampitt, P. G. (2005). *Communicating for Managerial Effectiveness*. (4th ed.). London: Sage.
- Coombs, W.T. & Holladay, S. J. (2007). *‘It’s not Just PR’: Public Relations in Society*. Australia: Blackwell.
- Coombs, W. T & Robert. L. H (2006). *Today’s Public Relations. An Introduction*: Sage Publications.
- Cutlip, S. M et al. (2007). *Essential of Public Relations for Sub-Saharan Africa*. Capetown: Pearson Education.
- Cutlip, S., Center, A., & Broom, G. M. (2005). *Effective Public Relations*. (8th Ed.). Delhi: Pearson International.
- Fink, S. (2002). *Crisis Management: Planning for the Inevitable*. USA: Universe Inc.
- Galbraith, J. R. (2002). *Designing Organization: An Executive Guide to Strategy, Structure & Process*. USA: Jossey-Bass.
- Heath, R.L., & Coombs, T.W. (2006). *Today’s PR: An Introduction*. New Delhi: Sage.
- Kalupa, F., & Moore, F. (2005). *Public Relations*. (9th ed.). Printed in New York.
- Kilimba, J. J. (2006). *Strategic Management for Africa*. Bloomington: Author House.
- Moore, F., & Kalupa F.B., (2005). *Public Relations: Principles, Cases and Problems* (9th Ed). Delhi: Surjeet
- Servaes, J. (2008). (Ed). *Communication for Development and Social Change*. New Delhi: Sage Publications.
- Wilcox D.L & Cameron G. T. (2006). *Public Relations Strategies and Tactics*. 8th . New York: Pearson education Inc.

INTRODUCTION TO BROADCASTING COURSE CODE: JM112

1. Course Description

The course is aimed at enabled students to have a basic knowledge of writing and broadcasting for radio and to gain fundamentals skills in the production of radio programmes as well as using basing production equipment and facilities.

2. Objectives

- 2.1 To train students in the understanding of the fundamentals of sound, the nature of sound and its characteristics
- 2.2 To help the students learn the theoretical aspects of audio and audiovisual media
- 2.3 Structure programs on how to practice news gathering and writing techniques for both broadcast media
- 2.4 To help and involve the students in practical exercise based on editing of audio and Audio Visual recording.
- 2.5 To develop interviewing techniques and skills for radio

2.6 How to conduct interview , radio programs, round table discussions.

2.7 Microphones how they work, specifications, pick up patterns.

4. Learning Outcomes

At the of this course students will be able to:

4.1 Structure radio programs, and be aware of role of the conductor

4.2 Understand the basic the basic techniques in broadcasting, news reporting and editing skills

4. Course Content

4.1 Introduction to the course and to basis of broadcast reporting

4.1.1 Writing activity visit the department's radio station (SAUT).

4.2 History and Evolution of Radio in Tanzania

4.2.1 Chronology of important events/developments in broadcast trends, their social Impact, how the sector is evolving to meet future needs

4.2.2 Evolution & growth of electronic media in Tanzania, role in national development and future prospects

4.2.3 Tanzania Broadcasting Corporation – Historical Background

4.3 The Communicator in Modern Media

4.3.1. A historical overview

4.3.2 first Announcers

4.3.3 How the Modern Media evolved

4.3.4 Development in Announcing

4.3.5 Current Trends

4.3.6 Era of the Communicator

4.4 Introduction to Broadcast Media Equipment

4.4.1 The fundamentals of sound

4.4.2 Introduction to newsroom: structure, functions, culture; the basics of reporting: getting the news stories; tools of news gathering

4.4.3 News writing techniques (including the news angle;5ws and one H: the intro; focus)

4.4.4 Facts and opinion; multi-angled stories vs. One-angled stories ;developing the story; beginning ,middle and end; sourcing & verifying news; cross confirmation; apologies; trust building

4.5 Interviewing for Radio

4.5.1 The birth and development for the radio interview

4.5.2 Categories of interview

4.5.3 after the interview

4.5.4 Listening to the interviews

4.6 The role played and purpose of radio interview

4.6.1 Before the interview

4.6.2 At the interview

4.6.3 Listening to the interviews

Recommended Reading

Essex Jeff: Multi Media Sound and Music studio.1995

Healthy Steve: Multimedia and Communications, technology. Focal Press, Oxford, london.1999

Gary Davis & Ralph Jones: Sound of Reinforcement Handbook. published by Hal Leonard corporation, 777 Bluemound RD. P.O.Box 13819 Milwaukee, WI 53213.
Lewis Coe: wireless Radio a History, JM Farland & Company, Inc Publishers. Jefferson, North Carolina and London. www.JM Farland pub.com
JM Quail's Dennis: Mass Communication theory 4th edition Sage publications ltd, 6 Bohhill street, London EC2A 4PU
Matumaini Joseph, The Role of Radio in the Process of Development in Tanzania. A Comparative Study of Radio Tanzania, Dar es Salaam

SUB EDITING
COURSE CODE: JM 312

1. Course Description

This course is designed to show the scope of work in the print media by reports, editors and others involved in the production of newspapers, magazines and the operation of news agencies. It deals especially with how news are edited and published. The writing and editing of good headline is highlighted to enhance news editing.

2. Objective of the Course

- 2.1 To show the process of editing
- 2.2 To show how to design different content in a newspaper and headline of a story.
- 2.3 To show the student the structure of editorial body and its functions in production of newspaper.
- 2.4 To show how to do layout and design in a newspaper

3. Learning outcomes

- 3.1 Student to be able to design different content in a newspaper
- 3.2 Students to know how to edit hard news story and come up with the appealing news story.
- 3.3 Student to be able to design different content in a newspaper
- 3.4 To train students to know how to edit hard news story and come up with the headline of a story.
- 3.5 Students to be able to know the editorial body and its functions in production of newspaper.
- 3.6 students be able to do layout and design a newspapers

4. Course Content

4.1 News Editing

- 4.1.1 What is editing?
- 4.1.2 Why editing a story?
- 4.1.3 Type of editing: substantive and copy editing

- 4.1.4 Newspaper organization(functions: Editorial, Mechanical and Business)
- 4.2 Structure of editorial board and important staffs in a newsroom and their responsibilities
- 4.3 Steps of producing a newspaper (newsroom, printing companies and distribution)
- 4.4 Style book (Tools of Editing)
 - 4.4.1 Punctuation
 - 4.4.2 Abbreviations
 - 4.4.3 Capitalization,
 - 4.4.4 Spelling
 - 4.4.5 Numbers/Figures
 - 4.4.6 Grammar and Choice of Words
- 4.5 Layout and Design**
 - 4.5.1 Layout in a newspaper (dummying-planning and pagination)
 - 4.5.2 Designing a newspaper(principle of designing)
 - 4.5.3 Tools for designing publications(the body of type, reverses, screens, color, white space, drop cap, drop shadow, pull quote, sidebars and bleeds.
 - 4.5.4 Shape of designing a publication :-
 - 4.5.4.1 O shape design
 - 4.5.4.2 C shape design
 - 4.5.4.3 U shape design and
 - 4.5.4.4 L shape design.
- 4.6 House style(discussion on different newspapers on how they layout their newspaper E.g. Daily news, the Guardian, the Citizen.
- 4.7 Types of content in a newspaper :
 - 4.7.1 Local
 - 4.7.2 East Africa
 - 4.7.3 International ,
 - 4.7.4 Feature
 - 4.7.5 Opinions
 - 4.7.6 Business
 - 4.7.7 Sports
 - 4.7.8 Editorial
 - 4.7.9 Comment etc (relating on the type of news paper)
- 4.8 Headline/heads
 - 4.8.1 What is headline?
 - 4.8.2 Importance of headline story
 - 4.8.3 Steps of writing headline
 - 4.8.4 Element of headline designing
 - 4.8.5 Layout and designing of headline
- 4.9. Types of headlines(Examples from different newspapers and practice of writing a headline and editing)
 - 4.9.1 Different between headline and caption in a story

- 4.9.2 Process of editing a headline in a story(techniques to use in order to come up with a perfect headline in a story.
- 4.10. Typography (typeface, font, type style, leading, Kernin ,etc)
- 4.10.1 Cutline(Clichés, incorrect verbs, sensitive fragment etc)

Required Readings

Mencher,M,(1997) .News Reporting and Writing(7th ed.) New york: JMGraw hill
 Wilber, andR.Miller (2003) Modern Media Writing .London : Wadworth
 Itule.B. and Douglas(1991).News Writing and Reporting for Today’s Media(Second ed.) Newyork :JMGraw hill
 Brooks,B.S. et al(1992) News Reporting and Writing (7th Ed) New York: St. Martin’s press
 Rice ,C.(2000) ,Writing and Reporting News : Coaching Methods.(3rd Ed) Belmont

RADIO AND TV PROGRAMMING COURSE CODE: JM 122

1. Course description

This course will give a historical overview of development and operation of radio and television broadcasting . to familiarize and expose students to the field of broadcasting: describing broadcasting as a medium of communication creating the message, gathering information, writing tips, broadcasting genres, editing and presentation

2. Course Objective

- 2.1 to ensure that students know the history and current status of radio and television
- 2.2 to enable students to produce ,evaluate and critique programs of radio and televisions
- 2.3 to make sure that students demonstrate effective writing and interviewing skills for radio and television genre.
- 2.4 To enable students discuss the various policy, legal, and ethical issues that are associated with the process of broadcast communication.

3. Learning outcomes

- 3.1 explain the history and contemporary status of radio and television
- 3.2 discuss various radio and television format
- 3.3 demonstrate news gathering and script writing skills in both radio and television
- 3.4 demonstrate good radio and Tv studio presentation skills
- 3.5 Understand ethical /regulatory issues pertaining to radio and Tv

4. Course Content

- 4.1 Selected references: books, journals, websites, and blogs; method of evaluation: news presentation and class attendance.
- 4.2 Documentaries, Features: Types & Formats, Characteristics
- 4.3 Groups prepare features and documentaries based on socio-cultural issues. These programmes will be analyzed in the feedback session.

- 4.4 Community Broadcasting: Definition, characteristics, values, needs & prospects
- 4.5 Community based programmes: themes, issues, features and principles
- 4.6 Audience - Radio target Audience:
 - 4.6.1 Meaning of audience/definition/types
- 4.7 External Activity: Visit to a community radio station; interview with community

Broadcasters.

- 4.8 Presentation: Sharpening the Presentation skills; Time management
- 4.9 Recording techniques: Recorders uses and misuses. Microphone various kinds, principles
 - And usages, voice training; Hands on other equipment [audio mixer board, telephone Recording, live telephone recording, knowing the ABC of transmitters etc]
- 4.10 Focusing on dispatches; Dispatch writing Exercises; Elaborating Cue and Body of a Dispatch through examples; Breaking News; Characteristics; The race to be No.1 in Breaking news; Preparation of News Bulletins

5. References

Robert, Hilliard, Michael and Keith (1997) .The Broadcast Country.(Second edition) Melbourne focal press

Head, Sterling ,Schofield, Span, and JM Gregor.(1998) .Broadcasting in America, a Survey of Electronic Media(8th edition) Boston: Houghton Mifflin company.

Hilliard and Keith.(1996). Global Broadcasting System. Boston: Focal press

Shook, lattimore, and Redmond(1996).the broadcast news process.(5th ed) Coloradio: Morton Publishing Company.

Chantler ,Paul and Harris (1997). Local Radio Handbook. London: Routledge

**PRINCIPLE OF ADVERTISING
COURSE CODE: JM 123**

1. Course Description

This course is designed to provide knowledge and insight of the advertising world to the students. It provides the students with an opportunity to practice and sharpen their communication skills in advertising that can convince or persuade the publics

2. Course Objectives:

- 2.1 To help the students to understand and appreciate the difference and relationship between advertising and other related aspects such ad PR, promotion and marketing among others.
- 2.2 To make students familiar with the various media available as channels for advertising.
- 2.3 To help students understand the various types of advertising agencies and their significant role in the advertising process

4. Learning Outcomes:

At the end of this course the students will be able to:

- 4.1 Distinguish and appreciate Advertising and other aspects related to it
- 4.2 Recall and best utilize the strengths and weaknesses of various media channels for advertising

- 4.3 Understand the roles played by advertising agencies in the advertising process.
- 4.4 To prepare effective, professional and high quality adverts.
- 4.5 To analyze the various issues presented where advertising is concerned and to be able to engage in professional and academic arguments with regard to advertising in society

5. Course Content

4.1 Introduction

- 4.1.1 Meaning of Advertising
- 4.1.2 History of advertising (Worldwide and Tanzania)

4.2 Foundations and Practices of advertising

- 4.2.1 Functions of advertising
- 4.2.2 Purposes of advertising
- 4.2.3 Methods of classifying advertising
- 4.2.4 Types of advertising

4.3 Advertising and other related aspects

- 4.3.1 Advertising Vs PR
- 4.3.2 Advertising Vs Promotions
- 4.3.2 Advertising Vs Marketing

4.4 The players of Advertising

- 4.4.1 The advertiser
- 4.4.2. The agencies
- 4.4.3 The media
- 4.4.4 The customer
- 4.4.5 The Vendors

4.7 The various media as the channels for advertising

- 4.7.1 Direct mail
- 4.7.2 Newspapers
- 4.7.3 Radio
- 4.7.4 Television
- 4.7.5 Magazine
- 4.7.6 Outdoor
- 4.7.7 Transit
- 4.7.8 The Internet

4.6 The advertising Campaign Plan

- 4.6.1 Definition
- 4.6.2 Process
- 4.6.3 The marketing mix: Basis for the advertising campaign planning

4.7 Advertising agencies

- 4.7.1 What are they
- 4.7.2 Organization of an agency
- 4.7.3 Local, national and international agencies
- 4.7.4 Independent creative services

4.8. Ethics in advertising

Required Readings

Aaker A & Meyers J (1987) **Advertising Management** (3rd Ed) Englewood Cliffs New Jersey Prentice Hall
Arens W (1996) **Contemporary Advertising** (6th Ed) Chicago: Irwin
Avery. J (1993) **Advertising Campaign Planning** Chicago: The City Workshop
Belch E & Belch A (1993) **Introduction to Advertising and Promotion** Blue Ridge IL: Irwin
Dunn S Et al (1990) **Advertising: It's Role in Modern Marketing** (7th Ed) Chicago: Dryden Press
Wells B (2000) **Advertising: Principles and Practice** (5th Ed) New Jersey Prentice Hall
White R (2000) **Advertising** (4th Ed) Maidenhead Berkshire: JMGraw Hill

**MASS COMMUNICATION
COURSE CODE: JM 212**

1. INTRODUCTION

This course introduces students to the history, development, operations, principles, practices, effects and theories of mass communication. The course focuses on the technologies (media) that produce mass communication, information gathering and content dissemination.

2. COURSE AIMS

The course aims at empowering Public Relations students to be effective communicators of messages, thoughts and ideas to heterogeneous group of people.

3. LEARNING OUTCOMES

At the end of the course, students should:

- 3.1 Be exposed to the foundation of mass communication
- 3.2 Be exposed to various forms, models, elements and nature of mass communication theories.
- 3.3 Be able to critically develop, analyze, disseminate and consume mass communication messages
- 3.4 Be exposed to how the mass media operate, and how media workers make content decisions

4. COURSE CONTENT

WEEK ONE

Understanding Mass communication

- Why Mass Communication?
- What makes mass communication, communication?
- Isn't mass communication a fallacy?

4.1 The mass media – classification and characteristics

- 4.1.1 What is Mass Media?
- 4.1.2 Classification of the Mass Media
- 4.1.3 .Characteristics of the Mass Media
- 4.1.4 Different forms of Social media

4.2 Media Power in Historical perspective

- 4.2.1 Information overload
- 4.2.2 How mass media kills democracy?
- 4.2.3 Role of face book
- 4.2.4 Persuasive messages
- 4.2.5 Mushrooming of mobile phones: who is a loser?
- 4.2.6 Media for socio-development
- 4.2.7 Mass media and voice of the voiceless
- 4.2.8 Media literacy

4.3 Mass Communication theories

- 4.3.1 What is theory?
- 4.3.2 The goal of theory
- 4.3.3 Categorizing theory
- 4.3.4 Theories of Media effect
- 4.3.5 Normative Theories

4.4 Media convergence and Public Sphere

- 4.4.1 The role of social networks on the public sphere
- 4.4.2 The regulation of digital public spheres
- 4.4.3 Old versus new media and the public sphere;
- 4.4.4 Media literacy, citizenship and participation in the digital public sphere
- 4.4.5 Young people and the digital public sphere

4.5 Media and social institutions

- 4.5.1 The color of Tanzanian Society
- 4.5.2 Overview of Tanzanian media institutions
- 4.5.3 Media ownership and control in Tanzania

4.6 Press freedom in Tanzania

- 4.6.1 Definition of Press Freedom
- 4.6.2 Press Freedom in Tanzania
- 4.6.3 Restrictions of media performance in Tanzania
- 4.6.4. Measures that need to be undertaken in order to ensure the improvement of Tanzania's media environment

4.7 Culture and the mass media

- 4.7.1 Meaning of Culture
- 4.7.2 Components of Culture

4.5 COURSE MATERIALS

- 1. Course Outline

2. Relevant textbooks and African Communication Journals
3. You will be required to read newspapers, magazines, and watch news and programs on TV and radio stations

A COMPULSORY READER

1. Watson, J. (2008). *Media communication: an introduction to theory and process* (3rd ed.). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

OTHER RELEVANT REFERENCES

1. West, R. L., & Turner, L. H. (2003). *Introducing communication theory: analysis and application* (2nd ed.). Boston: JMGraw-Hill.
2. Infante, D. A., Rancer, A. S., & Womack, D. F. (1990). *Building communication theory*. Prospect Heights, Ill.: Waveland Press.
3. Alozie, E. (2010). Voices in the hill of Rwanda: African press accountability of the 1994 pogrom. *The International Communication Gazette*, 72(7), 589-617.
4. O'Neil, B. (2010). Media literacy and communication rights: Ethical individualism in the new media environment. *The International Communication Gazette*, 72(4-5), 315-322.
5. Kimani, R., & Abena, Y. (2011). Beyond unequal visibilities: Are women treated differently from men in the news?. *African Communication Research*, 4(3), 433-449.
6. Mfumbusa, B. (2010). Tanzania's Journalism Education at crossroads: Western Models, Local Realities. *Journalism Education in Countries with Limited Media Freedom* (pp. 155-172). New York: Peter Lang.
7. Mpagaze, D. (2012). *Ethical Journalism; A voice of the voiceless*. Germany: Lambert Academic Publisher.

NEWSPAPERS

1. The East African Newspaper
2. The Citizen Newspaper
3. Baruti Newspaper
4. Selected Yellow papers

TV PROGRAM

***Tuongee Asubuhi* by Star TV every Saturday at 7.30**

RADIO STATION

Radio SAUT, TBC Taifa and Clouds FM

MOVIES

BONGO MOVIE

1. Aim:

The aim of the module is to give students practical skills in visual communication which will enable them to perform the role of the media (educate, inform or entertain the audience) through the use of photos.

2. Objectives:

The objectives in this module will be to:

- 2.1 Introduce students to the important elements of photography.
- 2.2 Give students an understanding of the power of visual communications.
- 2.3 Make students familiar with photographic equipments and the arts of making good photo.
- 2.4 Make sure that students know to differentiate between ordinary photo and news/promotion photo.

3. Learning outcome:

At the end of the module students will be able to:

- 3.1 Identify elements of photography which can help to make good visual story.
- 3.2 Recognize the power of visual communication in the field of public relation.
- 3.3 Interpret different photo to send clear message to the public.
- 3.4 Demonstrate his/her art of capturing news photo.
- 3.5 Apply important technique that any photojournalist would be expected to possess.

4. Course Content

- 4.1 What is photography?
- 4.2 History of photography
- 4.3 The roles photographs play

4.2 The camera and how it works

- 4.2.1 The camera box
- 4.2.2 Viewing system
- 4.2.3 Focusing system
- 4.2.4 The shutter, aperture and exposure
- 4.2.5 The shutter and aperture as creative control
- 4.2.6 How the image is produce (in analogue and digital camera)

4.3 Elements of photography

- 4.3.1 Lenses
- 4.3.2 Focusing
- 4.3.3 Exposure
- 4.3.4 Depth of field
- 4.3.5 Shutter speed
- 4.3.6 Film and CCD/CMOS (imaging sensors)
- 4.3.7 Lighting

4.4 Lenses

- 4.4.1 Types of lenses
- 4.4.2 Depth of field and how it works (using depth of field)
- 4.4.3 Aperture and the focal length (f-number)

4.5 The art of good photography (visual composition)

- 4.5.1 Photographic language

- 4.5.2 The three basic shots
- 4.5.3 Elements and principle of composition
- 4.5.4 Common error in composition
- 4.5.5 The rule of third
- 4.6 Lighting**
- 4.6.1 Characteristics of Light
- 4.6.2 Light in the photograph
- 4.6.3 Using light: Natural, Available, and Artificial

4.7 Introduction to digital photography

- 4.7.1 Digital photography
- 4.7.2 Image capture
- 4.7.3 The digital darkroom
- 4.7.4 File formats
- 4.7.5 Storage devices

4.8 Photojournalism

- 4.8.1 The nature of photojournalism (promotion and advertising)
- 4.8.2 Photojournalism (promotion and advertising) in practice
- 4.8.3 Covering an assignment
- 4.8.4 The Peak moment
- 4.8.5 Caption writing
- 4.8.6 Ethics in photojournalism (promotion and advertising)

4.9 Photo editing

- 4.9.1 Photos in advertisements (structural analysis)
- 4.9.2 Selecting photos for publication (criteria for selection).
- 4.9.3 Sorting through the shoot
- 4.9.4 Cropping

RECOMMENDED READING MATERIALS

Michael, L. 2000. *Basic Photography (6th Ed)*. Oxford: Focal Press.

Lewis, G. 1995. *Photojournalism: Content & Technique (2nd Ed)*. California: JMGraw-Hill.

Hedgecoe J. 2003. *The new manual of Photography*. London: Dorling Kindersley Limited.

Scroepell, T. 2000. *The bare bones camera course for film and video*. USA.

ADVANCED NEWS REPORTING CODE: JM 226

1. Purpose of the Course

The course aims at building on the students' knowledge from previous studies in Basic News Reporting. To enable them to acquire more advanced understanding, skills and techniques of Journalism and new media know-hows. The course seeks to stake and re-delineate discursive boundaries in journalism and media practice.

2. Learning outcomes of the Course

At the end of the course, the student should be able:

- 2.1 Understand the ever changing dynamics of the media, its convergence and interactivity in a new ecology.
- 2.2 To demonstrate advanced skills, techniques and steps of writing in depth stories for the laboratory newspaper and national newspapers.
- 2.3 To identify the basic components/ types of Advance News stories.
- 2.4 To demonstrate journalistic skills in using/interpreting statistics data in news writing
- 2.5 To demonstrate skills of planning and executing a researched investigative report project.

3. Course requirements

- 3.1 Each student is expected to and must actively participate in newspaper production as well as post-mortem for each issue. Due to the acute problems of language usage that most students have, **learning the language of the news** will be given extra emphasis in the post-mortem discussions sessions.
- 3.2 This newspaper will be a weekly. At the end of the semester, every student will be required to submit a portfolio of his/her cuttings to the lecturer for assessment and grading.
- 3.3 Each student must have 2 articles published during the course. The articles (cuttings with student's by-line) must be submitted in a portfolio to the lecturer at the end of the semester

4. Course Content

4.1 General Introduction

- 4.1.1 Redefining news who is a journalist in today?
- 4.1.2 What is the difference between journalism and other professions?

4.2 Rethinking, what is news?

- 4.2.1 New ecology of news interfaces with new media technologies as a defining marker of the postmodern world.

4.3. The language of the news: kiss and tell

4.3.1 The theorization of news sources: ways of judging the reliability of different sources.

4.3.2 Accuracy and clarity: showing fair and balanced evidence

4.3.3 Opinionated writing: analysis v/s advocacy.

4.4 Investigative journalism (part.1): Historical development – case studies

4.4.1 Investigative journalism (part.2): procedure and methodologies

4.4.2. Investigative journalism (part.3): Rational

4.5. Using statistics: A brief introduction to statistics and how to write with them

4.5.1 The language of numbers

4.6. Opinion polls

4.7 Police story reporting

4.8 Courts story reporting

4.9 Sports reporting

4.10. Economics and Business reporting

4.11 Investigative News Projects

Reference Books

African Communication Research, Vol. 1 – 4 (peer-review journals, St. Augustine University of Tanzania)

Keeble, R. (2008) *the Newspaper Handbook*, University of London

Kopoka, M. (unpublished) Advance News Reporting- selected topics for African Students

WRITING FOR BROADCASTING CODE COURSE: JM 333

1. COURSE DESCRIPTION

Writing for broadcasting is a course designed to improve the broadcast writing skills of the students. The course will also provide the student with the opportunity to produce scripts for radio and TV such as Documentaries, News, Features, Interviews, Talk Shows, and Commercials.

2. LEARNING OUTCOMES:

What you are expected to know, understand and be able to perform at the end of this course.

- 2.1 Demonstrate good broadcasting presentation skills
- 2.2 Discuss the principles of scriptwriting.
- 2.3 Be able to critique the strengths and weakness of other radio/TV productions. techniques –including existing light, bounced light and three-point lighting
- 2.4 Demonstrate good scriptwriting skills.

3. OBJECTIVE OF THE COURSE

This course focuses on broadcast writing and reporting skills primarily for Radio and Television.

4. REQUIREMENTS:

- tapes
- Empty CDs
- Tape recorder

5. COURSE OUTLINE

5.1. SCRIPT WRITING

- 5.1.1 Writing for the ear/eyes
- 5.1.2 Scripts formats
- 5.1.3 Guidelines to script writing
- 5.1.4 Basic terminology

5.2 NEWS SOURCES

4.2.1 Public: References (dictionaries, encyclopedias, telephone directories)
Government records

4.2.2 Private: People (News/Press releases, AV tapes, news channels, research institutions, newspapers, magazines, Databases, news agencies/wire services)

4.2.3 Internal sources: future files, news dairy and reporter stringers

5.3 WRITING NEWS STORY

4.3.1 Elements of news

- Timeliness,
- Proximity.
- Conflict,
- Prominence,
- Human Interest etc)

4.4. Story organization

5.3.1 The upright pyramid

5.3.2 Story updates

5.3.3 Story localization

5.3.4 Freshening the story

5.3.5 Grammar: Sentence construction – verbs, tense, person, numbers, voice

5.3.6 Scripts writing exercises: News, Commercials, Radio magazine, Radio/TV documentary, Discussions, Talk Shows.

5.3.7 Editing and rewriting

4.5 EXPECTATIONS OF NEWS REPORTS

4.5.1. Accuracy, objectivity, fairness, clarity and completeness

4.5.2. The 4C's of communication: Competence, confidence, conviction and credibility

4.5.3 News judgment

4.6 ENTERPRICE REPORTING

4.6.1 How to generate stories

4.7 CONDUCTING INTERVIEWS

4.7.1 Types of interviewers

4.7.2 Tips for interviewing

4.7.3 Challenges of Interviews

4.7.4 Techniques of eliciting meaningful responses and putting interviewee at ease.

LEGAL CONSIDERATIONS

- Fairness
- Libel
- Privacy
- Obscenity

WRITING FOR PUBLIC RELATIONS COURSE CODE: PR 312

1. Course Goals

To expose students to the basic guidelines on public relations writing and use of public relations material for effective communication.

2. Course content

Part I - Preparation for writing

1. The framework of public Relations
2. The Public Relations writer
3. Writing guidelines
4. Errors to avoid

Part II – Basic PR Communication tools

5. Pitch letter
6. Media Adverts
7. Media ...
8. OP – Ed

Part III - Advanced PR Communication Tools

9. E-mail
10. Memorandum
11. Letters
12. Proposals
13. Annual Report

Part IV – Working with Media

14. Media dependence in Public Relations
15. Public Relations dependence on media
16. Areas of Friction
17. Working with Journalist

Part V – Specialized Writing

18. Science Writing
19. Why read science
20. Selecting science news
21. How to gather science news
22. Business Writing
23. Children's articles.

**FEATURE AND MAGAZINE WRITING
COURSE CODE: PM 314**

1. PURPOSE OF THE COURSE

1.1 The course is aimed at enabling students to acquire the knowledge, skills and techniques of feature writing hence become effective feature writers for local national and international newspapers and magazine.

1. Also to enable students write quality feature stories for publication in newspapers and magazines.

2. LEARNING OUTCOMES OF THE COURSE

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

- 2.1 To differentiate feature from other types of news writing
- 2.2 To identify the basic components of a feature story
- 2.3 To demonstrate basic skills, techniques and steps of feature writing into news stories for the laboratory newspapers and national newspapers
- 3.2 To identify, analyze different types of feature stories that are commonly published in contemporary newspapers.
- 3.3 To delineate similarities and differences between magazine and newspaper feature articles.
- 3.4 To differentiate between good and poorly written feature articles.

4. COURSE CONTENT

4.1 PART 1: INTRODUCTION TO FEATURE WRITING

4.1.1 Defining a Feature

- What features are and what feature are not
- Difference between feature and hard news stories
- Difference between topic and theme
- Difference between newspaper and magazine feature

a. PART 2: WRITING EXPOSITIVE FEATURE

4.2.1 Defining expository feature

- Common types of expository features:
 - commemorative feature:
 - overview feature
- i. Basic components of expository features:
 - (i) Introduction (delayed lead and nut graph)
 - (ii) body
 - (iii) Conclusion.
- ii. **Introducing a Feature Story**
 - Constructing delayed lead:
 - (i) Anecdotal end.
 - (ii) Summary lead.
 - (iii) Contract lead.
 - (iv) Question lead.
 - (v) Quote lead.
 - (vi) Bridging the lead and body(nutgraphy)
- iii. **Developing the body of a feature story**
 - Methods of developing the body (cause – effect)
 - Ways and types of explaining the topic (examples, Classification, compare) and contract, opinion statistical data).
- iv. **Concluding a Feature**
 - Types of feature ending: circle/ tie back ending.

- (i) Quote ending
- (ii) Summary ending
- (iii) Future – action ending.
- (iv) Surprise ending

b. PART 3: WRITING CREATIVE FEATURES

4.3.1 Defining of Creative Feature

- What are creative feature?
- Story- telling approach.
 - descriptive
 - narrative approaches (recounting / plotting) the event and showing the picture)
- Common types of creative features; writing about personal experience(autobiography)

4.3.2 Narrative Technique/ Approach

- Scene setting
 - (i) Dialogue
 - (ii) Time Element
 - (iii) View point
 - (iv) Tone/Voice.

4.3.3 Descriptive technique / Approach

- Use of lively / active verbs
 - (i) Using vivid and concrete nouns
 - (ii) Using figurative language

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Ackerman, Bruce and James Fishkin. Introduction to news reporting,2005
 Johson Roberts. Techniques in feature writing, Harvad University, 2004
 Glasser, Theodore. Repositioning the Newsroom: The American Experience with Public Journalism, 2005
 Kathleen Hall. The Nature and Sources of News, New York 2007.
 Peter Dahlgren and Colin Sparks. Rethinking the Media as a public Sphere 1991.
 Rosen and Dennis Thompson. The Action of the Idea. Public Journalism in Built Form, 2001.

**INTRODUCTION TO TV AND VIDEO PRODUCTION
 COURSE CODE: BM 314**

1. Course Description:

Television production is an introductory in the art of television production. The aim of this course is provide the student with an insight into the core elements of TV production such as TV genres, camera operations, sound, lighting, idea development, visual communication, aesthetics and scriptwriting.

Students will be able to learn basic skills such as camera operations, shot composition, audio competence, video sequencing, idea generation, shooting and editing interviews, discussion programs, advertisements, and short videos.

2. **Learning Outcomes:** on successful completion of this course, students will be able to:-
 - 2.1 Understand various terminologies used in Television production.
 - 2.2 Demonstrate in writing and producing of various TV programmes.
 - 2.3 Demonstrate sufficient expertise to specify equipment for TV Production
 - 2.4 Understand the basics of videotape editing.
3. **Course Contents**
 - 3.1 **The history of TV**
 - 3.1.1 Historical development of TV as a technology and industry
 - 3.1.2 Important personalities in TV invention
 - 3.1.3 History of TV in Tanzania
 - 3.2 **TV Genres/Format**
 - 3.2.1 Reality TV
 - 3.2.2 Lifestyle/Fashion/Wildlife
 - 3.2.3 Current Affairs/News/Sports/Weather forecast
 - 3.2.4 Drama/Soap Operas
 - 3.2.5 Music/documentary/Magazine/Crime
 - 3.2.6 Cartoons/interviews/comedy/Talkshow
 - 3.2.7 Beauty/Medical/Travel
 - 3.2.8 Environment/Religious/Culture
 - 3.2.9 Profession/Showbiz/Agriculture
 - 3.2.10 Biography/Prisons/Politics
 - 3.2.11 Myths/Technology/Nature
 - 3.2.12 Business & Financial
 - 3.3 **Camera Operations**
 - 3.3.1 Camera movements (dolly, tilt, pan, track)
 - 3.3.2 Camera angles (eye-level, high, low)
 - 3.3.3 Camera shots (XWS, VWS, WS, MS, CU, etc)
 - 3.4 **Visual Composition**
 - 3.4.1 Subject placement
 - 3.4.2 Headroom and leadroom
 - 3.4.3 The horizon line
 - 3.5 **Camera Operational Features**
 - 3.5.1 White balancing
 - 3.5.2 Focusing
 - 3.5.3 Shutter speed
 - 3.5.4 Zooming
 - 3.6 **Lighting Techniques**
 - 3.6.1 what is lighting
 - 3.6.2 studio lighting [key light, fill light, back light, back ground]
 - 3.6.3 field lighting [bright sunlight, indoor without windows, interior with windows]
 - 3.6.4 guidelines for lighting
 - 3.6.5 Aesthetic Lighting
 - 3.6.6 Cameo Lighting

- 3.6.7 Silhouette Lighting
- 3.6.8 Chiaroscuro Lighting
- 3.6.9 Rembrandt Lighting etc

3.7 Television Audio Recording

- 3.7.1 What is sound?
- 3.7.2 Basic microphone types
- 3.7.3 Directional characteristics of microphones
- 3.7.4 Studio and location sound recording
- 3.7.5 The audio mixer and console
- 3.7.6 Digital recording

3.8 Writing the screenplay

- 3.8.1 What is a screenplay
- 3.8.2 Types of screenplay
- 3.8.3 Structure
- 3.8.4 Developing a screenplay: The idea
- 3.8.5 Developing the treatment/program proposal
- 3.8.6 The scene breakdown

3.9 Scriptwriting for the Screen

- 3.9.1 Generation ideas: clustering and brainstorming
- 3.9.2 Markets for script: film, television, video
- 3.9.3 Developing the script
- 3.9.4 Writing the script

3.10 Producing the show

- 3.10.1 Conceptualize the pre-production planning process
- 3.10.2 How to direct a show
- 3.10.3 How to produce a single-camera show
- 3.10.4 How to produce a multi-camera show
- 3.10.5 The director's roles in production.

3.11 Television Producing

- 3.11.1 What producers do
- 3.11.2 Producer's in pre-production
- 3.11.3 Producers in production
- 3.11.4 Producers in post-production
- 3.11.5 Resources for producers

3.12 Television Presenting Skills

- 3.12.1 On Camera Skills [eye contact, close ups]
- 3.12.2 Audio and lighting [mic technique, taking a level, checking lighting]
- 3.12.3 Timing [floor managers cues, teleprompter]
- 3.12.4 Clothing [textual and detail, color]
- 3.12.5 Make up [improve, correct and change appearance]

3.14. Editing

- 3.14.1.1.1.1 TV editing-The Basics
- 3.14.2 Types of editing in post-production phase (linear and non-linear editing procedures)

3.15 The Lab Experience

It is essential for students to be present during each lab session in order to understand more. Students are encouraged to spend time outside of class in the TV Studio practicing equipment operation.

3.16 Scriptwriting

Students are required to create scripts for each of their shows according to the requirements. Divide the script page into two columns, Video on the left and audio on the right. On the video side, give brief descriptions of what screen images are needed in accordance with the corresponding audio. The audio section should contain all scripted dialog, music cues, sound effects cues, tone, and lyrics.

Text

Zettl, H (2004), *Video Basics (4th ed)*. Belmont: Wadsworth

Recommended Books

Andrew, B & Peter, S, & Ray, A. (2008). *Broadcast Journalism: Techniques of Radio and Television News (6th ed)*. USA: Focal Press.

David, E. R & Beadle, M. E, & Stephen, A.R. (2000). *Broadcast Announcing Work text: Performing for Radio Television and cable*. Boston: Focal Press.

Dimaggio, M (1993). *How to Write For Television*, New York: Simon & Schster, Inc.

Hilliard, R.L (2000). *Writing For Television, Radio, and New Media*. Belmont: Wadsworth.

Millerson, G (1995). *Effective Television Production (3rd ed)*. Oxford: Focal Press .

Millerson, G (2001). *Video Production Handbook (3rd ed)*. Boston: Focal Press. Boston: Focal Press.

Millerson,G (2006). *Lighting for Video, (3rd ed)*. Oxford: Elsevier L td.

Reese,D et al (2000). *Broadcast Announcing Worktext, Performing For Radio, Television and Cable*. Burlington: Focal Press.

Riehecky,J.(1996). *Television,Inventions.New York: Marshall Cavendish Corporation*

Sturmer,M (1998). *The Media History of Tanzania*. Songea: Ndanda Mission Press

Trewin, J.(2003). *Presenting on TV and Radio*. Burlington: Focal Press

Zettl, H. (2005) *Sight, Sound, Motion: Applied Media Aesthetics (4th ed)*: Thomson. Wadsworth.

MEDIA HISTORY COURSE CODE: JM 211

1. Course description

The aim of the module is to give students historical context of mass media which will enable them to explore the state of media, freedom of the press and the developing role of media in different period of time, throughout the world.

2. Objectives

2.1 To introduce students to the important historical events of media industry that happened in the past.

2.2 To give students an understanding of the major invention, technological development and media operations in different period of time.

- 2.3 To make students familiar with what happened in different parts of the world focusing media operations in African continent.
- 2.4 To make sure that students understand the history of different forms of media like books, newspaper, television, radio and internet.

3. Learning Outcome

At the end of the module students will be able to:

- 3.1 Describe important events happened in media history
- 3.2 Discuss major technological invention of media in historical time
- 3.3 Distinguish the operation of media in different historical time
- 3.4 Identify the history of different forms of media

4. COURSE Content

4.1 Media History, general Overview

4.1.1 Conceptualizing media and history

4.1.2 **The history of:**

- Books
- Newspaper
- Television
- Radio
- Photo
- News agencies

4.1.3 The major events in the history of media

4.2 The History of Printing Press

4.2.1 Pre printing press

4.2.2 Acta-diurna

4.2.3 The Tching Pao-Peking China

4.2.4 The Gutenberg's invention

4.3 The History of Media in America

4.3.1 The early Printing Press

4.3.2 Political Press 1770 – 1833

4.3.3 Penny Press (The rise of Sensational Press)

4.3.4 Yellow Journalism

4.3.5 Post-war Press

4.4 The History of Media in Europe

4.4.1 Early Press in England – King Henry VIII; The Court of the Star Chamber.

4.4.2 Queen Mary – The era of tension

4.4.3 King James I – Pre Censorship

4.4.4 King Charles II – Review of the Licensing Acts

4.4.5 Post Censorship

4.5 The History of Media in Africa

- 4.5.1 Pre Colonial Media
- 4.5.2 Colonial Media
- 4.5.3 Post Colonial Media
- 4.5.4 East African Media
- 4.5.5 Problem facing Media in Africa

4.6 The History in Tanzania

- 4.6.1 German Colonial Media
- 4.6.2 British Colonial Media
- 4.6.3 Nationalist Media (During the struggles for independence)
- 4.6.4 Nationalised Media (Nationalisation)

Recommended Readings

- Baratt, E and Berger, G (eds). 2007. 50 years of Journalism: African media since Ghana's independence, Johannesburg: Paarl Print
- Emery M & Emery E (1988), *The Press and America: An interpretative of the history of Mass Media* (6ed), New Jersey: Prentice Hall
- Eribo, F. & Jong-Ebot, W. (Eds) 1997. *Press Freedom and communication in Africa*, Asmara, Eritrea: Africa World Press, Inc.
- Fourier, P.J (ed), (2007), *Media Studies: Media History, Media and Media and Society* (2nd ed), Cape Town: Juta & Co
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- Rioba, A (2008), *Media in Tanzania's Transition to Multiparty democracy: an assessment of Policy and Ethical Issues*, PhD thesis Unpublished, Tampere: University of Tampere.
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Sturmer, M & Rioba, A. 2001. Watchdog in chain: Media regulations in Tanzania from their colonial beginnings to era of democratization. Stefan Brune (Ed) *Neve medien und Offentlichkeit, Schriften des DeutschenUbersee Institut, Hamburg* (at <http://www.msimumuzi.com.download/16November/01>)

White, R. 2008. The role of media in democratic governance, *African Communication Research* 1 (3), 269-328.

MEDIA ETHICS

COURSE CODE: JM 215

1. INTRODUCTION

This course introduces students to foundation, operations, principles, practices, importance and theories of media ethics. The course focuses on normative framework for journalism profession in democratic nation like Tanzania

2. COURSE AIMS

The course aims at empowering Mass Communication students to integrative ethical theories with daily journalism works

3. LEARNING OUTCOMES

- 3.1 Be exposed to the foundation of media ethics
- 3.2 Be exposed to various forms, models, elements and nature media ethics
- 3.3 Be able to critically develop, analyze and ethical perspective in journalism works
- 3.4 Be exposed ethical dilemma facing journalists and way forward

4. COURSE CONTENT

4.1 Understanding Ethics

- 4.1.1 Two ethical world views
- 4.1.2 Libertarianism
- 4.1.3 Communitarians

4.2 Ethics VS Morality

- 4.2.1 The need of ethics

4.3 A paradigm shift: A quest for a new ethics

- 4.3.1 Cosmic crisis (of regions)
- 4.3.2 Nature of human action
- 4.3.3 Acts of man Vs human acts

4.4 Media Responsibility

- 4.4.1 Hutchins commission
- 4.4.2 The dare salaam declaration on editorial, freedom, independence and responsibility (DEFIR)

4.5 Ethical Theories

- 4.5.1 Teleological (or consensualism)
 - The ethical utilitarianism
 - The ethical egoism
 - Ethical pragmatism
- 4.5.2 Deontological ethical
 - Divine command
 - Kant's duty ethics
 - Natural law theory
 - Aristotle golden mean

4.5.3 Other ethical theories

- 4.5.3.1 Ethical universalism
- 4.5.3.2 Absolutist ethics
- 4.5.3.3 Relativist ethics
- 4.5.3.4 Objectivist ethics
- 4.5.3.5 Subjectivist ethics
- 4.5.3.6 Legalistic ethics
- 4.5.3.7 Antinomian ethics
- 4.5.3.8 Situational ethics

4.5.4 Normative media theories

- 4.5.1 Authoritarian theory
- 4.5.2 Social responsibility
- 4.5.3 Libertarian theory
- 4.5.4 Soviet communist theory
- 4.5.5 Development theory
- 4.5.6 Democratic participant theory

4.5.7 Ethical Decision Making

- 4.5.7.1 Veil of ignorance
- 4.5.7.2 Patter's box

4.6 Media Regulation

- 4.6.1.1 Why mass media are regulated the world over
- 4.6.1.2 Formal regularity mechanism
- 4.6.1.3 Constitutional provisions statutes
- 4.6.1.4 Ethical guidelines
- 4.6.1.5 Informal constraints

4.7 Media Professionalism

- 4.7.1 Is journalism profession?
- 4.7.2 Characteristics of profession?
- 4.7.3 Characteristics of a good journalist/ public communicator

4.8 Press freedom (media performance)

- 4.8.1 Negative freedom
- 4.8.2 Positive freedom
- 4.8.3 Challenges affecting press freedom in Tanzania

Recommended readings

Land, M & Hornady, B. (2006). Contemporary Media Ethics: A Practical guide for Students, Scholars and Professionals.

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Christians, G. et al (2009). Normative Theories of the Media: Journalism in Democratic Societies: Urbana: University of Illinois Press.

PUBLIC RELATIONS IN PRACTICE

COURSE CODE: PR 314

1. Course Description

This course is an exploration of Public Relations and Advertising influence on society and its effects towards communication process in the organizational growth. Its purpose however is to open up an opportunity for students to practice Public Relations activities they have theoretically discussed in their previous Public Relations classes. Beyond class discussions and logical explanations on how public relations officers achieve their duties, students will be required to produce publications on different issues of public relations experienced in Tanzania and Mwanza in particular; they will also have to form groups for philanthropic activities, services to the nearby and Mwanza based Institutions, community outreaches, conferences, as well as Individual class presentations.

2. Course Objectives

- 2.1** To give students additional understanding on the implications of Public Relations Practices to an organization.
- 2.2** To give students an understanding on the procedures of gathering information for Public Relations functions.
- 2.3** To ensure that students perform various Public Relations duties
- 2.4** To make students familiar with the use of various Public Relations Publications

3. Learning outcomes

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

- 3.1** Employ techniques used in facts finding and gathering Public opinion in today's changing environment of science and technology.
- 3.2** Develop skills and broad viewpoint that deliberately perform internal and external communications programs in an organization set and apply the knowledge of conducting Public Relations campaign.
- 3.3** Produce various PR Publications.

3.4 Demonstrate skills in Public speaking.

4. Course Content

The students will be exposed to various techniques used by Public Relations practitioners in performing their duties and they will be assigned to do several Public Relations activities. Basically they will be doing the following:

4.1 Inquisitive studies

4.2 Philanthropic Activities

4.3 Community Outreach

4.4 Production of Various Publications

4.5 Services to the nearby Institutions

4.6 Planning and Preparing conferences and Meetings

4.7 Class Presentations

Learning Materials: magazines, samples, textbooks and handouts.

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- Araka, J. M. (2009). *Information Sharing as a Stimulating Catalyst for Effective Interpersonal Communication within Organizations: A Case Study of UDSM*. A Paper presented at the ACCE Conference, Accra Ghana. August 13.
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- Matera F., & Artique R. (2000) *Public Relations: Campaign and Techniques*. Massachutes: Allyn & Bacon.
- Moore, H.F., & Kalupa B. F (2005). *Public Relations. Principles, Cases and Problems* (9th Ed). Delhi: Surjeet
- Mugenda O., & Mugenda A (2003). *Research Methods, Qualitative Approeches*, Nairobi: ACTS Press
- Servaes, J. (2008). (Ed). *Communication for Development and Social Change*. New Delhi: Sage Publications.
- Weintraub A. E, & Pinkleton B. E. (2001) *Strategic Public Relations Management: Planning and Managing Effective Communication Programs*. Mahwah, NJ: Lawrence Erlbaum, Pp. 399.
- Wilcox D.L & Cameroon G. T. (2006). *Public Relations Strategies and Tactics*. 8th . New York: Pearson education Inc.

COMMUNICATION RESEARCH
COURSE CODE: JM 224

3. Learning outcomes

- 3.1 Students should be able to discuss development of communication research process from the effect model to community media model.
- 3.2 Students should be able to discuss link different theories and how these theories can be used in analyzing the audience , including uses and gratification study, psychological effect study, reception analysis, and mediation.
- 3.3 Students should be able to do organizational development communication research which includes environmental monitoring research, a social audit, a public research audit and a communication audit.

4. Course Content

4.1 Different models of communication from the effect model to social communication.

- 4.1.1 Short history of communication research from linear model to active participation of audience.
- 4.1.2 Looking at media as an instrument of articulation, Negotiation and Convergence.

4.2 Audience analysis through use of different theories

- 4.2.1 Researching efficiency in media campaigns using psychological theory
- 4.2.2 The psychological factors predisposing persons to accept the message (before the media experience).
- 4.2.3 The psychological factors influencing the maximum disposition to accept the message during the actual experience of the media
- 4.2.4 The psychological factors between the media experience and putting the message into practice which make adoption more likely.
- 4.2.5 Psychological factors influencing the stable, permanent adoption of the practice recommended in the media message.

4.3 Researching audience uses and gratification

- 4.3.1 “Genre” as central in uses and gratification research.

4.4 Public relation research

- 4.5 Environmental monitoring research

4.6 Monitoring social events

- 4.6.1 Monitoring public opinion
- 4.6.2 Social audit
- 4.6.3 Evaluating organizational corporate climate
- 4.6.4 Evaluating organizational substantive nature
- 4.6.5 Evaluating organizational employment policies
- 4.6.6 Evaluating affirmative action of an organization
- 4.6.7 Evaluating mentorship and in-service training
- 4.6.8 Public relation audit/ communication audit

References

Du Plooy GM (2001) Communication Research; *techniques, methods and applications*. South Africa. Juta & Co Ltd.

Tan Alexis (1990) Mass Communication theories and research. New York. John Wiley & sons.

Michael V.P (2001) Communication and research for Management. New Delhi: Himalaya publishing house

Gunter, Barrie (2000) Media research Methods: London. Sage publications.

Anderson, James (1987) *Communication Research, issues and methods*. New York. JMGraw Hill.

Wimmer Rogers and Dominick Joseph (2000) *Mass media Research* (6th Ed.) Belmont CA.

Walworth Publishing Company.

Rubin N and Rubin R (1993) *Communication research; Strategies and Sources* 3rd Ed. Belmont CA: Walworth publishing Company.

BAMC THREE

INTERNATIONAL COMMUNICATION COURSE CODE: JM 221

1.0 Purpose:

The Course aims at enabling students to critically examine the interplay between International Communication systems, related or intervening players and issues. The Course also, will enable students relate to the relevance and political and cultural impact of International Relations and interaction to the development of Africa.

2.0 Objectives:

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

- 2.1 Understand the broader scenario of International Communication generated by institutions, related players and Issues.
- 2.2 Understand the historical, political and cultural impact of International Communication in different events and issues.
- 2.3 Develop analytical skills in discussing the main component of International Communication and the role national and regional institutions both as collaborators, beneficiaries, and/or victims.
- 2.4 Identify core messages – social, political and economic and determine interests served by those messages in any ‘International Event’. Who says what, how, when and why: The bottom-line of the Communication Event.

3. LEARNING OUTCOMES:

This subject will enhance the ability of students to:

- 3.3 Make an informed analysis of an ‘international Event’ in terms of determining players, interests and impact – local, regional and international.
- 3.4 Be able to design an exit strategy in a situation of Conflict.

- 3.5 Make an informed decision on conflicts and power politics – in the sense of sorting out main issues and arguments.
- 3.6 Be able to follow and ‘sort out’ International Events and their impact on different ‘audiences’.
- 3.7 Be able to ask questions on the subject, rather than become mere respondents to a set of questions, for a mark.

4. Course Outline and Content:

4.1 Definition of Terms:

- 4.1.1 International
- 4.1.2 International Community,
- 4.1.3 G8, Global,
- 4.1.4 Cross-border, Centre/Periphery; Local/Global, regional and national.

4.2. Communication systems (Formal and Informal

- 4.2.1 National Communication Systems
- 4.2.2 International Communication Systems
- 4.2.3 Global Communication systems

4.3 Discuss the difference between

- 4.3.1 International Communication institutions and Global institutions.
- 4.3.2 International and Global institutions.
- 4.3.3 Specific formal Institutions and systems: UN, UNESCO, ITU, WTO, IMF, WB

4.4 .Specific informal global media institutions/enterprises:

- 4.4.1 BBC, VOA, Reuters, AP, AFP, CNN, Aljazeera, Interfax - Tass, Xynhua, SABC
- 4.4.2 The role of national media institutions in information dissemination and development: How neutral are they? , TBC, UBC, KBC, Monitor, New Vision, Daily News, East African, Standard, Ijumaa.
- 4.4.3 Regional News Agency. PANA: The Rise and fall.
- 4.4.4 Grass-root sources of information and its impact on global news and information output

4.5 Issues:

4.5.1 Theme: The Impact of media on International Relations and interactions

Case studies:

- The Phone Hacking Scandal involving Rupert Murdoch’s News of the World and the News International Corporation.(2011).
- The ICC’s Justice, Legitimacy and politics. Ocampo picks 6 from the Republic of Kenya.(Court proceedings continue at the Hague).
- An African Platform on Access to Information: Which Information, what content, which channel, and what audience? Two decades after the Windhoek Declaration. (Sept Plat Form)
- How open are governments in East Africa? A close look at the Draft Information Policy of Tanzania and the Cape Town Draft Declaration on Access to Information. (Sept. 2011).
- Social media and the enhancement of political and economic awareness in Africa. New media vs. mainstream media.

- A case for Community Radio as a Community based Communication network in East and South Africa. (Selected examples).
- The Internet: A solution for all problems and sources?

5. Prescribed Literature

This Subject will be based on Authors and selected sections and pages of their books. Pilger and Chomsky are essential in providing background and the Tools of Analysis apart from enhancing knowledge, insight and Theoretical Frame Work on, and about International Communication.

Pieter J. Fourier, (ed.2009), Media Studies, Vol.3. Part 1, chap. 1; part 11, chap. 9; chap. 13.

Evgeny Morozov, (2011), The Net Delusion; How to Liberate the World; Allan Lane , Penguin books. Parts 1,6, 8 9,10

Dan Gillmor, (2006), We the Media; Grass root Journalism by the People for the People; O'Reall'y publishers. Parts 1, 2, 4, 6, 11, 12.

John Pilger, (2006) Freedom Next Time; Black Swan. Selected Reading: Sections 4 and 5.pp 221 – 415.

Noam Chomsky, (2008), The Essential Chomsky; The Boddly Head, London. Selected Reading: sections 4 – 13.And 20, 23, 24.

Noam Chomsky, (2006) Deterring Democracy, Vintage Books. Selected Reading: sections 3 – 7. Then section 11.

John Pilger, (2005), Tell me No Lies; Vintage Books (Available in the Library). Selected Reading: pp 409 – 433; 511 – 536; 541 – 553; 566 – 573 and 583 – 602.

Noam Chomsky, (2008), Interventions. Penguins. The whole little book is very useful.

MISA Report, (2010); Government Secrecy in an Information Age. MISA, Windhoek, Namibia. The whole document is useful.

Guy Berger (2011 ed.); Media in Africa. Twenty Years after the Windhoek Declaration. MISA, Windhoek. The whole booklet is useful.

MEDIA AND SOCIETY
COURSE CODE: JM213

1. Course Description

This course examines how the media fit into economic, political and cultural systems of contemporary life in both its public and private spheres. It scrutinizes media development, structure and organization, content and audiences. It will also look at the effects of media and their relationships with other institutions.

2. Learning outcomes

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

- 2.1 Categorize the different forms of media in our contemporary society.
- 2.2 Acquire an understanding on a wide range of communication technologies
- 2.3 Look at how they interact with the media in their everyday lives.
- 2.4 Theorize on the different perspectives pertaining to the linkages between the media and society.
- 2.5 Examine corporate influences over the media and discuss ownership issues.
- 2.6 Distinguish the profit model Vs Public sphere model of the mass media and their influence on media performance.
- 2.7 Analyze the role of media in both conflicts as well as peace-building initiatives
- 2.8 Evaluate the hopes and challenges of communicating faith in a technological world.
- 2.9 Appreciate the role of media in the building of a democratic culture.

3. Course Content

- 3.1 Introduction to the scope and organization of the course
 - 3.1.1** Living in a media technological world
- 3.2 Mapping the media
 - 3.2.1** Defining a “medium” in communication
 - 3.2.2** What makes a “medium” a “mass medium
 - 3.2.3** Traditional (old) media Vs New (social media)
 - 3.2.4** Functions of mass media.
- 3.3 Theoretical perspectives on the linkages between media and society
 - 3.3.1** Link 1. Media reflect the society
 - 3.3.2** Media affect the society-A glance on the theories of media effects
- 3.4 The economics of the media
 - 3.4.1** Corporate influences on the mass media-The Propaganda model
 - 3.4.2** Media Ownership
 - 3.4.3** Advertisers

- 3.4.4 Government and the private sector
- 3.4.5 Flak
- 3.5 An overview of the democratic theory
 - 3.5.1 Principles and practice of Democracy
 - 3.5.2 Functions of the mass media in a democracy
 - 3.5.3 Monitorial role
 - 3.5.4 Facilitative role
 - 3.5.5 Radical role
 - 3.5.6 Collaborative role
- 3.6 Conflict, Peace-building and the media
 - 3.6.1 Defining the term “conflict”
 - 3.6.2 Galtung’s conceptualization of the causes of conflicts
 - 3.6.3 The concept of peace: Positive Vs Negative peace
 - 3.6.4 Conflict Journalism Vs Peace Journalism
 - 3.6.5 Role of media in peace-building
 - 3.6.6 Do’s and Don’ts of covering conflicts
- 3.7 Communicating faith in a technological world
 - 3.7.1 Introduction to News Agencies
 - 3.7.2 Imbalances in the flow of information among nations
- 3.8 Media and audiences
 - 3.8.1 Television, family and children
 - 3.8.2 Women and Media

Recommended text books

- Alexander, A & Hanson, J. 2001. *Taking Sides: Changing Views and Controversial Issues in Mass Media and Society*. JM Graw Hill
- Bryant, J & Oliver, M. B. 2009. *Media Effects: Advances in Theory and Research*. New York: Routledge
- Croteau, D & Hoynes, W. 2006. *The Business of the Media: Corporate Media and the Public Interest*. London: Pine Forge Press.
- Croteau, D & Hoynes, W. 2000. *Media Society: Industries, Images and Audiences*. London: Pine Forge Press
- Graber, D. A. 1984. *Media Power in Politics*. Washington: Congressional Quarterly Press
- Hiebert, R. E. 1999. *Impact of Mass Media: Current Issues*. New York: Longman
- Jeffres, L. W. 1986. *Mass Media: Processes and Effects*. Waveland Press Inc
- Merrill, J et al. 1994. *Modern Mass media*. Harper Collins College Publishers
- Miller, K. 2005. *Communication Theories: Perspectives, Processes and Contexts*. Boston: JM Graw Hill
- O’ Sullivan, T & Jewkes, Y. 1997. *Media Studies Reader*. London: Arnold
- Pritchard, D. 2000. *Holding Media Accountable*. Indiana University Press
- Ulla, Carlsson et al. 2008. *Empowerment through Media Education: An Inter-cultural Dialogue*. Goteborg University

**MEDIA MANAGEMENT
COURSE CODE: JM 222**

1. Course Description

This course aims at building a bridge between the general discipline of management and the specificities of the media industry and media organizations. It will provide students with knowledge and understanding of the multidisciplinary field of media management, encompassing media technology, structure and its basic components.

2. Course Objectives:

- 2.1 To equip students with knowledge of the principles and practices of management in communication and media organizations.
- 2.2 To impart the students with problem solving and decision-making skills in the media industry.
- 2.3 To furnish students with the ability to deal with change in the media organizations.
- 2.4 To prepare students to become efficient and effective media managers

3. Learning Outcomes:

At the end of this course the students will be able to:

- 3.1 Understand the principles and practices of management in communication and media organizations.
- 3.2 Understand the problem solving and decision making processes in the media industry
- 3.3 Deal with various kinds of change in the media organizations.

4. Course Content

4.1 Introduction of Management

- 4.1.1 Meaning of Media Management
- 4.1.2 4.1.2 Why study Media Management
- 4.1.3 Key management perspectives
- 4.1.4 Management levels and roles

- 4.1.5 Who is a manager
- 4.1.6 Roles of a manager

4.2 Four essential management functions

- Planning
- Organizing
- Leading
- Controlling

4.2 Media Management

4.3.1 Public Media Management

4.3.2 Private Media management

4.3.3 Crisis Management

4.3 Organizational Cultures/ change

4.3.1 Change Defined

4.3.2 Factors influencing change in the media

4.3.3 Resistance to change

4.3.4 Ways to overcome resistance

4.3.5 Importance of change in the media

4.4 Management of Human Resources in the Media Industry

4.4.1 HR Procurement

4.4.2 HR Training and Development

4.4.3 HR Compensation

4.5 Managing the Media in the 21st Century

Required Readings

Albarran A. (2005) *Management of Electronic Media*. Wadsworth. CA.

Gurvis, S. (2008). *Management Basics: A practical Guide for Managers*. 2nd Ed. Adam's Business.

Jones G & George J. (2008) *Contemporary Management*. JMGraw-Hill. NY.

Kinicki A. & Williams B. (2008) *Management: A Practical Introduction*. 3rd Ed. JMGraw-Hill. NY.

Lewis P, Goodman S & Fandt P. (2001). *Management Challenges in the 21st Century*. South Western: Thomson Learning.

Montana, P.K. & Charnov, B.H. (2008). *Management*. 4th Ed. Barron's

Pringle, P., Starr, M. (2006). *Electronic Media Management*. 5th Ed. Focal Press. MA.

Wicks J. et al. (2004) *Media management : a casebook approach*. Lawrence Erlbaum Associates. NJ.

Williams, C. (2007). *Management*. 4th Ed. Thomson. OH

MEDIA LAW
COURSE CODE: JM 223

1. COURSE DESCRIPTION

This is one semester course intending to offer students and practitioners of mass communication basic knowledge of law relating to their field.

2. COURSE OBJECTIVE

This course is intended to impart knowledge to the student in the following areas:

- 2.1 The meaning ,classification and source of law
- 2.2 Freedom of expression of the press
- 2.3 Limitation to freedom of the press
- 2.4 Copyright law

3. LEARNING OUTCOMES

It is intended that after the end of this course , the students will be able to:

- 3.1 Articulate the meaning of law, classification of laws and source of law
- 3.2 Analyze the relationship between the media and freedom of expression
- 3.3 Appreciate limitations to freedom of expression of the press
- 3.4 Apply the legal rules on copyright.

4. COURSE CONTENT:

4.1 INTRODUCTION TO LAW

- 4.1.1 What is law
- 4.1.2 Classification of law
- 4.1.3 Sources of law
- 4.1.4 The court system

4.2 FREEDOM OF EXPRESSION

- 4.2.1 Freedom of expression
- 4.2.2 Freedom of expression and the media/press
- 4.2.3 International and Regional guarantee of freedom of expression
- 4.2.4 Limitations to freedom of expression
- 4.2.5 Freedom of expression in Tanzania

4.3 OFFENCES AGAINST THE PUBLIC

- 4.3.1 Seditious
- 4.3.2 Incitement to Violence
- 4.3.3 Publication of False news

4.4. Contempt of Court

- 4.4.1. Official Secrets/national security
- 4.4.2 Publications of Obscene materials

4.5 Other legislations

4.6. CIVIL WRONGS IN THE MEDIA OPERATIONS

4.6.1 The law of defamation

4.6.2 Invasion of privacy

4.7 REGULATION OF THE MEDIA

4.7.1 Statutory regulations of the media

4.7.2 Voluntary regulation of the media operations

4.8 INTRODUCTION TO COPYRIGHT LAW

4.8.1 The meaning of copyright

4.8.2 Works Protected

4.8.3 Rights of Copyright Owner

4.8.4 Duration of the rights

4.8.5 Remedies of Copyright Owner

4.8.6 The Copyright Society of Tanzania

5. BASIC READINGS

Kilimwiko L.I.M.(2009).Media Power and Politics in Tanzania :Critical Analysis of Media Trends and Practice. Konrand- Adenauer- Stiftung
Mfumbusa ,B et al.(2009).News Writing and Reporting: Some Fundamentals. SAUT: Mwanza

Shivji .I.(editor) (2004) the Constitutional and Legal System of Tanzania : a Civic Source book .Mkuki na Nyota : DSM

STATUTES

The Newspaper Act

The National Security Act

The Penal code

The Constitution of the United Republic of Tanzania, 1977

BROADCASTING SPECIALIZATION AUDIENCE RESEARCH COURSE CODE: BM 323

1. Course Description:

This course is designed to introduce students to the fundamentals of audience theories and audience research methods to prepare for a career as an audience research analyst in the media industry.

2. Course Objective:

This course will introduce students to the foundational concepts and methods used by audience researchers in the quest to discover who's watching, reading, listening and why.

3. **Learning Outcomes:** On successful completion of this course, students will be able to:

3.1 Learn different types of audience research and how they are used in various settings

3.2 Learn the various techniques required in collecting and analyzing data

- 3.3 Learn audience theories and how they are applied in audience research
- 3.4 Understand the ethical choices to be made by audience researchers
- 3.5 Understand and evaluate media research as reported by the existing press
- 3.6 Develop appropriate methods used to analyze different kinds of research data
- 3.7 Present audience research results in a clear and persuasive manner

4. Course Contents:

4.1 Introduction to audience research

- 4.1.1 Introducing the course outline
- 4.1.2 Explaining ways of carrying out the audience research course
- 4.2 Various meanings of research
 - 4.2.1 Importance of research
 - 4.2.2 Characteristics of research
 - 4.2.3 Types of research
- 4.3 The meaning of audience
 - 4.3.1 Categories of audience
 - 4.3.2 Types of audiences
 - 4.3.3 The role of audience in the process of reading a text (dominant, negotiated, and oppositional)
 - 4.3.4 What is audience research?
 - 4.3.5 Reasons for audience research
 - 4.3.6 Types of audience research

4.4 Audience theories

- 4.4.1 The hypodermic model
- 4.4.2 Cultivation theory
- 4.4.3 Two Step Flow theory
- 4.4.4 Active audiences
- 4.4.5 Uses and Gratifications model
- 4.4.6 Reception Analysis

4.5 Qualitative Audience Research Methodologies

4.7 Interviews (Types of interviews and questions)

- Structured
- Semi-structured
- Unstructured
- Open-ended questions
- Closed questions
- Checklists
- Scales

4.8 Forms of Interviews

- Face-to-face interviews
- Telephone interviews
- On-line interviews
- Mail surveys
- Focus group discussions

4.9 Observation (types of observation)

- Participant observation
- Reactive observation
- Unobtrusive

4.10 Personal Meaning Mapping

4.11 The use of mobile phones in audience research

4.12 Quantitative Audience Research methods

- **Survey method**
- **Steps in survey research**

4.13 Types of Survey research

- Self-administered surveys
- Postal surveys
- Group- administered surveys
- Face to face surveys
- Online surveys

4.14 Audience measurements

- Who needs information on audiences?
- Which questions are addressed in audience research
- Key concepts in audience measurements
- Estimating the audience

4.15 Sources of error in audience measurement

- Sampling error
- Non-response error
- Response errors
- Interviewer error

4.16 Instruments for capturing data on audiences

- Social surveys
- Diaries
- Metering devices

4.17 Challenges of audience research

4.17.1 Ethical consideration in the audience research

4.17.2 Project presentation starts

Course Text

Wimmer, R.D & Dominick, J.R. (2006). *Mass Media Research: An Introduction*, Wadsworth: Cengage Learning.

Recommended books

Berger, & Asa, A (2000). *Media and Communication Research Methods*, USA: Sage Publications.

Fourie, P.J (2009). *Media Studies: Media content and Media Audiences*, Vol 3, Cape Town: Juta & Co Ltd.

Gunter, B (2000). *Media Research Methods: measuring audiences, reactions and impact*, USA: Sage Publications.

Mytton, G (1999). *Handbook on Radio and Television Audience Research*, UNICEF.

Wimmer, R.D & Dominick, J.R. (2011). *Mass Media Research: An Introduction*, Wadsworth: Cengage Learning. (Online book)

ADVANCED TELEVISION/VIDEO PRODUCTION I
COURSE CODE: BM 322

1. COURSE DESCRIPTION

Is a course designed to improve the skills learned in Television/Video Production course and to develop the skills of the student in the areas of shooting, directing, scripting, editing, lighting and visual aesthetics? The course is for students who have choose to specialize in Television and video production and are self motivated. This will be a very practical course (80%).

2. OBJECTIVES OF THE COURSE

- 2.1 This means learning basic directing and editing skills.
- 2.2 It also means acquiring a visual vocabulary and an ability to apply your aesthetic knowledge to a production situation.
- 2.3 At the end of the course, each student will be expected to produce a variety of TV/Video formats.
- 2.4 The course will also provide the student with the opportunity to view and critic various TV/Video productions such as Documentaries, News, Features, Interviews, Talk Shows, Commercials and Children programmes.

3. LEARNING OUTCOMES:

What you are expected to know, understand and be able to perform at the end of this course.

- 3.1 Demonstrate good studio and field presentation skills
- 3.2 Demonstrate how to edit raw footage using various editing software. (on-line and off-line)
- 3.3 Discuss the principles of scriptwriting and pitching.
- 3.4 Exemplify general audio and sound mincing techniques.
- 3.5 Be able to critique the strengths and weakness of video productions
- 3.6 Discuss the advantages and disadvantages of an alog and digital data.
- 3.7 Demonstrate understanding of lighting techniques –including existing light, bounced light and three-point lighting
- 3.8 Explain elements of effective visual composition.

4. COURSE CONTENT

- 4.1 Introduction to TV producing and directing
- 4.2 Camera techniques and shooting exercises
- 4.3 TV interview/stand-up skills
- 4.4 News Anchoring skills
- 4.5 Creating the TV News package
- 4.6 Documentary/News Feature production
- 4.7 Commercials/Advert production
- 4.8 Elements of effective visual composition
- 4.9 Script writing/Storyboard: structure and visual dialogue

- 4.10 Lighting techniques
- 4.11 Video grammar: conventions and structure: various transitions
- 4.12 Editing techniques/exercise: On-line and Off-line editing.
- 4.13 On-location reporting/Ad-libbing/voice-overs
- 4.14 Programming and station operations
- 4.15 Costing a production.
- 4.16 Broadcasting law and ethics:
 - libel,
 - slander
 - invasion of privacy
 - indecency
 - Copyrights and contracts.

5. REQUIREMENTS:

- 4 DV Cam tapes
- Empty DVDs
- CaJ Morder (if possible)

SUGGESTED READING MATERIALS

Ron Whittaker, (2005). *Television Production*
 Steven D. Katz, (2006). *Shot to shot, visualising from concept to screen.*
 Ronald J. Compesi and Ronald E., (1997). *Video Field Production and Editing.* (4th ed.).
 London: Allyn and Bacon.
 Asa, B.A., Arthur (1998). *Media Analysis Techniques.* London: Sage
 Hale, N. (1997). *Making a Video.* UK: How to Books Ltd.
 Herbert, Zettle. (1994). *Video Basics.* Washington: Wardsworth Pub.
 Moritz, C. (2001). *Scripting for the screen.* London: Routledge.
 C.A, Tuggle et al. (2004). *Broadcast News Handbook.* (2nd ed.)
 Charles F. Cremer, et al. (1996). *ENG Television News.* (3rd ed.).

ADVANCED RADIO PRODUCTION
Course Code: BM 321

1. Course Description

This course offers advanced skills and techniques of producing serious radio programs.

2. Purpose

To enable students through small production teams to acquire skills necessary for production of quality advanced radio production formats such as news bulletins, documentaries, magazines, live transmission, panel discussion and interviews.

3. Learning outcomes

Once students successfully complete this course they will be able to:

- 3.1 Demonstrate advanced techniques of producing quality radio programs.
- 3.2 Evaluate programs run by local and international radio and TV station which focus program formats of this course, for the purpose of improving them.

- 3.3 Create programs and jointly analyze them in class.
- 3.4 Build up students experience and competence necessary for working in multimedia media organization particularly radio and television.
- 3.5 Develop team work spirit and strategies for radio job creation and searching.

4. Course Contents

4.1 General overview of radio production concepts:

- 4.1.1 Radio linguistic codes (voice, sound effects, music and silence)
- 4.1.2 radio formats (News bulletin, magazine, panel discussion,
- 4.1.3 Live coverage and radio interviews.

4.2 Radio formats and genres,

4.2.1 the four Cs necessary in program production:

- competence
- Confidence
- Conviction and
- Credibility.

4.3 Narrative models used in radio production

- 4.3.1 Aristotle's mimetic model,
- 4.3.2 Freytag's Pyramid,
- 4.3.3 Propp's model,
- 4.3.4 Todorov's model,
- 4.3.5 Three Acts Model and The Happy End model

4.4 News Production Techniques:

- 4.4.1 Straight copy, voice pieces (voicers),
- 4.4.2 news interviews,

- 4.4.3 natural sound (nat. sound),
- 4.4.4 cuts (sound bites or voice clips, actualities),
- 4.4.5 wraparounds (Packages for TV),
- 4.4.6 voice-overs, kicker story, slug and tagline

4.5 Scripting a news bulletin:

- 4.5.1 developing a creative title for the bulletin,
- 4.5.2 beginning with your audience,
- 4.5.3 organizing news materials,
- 4.5.4 writing from the back, the lead story,
- 4.5.5 Working on the rest of the newscast, localizing the news, story length, lead ins, teases, headlines, pad copy and back timing.

4.6. Production of a 5-minute news bulletin:

- 4.6.1 Students in a team of two will produce a five minutes new program to be analyzed in class.

4.7. Documentary Program Production:

- 4.7.1 Concepts of a radio documentary program e.g. definitions, type, and documentary duration.
- 4.7.2 **Scripting a documentary:** developing a creative title, imaginative wording.

4.7.3 Techniques of documentary production:

4.7.4 narration,

4.7.5 interviews,

4.7.6 discussion,

4.7.7 voice clips, bed music,

4.7.8 Sound effecting and drama.

4.8 Piecing together a documentary program:

4.8.1 The importance of an appropriate narrative structure.

4.9 Radio Magazine Production:

4.9.1 Concepts of a radio magazine program,

4.9.2 Differences between a radio magazine and a printed magazine,

4.9.3 The principle of unity in variety,

4.9.4 The role of unit/segment producers and continuity/ link announcers.

4.10. Building a magazine Program:

4.10.1 Segments positioning and weights of segment materials, bed music, bridge music and link lines, danger points and audience attention span.

4.10.2 A narrative structure of a magazine program (beginning and ending a radio magazine).

4.11. Scripting a magazine:

4.11.1 research,

4.11.2 Creative imagination and visualization process in creating fantastic mental images through creative titles and interesting content.

4.12 Panel or round Table discussion:

4.12.1 Concepts of a panel discussion, definition, live or prerecorded formats, discussion programs with or without studio audience, outside audience participation (phone-ins, sms, tweeter, face book, serial discussion vs. one time discussion, breaking monotony introduction of live or prerecorded inserts, mini-documentaries, participants' selections (opposing views) and the role of the moderator and discussion planning committee.

4.12. Building up a discussion program: Research, a narrative structure and a program running order (PRO), reminding the audience of the program title, topic under discussion, participants or panelists and their backgrounds and how the audience can participate in the program.

4.13 **Scripting a discussion program:** a creative title, the good opening and closing lines focusing on the title of the program, topic under discussion, panelists and their backgrounds in relation to the topic under discussion.
in class.

4.14 **Radio Interview Production:** Concepts of a radio interview program, definitions and types e.g. informational, emotional and interpretive interviews, exploratory and confrontational interviews.

- 4.15. Interview Production Techniques:** Research: three key words research should be **appropriate**, **context focused** and **captivating** to the audience, **listening techniques:** active listening, passive listening and selective listening, **Question techniques:** prepared questions and spontaneous questions, opening questions, other **kinds of questions:** exploratory questions, probing questions, imagine if questions, self-disclosure questions, persistence questions, check questions, follow up questions.
- 4.16. Bad questions**
 Either/or questions, questions that are statements rather than questions, broad questions, closed questions, double or multiple questions, leading questions, loaded questions, questions containing rushed conclusions and meta questions.
- 4.17. Scripting an interview:** Research on the problem and the interviewee, developing a good title and a good topic for an interview, prepare questions for the interview, think through possible follow up questions, write opening and closing lines for the interview and the background information of the topic and the interviewee.
- 4.18 Live Transmission:** definition of concepts e.g. ‘Say What You See Skill’, impact of say what you see skill, points to consider when conducting a live coverage, e.g. ‘aide memoir’, establishing the location etc.

Text and Reference Books

- Aspinal, Richard (1971). *Radio Program Production: A manual For Training*. UNESCO: Place de Fontenoy.
- Chantler, Paul and Harris Sim (1997). *Journalism Media Manual: Local Radio Journalism second edition*. Focal Press: Oxford.
- Hilliard, Robert L. (2000). *Writing for Television, Radio and New media* (Seventh edition). Wadsworth: Belmont.
- Milton, Ralph (1968). *Radio Programming: A Basic Training Manual*. Geoffrey Bless: London.
- Noni, Boniface M. (2002). *Radio Netherlands training Center- International Course for Broadcast Journalism Workbook*. RNTC.
- Reese, David E., Beadle, Mary E., and Stephenson, Alan R. (2000). *Broadcast Announcing Worktext: Performing for Radio, Television and Cable*. Focal Press: Boston
- Ryan, Michael and Tankard JR, James W., (2005). *Writing for Print and Digital Media*. JMGrav Hill. Boston.
- White, Ted (1996). *Broadcast News Writing, Reporting, and Producing* (Second edition). Focal Press: Boston.

ADVANCED TELEVISION PRODUCTION
COURSE CODE: BM 322

1. Course Description :

The course is designed to improve skills learned in the Television production and to develop practical skills of students in Screen craft, Production and directing television programs. The course is for students who have elected to specialize in Television production.

2. Course Objective:

Provide student with an insight with the core elements of TV studio and field production techniques.

Introduce students to television studio control room and master control room.

Make student familiar with different television production environments and procedures.

Introduce students to different TV genres such as Documentary, talk shows and interviews.

3. Expected Learning outcome:

At the end of the module students will be able to:

- 3.1 Demonstrate good studio and field presentation skills
- 3.2 Demonstrate how to edit raw footage using various editing software.
- 3.3 Exemplify general audio and sound mixing techniques
- 3.4 Analyze the strength and weakness of the different TV programs

4. Course Contents

- 4.1 Introduction to TV Producing and Directing
- 4.2 Camera technique and shooting exercises

4.3 Interview skills

4.4 News Anchoring skills

4.5 Creating a TV News package

4.6 Documentary

4.7 Video grammar

4.8 Editing techniques/exercise: on-line off-line editing

4.9 On-location reporting/Ad-libbing/voice-overs

4.10 Programming and station operation

4.11 Broadcasting law and ethics: libel, slander, invasion of privacy, indecency,

Copyrights and contracts

5. REQUIREMENTS

- 4 MIN DV
- Empty DVDs
- CaJ Morder (if possible)

RECOMMENDED READING MATERIALS

1. Mortiz, C. 2001. *Scripting for the screen*. London: Routledge.
2. Boyd, A. 1998. *Techniques of radio and TV News*. _____: Oxford.
3. Lembo, R. 2000. *Thinking through Television*. New York: Cambridge University Press.
4. Zettl, H. 2006. *Television Production Handbook (9th Ed)*. California: Thomson.
5. Zettl, H. 1996. *Video Basic*. California: Thomson Wadsworth.
6. Rabiger, M. 2004. *Directing the documentary (4nd Ed)*. San Fransisco: Focal Press.
7. Mamer, B. 2006. *Film Production Technique: Creating the Accomplished Image (4th Ed)*. Belmont: Thomson Wadsworth.

PRINTING SPECIALIZATION

COLUMNS, EDITORIAL AND REVIEWS

Code: PM 321

1. Purpose of the Course

This is a semester long course (fifteen weeks) aimed at enabling students to acquire the knowledge, skills and techniques of writing columns, editorials and books, cinema and cuisines as well as art reviews for local and international newspapers and magazines.

2. Learning outcomes of the Course

At the end of the course, the student should be able:

2.1 To demonstrate basic skills, techniques and steps of writing columns, editorials and review for the laboratory newspaper and national newspapers.

2.2. To identify the basic components/ types of columns, editorials and reviews.

To differentiate opinion writing from other types of news writing.

1. Course Content

- 1.1 Introduction to opinionated writing
- 1.2 Editorials
- 1.3 Writing Editorials
- 1.4 Argumentation skills
- 1.5 Word power development
- 1.6 Introduction to Reviews
- 1.7 Type of reviews
- 1.8 Writing Reviews (books, films and arts)
- 1.9 Introduction to columns
- 1.10 Types of columns/ Writing columns

CURRENT AFFAIRS REPORTING
COURSE CODE: PM 323

1. AIM

To introduce to students Current Affairs as an important subject that enhances quality and well informed journalism.

2.0 Objectives

At the end of a 15 week Course, students should have gained awareness and knowledge on the selected events and issues in Africa. The course also aims at improving the writing skills of students by introducing to them samples of writing and actually engaging them in writing. The course, concentrates on Africa, while realizing the importance of role played by external factors.

3. Learning Outcomes

Students should be able to:

- 3.1 **Acquire** knowledge on how to utilize ‘current affairs’ to enhance their journalistic skills.
- 3.2 Acquire knowledge in situational analysis of major events – that have taken place both in the past and present.
- 3.3 Acquire additional writing skills as a continuation of their studies in Columns, Features and Book Reviews.
- 3.4 Develop interest in following up ‘current affairs’ as a source for news and features.
- 3.5 Develop critical stance on events issues and be able to offer alternative perspectives based on analysis and research.

4. Course Content

4.1 Definitions of Current Affairs

4.1.1 Anatomy of Current Affairs

4.1.2 Tools of Analysis

4.1.3 Current Affairs and News Value

4.2 Introduction to Global Issues

4.2.1 Theme: Freedom and Development

4.2.2 How OIL is a Curse in Africa

4.2.3 The Future of Africa and the Role of the Youth. Case study of Julius Malema of the ANC, as a pointer.

4.2.4 The bottom lines of Journalism in East Africa: What drives the Mass media: A study of what is covered and How.

4.2.5 Enhancing writing skills: Production of the *Current Affairs*

4.3 Introduction to Events in Africa

4.3.1 Headlines and News and how they affect meaning: Case studies

4.3.2 Enhancing writing skills: Case studies of Ernest Hemingway: For Whom the Bell Tolls.

4.3.3 Production of the *Current Affairs*

5.0 Essential Reading

1. Ernest Hemingway, (2004), *For Whom the Bell Tolls*. Arrow Books.
2. Fiona Forde (2011), *An Inconvenient Youth: Julius Malema and the ANC*
3. The examination for this Course will be guided by 'Essential Reading' and selected specific events.

ENVIROMENTAL JOURNALISM

Code: PM 323

1. Description of the course

This course aims at assisting students to acquire formative knowledge and impart skills for preserving the environment. This course focuses on journalistic writing, a genre that emphasizes succinct, non-fiction articles. Journalistic writing is rooted in facts and differs markedly in style from academic writing.

2. Course Objectives

- 2.1 To introduce students to basic research and writing skills needed to cover current and emerging environmental issues.
- 2.2 To show students how to critique environmental journalism.
- 2.3 To enable students understand the link between development and environment.
- 2.4 To introduce students to the major environmental issues facing Tanzania and the world at large.
- 2.5 To enable students understand international conventions, agreements and treaties on environmental conservation.
- 2.6 To enable students research and report development and environmental issues.

3.0 Expected learning outcomes

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

- 3.1 Research and write current and emerging environmental issues locally and globally.
- 3.2 Describe the benefits of the environment to human kind
- 3.3 Discuss with and convey major environmental issues to the public
- 3.4 Write and analyze environmental stories, features, columns, editorials and opinions
- 3.5 Understand global environmental issues an localize them in Tanzanian context

4. Course contents

- 4.1 Introduction to the Environment
 - 4.1.1 What is environment?
 - 4.1.2 What is Gaia hypothesis?
 - 4.1.3 What is Environmental Journalism?

4.2 Sustainable Development

- 4.1.1 Definition
- 4.1.2 The Brundtland Commission 1982/1987 released “Our common future”
- 4.1.3 Agenda 21
- 4.1.4 4.1.4The Rio Declaration on development and environment 1992
- 4.1.5 4.1.5The Johannesburg Summit 2002

4.2 Environmental and Developmental Issues in Tanzania

- 4.2.1 Waste management
- 4.2.2 Urbanisation
- 4.2.3 Pollution
- 4.2.4 Mining activities
- 4.2.5 Fisheries industry
- 4.2.6 Agriculture

4.3 Global Environmental and Developmental Issues

- 4.3.1 Global warming: Evidences
- 4.3.2 Climate change
- 4.3.3 Pollution
- 4.3.4 Waste management: Toxin disposal
- 4.3.5 Carbon trading

4.4 The economics of the environment

- 4.5.1 What is cost benefit analysis?

Case studies

- i) The Soda Ash Project on Lake Natron
- ii) Tarmac road in Serengeti National Parks
- iii) Hotels in National Parks and Game Reserves
- iv) Mining activities in Geita Mererani, North Mara

4.6 Environmental Ethics and Law

Case studies-

- i) The Nile Agreement 1929
- ii) Introduction of Nile Perch in Lake Victoria
- iii) Kahama-Tabora Lake Victoria Water Project

4.7 Communicating Environment Issues

- 4.7.1 Identifying the type of media e.g electronic and print media

References

Al Gore (2008), *Earth in the balance: Forging a new common purpose*, London: Earthscan

Barrow, C. J (1999), *Environmental Management: Principles and Practice*, London: Routledge

Kabuya, F. I (2011) Development ideas in post independence sub Saharan Africa, *Journal of Development and Agricultural Economics* 3 (1) pp. 1-6

Karembu, M & Kiai, W (eds)(1999), *Understanding Environmental Communication*, Nairobi: The African Council for Communication Education – Kenya Chapter

Maathai, W. M (2009), *The challenge for Africa*, London: William Heineman

PUBLIC RELATIONS SPECIALIZATION

ADVANCE PUBLIC RELATION I COURSE CODE: PR 321

1. DESCRIPTION

This course is designed to provide further insight and knowledge into the field of public relations for students who choose to specialize in it in their final year. It aims at helping them apply public relations skills in different contexts, be able to analyse various issues objectively and make professional decisions that are in tandem with the public relations profession. The course also provides students with skills to utilize public relations strategies for different situations. The application of knowledge of previous concepts and skills learnt in the first two years is crucial for this course.

2. OBJECTIVES:

- 2.1 To make students know various issues confronting PROs in the modern era and how to address them.
- 2.2 Be able to understand how public relations departments function at the organizational level.
- 2.3 To be able to understand ethical issues in public relations.
- 2.4 To be able to appreciate the role of public relations special events in an organization.

3. LEARNING OUTCOMES:

- 3.1 Be able to apply the six point planning model to address various situations in the organization.
- 3.2 Be able to prepare special events in an organization setting.
- 3.3 Conduct public relations activities in local and international contexts.
- 3.4 Ability to effectively use various media for the attainment of public relations objectives.
- 3.5 Be able to assess various ethical issues and make wise decisions for the organization.

4. COURSE CONTENT

- 4.1 Public relations in different contexts
 - Governments
 - Armed forces
 - Educational Institutions
 - Health institutions
 - Religious institutions
 - NGOs
 - Financial public relations
 - Business
 - Professional organizations

- Who does what in public relations?
- Publics
- Organizational development
- Organizational characteristics
- Issues

4.2 Public relations firms

- Definition
- Services they provide
- Pros and cons of using public relations firms vs internal PR office
- Fees and charges

4.3 A Theoretical Basis for Public Relations

4.4 International public relations

- Definition
- Reasons for its growth in the world
- Adapting to cultures
- Monitoring the foreign environment
- Employee relations
- Media relations
- Government relations
- Legal and regulatory problems
- Terrorism
- Foreign public relations organizations

4.5 Media strategy and internal media

- Media trends
- Media as part of marketing strategy
- Developing the media plan
- Characteristics of internal media
- Employee publications
- Manuals and booklets
- Grapevine
- Speeches and meetings
- Newsletters and personal letters
- Posters
- Bulletin boards and information racks
- Other internal media
- Closed circuit TV and teleconferencing
- Motion pictures and video tapes

4.5 The public relations campaign

4.6 Public relations as a marketing function

- 4 PS of marketing
- Important marketing strategies in PR

4.7 Public relations' internal publics and target audiences

4. 8 Corporate Communication

- Definition
- Corporate culture
- Building the corporate image
- Issues analysis and management
- Marketing communication
- Government relations
- Media relations
- Education and arts relations
- Relations with activist groups
- The challenge of corporate public relations today
- Major issues facing corporate public relations professionals
- Sponsorship
- Social balance sheet
- Future of corporate communication

4.7 Public relations in developing countries

- Problems of PR in developing countries
- Two special communication tasks
- Opportunities for public relations

4.8 Special events

- Types of special events
- Organization for special events
- Special-event policy and objectives
- Publicity

4.9 Media relations

- Media dependence on public relations
- Public relations dependence on the media
- Areas of conflict
- Effective media relations
- Media etiquette
- Crisis communications
- Meeting the press
- Media tours
- Satellite media tours

4.10 Attachments/Fieldwork

- Personal benefits
- Activities done
- Challenges faced in the period
- Recommendations

REFERENCES

- Baran S (2004) **Introduction to Mass Communication Media Literacy and Culture** (3rd Ed). Boston: JMGraw Hill
- Cutlip S & Center A (1982) **Effective Public Relations** (5th Ed) London: Prentice Hall International
- Dominic J (2002) **The Dynamics of Mass Communication: Media in the Digital Age** (7th Ed) Boston: JMGraw Hill
- Dunn, S.W. (1995). **Public Relations. A contemporary Approach.** New York : Harper Collins.
- Gregory, A. (2000). **Planning and Managing Public Relations Campaigns.** (2nd ed) London: Kogan Pge Limited.
- Jefkins, F. (1998). (Revised by Daniel Yardin). **Public Relations.** (5th ed) London: Pitman Publishing.
- Moore, H.F. & Frank B. Kalupa (2005). **Public Relations: Principles, cases & Problems.** (9th ed) Delhi: Surjeet Publications.
- Wilcox, D.L. & I. Nolte (1995). **Public Relations: Media Writing Techniques.** (2nd ed) New York: Harper Collins College.
- Wilcox, D.L. et al. (1995). **Public Relations. Strategies & Tactics.** (7th ed). Study edition. New York: Harper Colins College.

ADVERTISING II

COURSE CODE: PR 322

1. PURPOSE: This course ventures into the details of advertising. It is expected to enable students to gain an in-depth understanding of advertising with a view to facilitate further skill development for the public relations career.

2. OBJECTIVES

- a. The student is expected to get a clearer idea of how advertising works on the individual and its influence on culture as a whole.
- b. The student is to understand the criticisms of advertising and learn how to be an advert critic
- c. Understand and appreciate the role of advertising as a profession and as a key player in the society.
- d. Apply the various advertising models/theories in life and in their profession.
- e. Be able to apply the advertising program in advertising various products, events or issues.
- f. Understand how advertising fits into public relations.

3. COURSE CONTENTS

3.1 Advertising definition

3.2 Objectives and importance of advertising

- Trial

- Continuity
 - Brand switch
 - Switching back
- 3.3 Advertising agencies
- 3.3.1 What is advertising agency
- 3.3.2 Types of advertising agencies (full service agencies, specialist, in-house, interactive, social media)
- 3.3.3 Ad departments (creative, account services, media services, production, personnel)
- 4 Publicity
- 5 Damage control for bad news
- 6 Advertising Campaign planning
- 6.1 What is advertising campaign
- 6.2 Ad campaign process (research, know the target audience, setting the budget, deciding a theme, selection of media, media scheduling, executing the campaign)
- 7 Criticisms of advertising and their justifications
- 8 Advertising models/theories and characteristics
- 9 International advertising
- 10 Advertising ethics
- 10.1 Truthfulness
- 10.2 Social responsibility
- 10.3 Upholding Human Dignity
- 10.4 Ad ethics and children
- 11 Special events: producing seminars, conferences and community activities
- 12 Corporate advertising
- 13 Advertising regulation
- 14 Social and economic effects of advertising
- 14.1 Social role of advertising (deception, offensiveness, buy products we can't afford, subliminal role) others are employment, improving standard of living, gives choices to buyers, invites healthy competition, development of society, give information on social, economical and health issues.
- 14.2 Economical role of advertising (increase value of the products, fair prices, effect on consumer demand and choices, effect on business cycle)
- 15 Media and advertising**
- 15.1 Theories of media use
- 15.2 Factors influencing media strategy/choice
- 15.3 Sources of media data

REFERENCES

- Aaker, David A & John G Myers (1987) **Advertising Management** 3rd edition. Englewood Cliffs: Prentice-Hall.
- Avery, Jim (1993) **Advertising Campaign Planning**. Chicago: Irwin.
- Barine, Gunter, Caroline Oates & Mark Blades (2005). **Advertising to Children on TV. Content, Impact and Regulation**. New Jersey: Lawrence Erlbaum Associates.

- (Reserve book).
- Fletcher, Alan, D & Thomas A. Bowers (1991) **Fundamentals of Advertising Research**. 4th edition. Belmont: Wadsworth.
- Franzen, Giep (1999). **Brand and Advertising. How advertising effectiveness influences brand equity**. Oxfordshire: Admap Publications.
- Kim, Baker & Sunny Baker (1992). **How to Promote, Publicize, and Advertise your Growing Business**. New York: John Wiley & Sons, Inc. (Reserve Book).
- Sandage, CH. Et al. (1989). **Advertising Theory and Practice**. New York: Longman.

GRAPHICS AND WEB DESIGNING

COURSE CODE: PR 323

1. Module Objective:

This module aims to provide students with an understanding of the principles and guidelines of designing, developing and evaluating graphics and websites that are user friendly, universally usable & accessible and aesthetically pleasant.

2.

Contents

This module comprises of theory and practical topics that will be taught simultaneously throughout the semester.

3. Course Content

3.1 Theory

3.1.1 Introducing web design and development

- Definition of terms
- Websites and web browsers
- introducing web scripting language: Hyper Text Markup Language (HTML) & PHP
- Website as a mass communication tool and its relevance/application in public relations

3.2 Fundamentals of graphics design

3.2.1 Definition of terms

3.2.2 Graphics design and its applications

3.2.3. Elements of graphics design

3.2.4 Principles of graphics design

3.3 Incorporating graphics on a web page

3.3.1 Definition of terms

3.3.2 The role of graphics on websites

3.3.3. Graphics formats suitable for websites

3.3.4 Important aspects to consider when including graphics in a website

3.4. Web-interface design consideration

- 3.4.1 Page layout design
- 3.4.2 Navigation design
- 3.4.3 Graphics design
- 3.4.4 Contents design

3.5 User Centered Design (UCD)

- 3.5.1 Definition of terms
- 3.5.2 Early and modern software lifecycle models
- 3.5.3 Understanding users
- 3.5.4 Requirements gathering

3.6. Universal design and accessibility

- 3.6.1 Definition of terms
- 3.6.2 The need and importance of designing universally accessible graphics and websites
- 3.6.3 General rules for universal design & accessibility

3.7. Web hosting and publishing

- 3.7.1 Definition of terms
- 3.7.2 Web servers and how they work
- 3.7.3 Step by step guideline of hosting and publishing a website

4. Practical

4.1 Introduction to web Scripting Language

- The structure of HTML
- HTML tags, attributes and values
- The structure and integration of PHP into HTML

4.2 Creating a basic web page

- Setting up a site using Dreamweaver
- Creating a simple new web page
- Adding text to a web page
- Viewing a web page on internet browser

4.3. HTML formatting

- Fonts
- Underline, Bold, Italics
- Paragraphs, breaks & whitespaces
-

-

4.4. Graphics & images to a web page

- Working with Macromedia fireworks to design and create graphics
- Creating & editing graphics to suit on a web page
- Adding graphics & images to a webpage

4.5 Website navigation

- ⊗ Creating hyperlinks
- ⊗ Using images and buttons as hyperlinks

4.6 Using HTML Tables Creating HTML tables on a web page Inserting and aligning table contents

4.7 Using HTML forms

-Creating HTML forms

-Using forms to capture user input

3. Teaching style & Format
Theory sessions will include a lecture where as practical sessions will include demonstrations and group work. Videos or other media will be used where appropriate.

5. Reference books & materials

Castro, E. (2003). *HTML for the World Wide Web*.
5th Edition. Peachpit press. USA

Jamsa, K., King, K., Anderson, A. (2002). *HTML & Web
Designing: Tips and Techniques*. JMGraw- Hill. USA

Sharp, H., Preece, J., Rogers, Y. (2007). *Interaction
Design: Beyond Human Computer interaction*. 2nd
ed. England: John Wiley & Sons Ltd.

Willet, E. (2000). *Creating cool web
pages*. 2nd Edition. AOL Press. USA