



Course description ACADEMIC WRITING

1. Information on the program

1.1. University	National University of Political Studies and Public Administration
1.2. College	College of Communication and Public Relations
1.3. Department	Communication
1.4. Field of study	Communication Sciences
1.5. Level of qualification	BA Program
1.6. Program/Qualification	Communication and emerging media

2. Information on the subject

2.1. Course title	Academic Writing						
2.2. Course Instructor	Lecturer George Tudorie						
2.3. Seminar Instructor	Lecturer George Tudorie						
2.4. Year of study	I	2.5. Semester:	I	2.6. Type of assessment:	V.	2.7. Course curricular category:	Obl. DD

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	4	3.2. course	2	3.3. seminar/lab	2
3.4. Number of hours in the curriculum	56	3.5. course	28	3.6. seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					14
Additional library documentation, field documentation, internet documentation					14
Preparing for seminars/labs, writing papers, essays, etc.					40
Tutorials					-
Examinations					1
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5

4. Preconditions (if applicable)

4.1. curriculum	N/A
4.2. competences	N/A

5. Conditions (if applicable)

5.1. for course	Lecture hall, min. 75 places. Projector
5.2. for seminar/lab	Seminar room, min. 25 places. Projector



6. Specific skills and knowledge acquired in class

Professional competences	<ol style="list-style-type: none"> 1. Knowledge and understanding <ol style="list-style-type: none"> 1.1. Familiarity with academic sources and the strategies to locate them 1.2. Familiarity with citation rules 1.3. Awareness of intellectual dishonesty, e.g. plagiarism 1.4. Familiarity with the norms of scholarly communication; 1.5. Familiarity with the main academic genres; 1.6. Familiarity with main textual and argumentative structures of academic texts; 1.7. Familiarity with the academic writing style; 1.8 Familiarity with the argumentative structure of a research paper written in English; 1.9. Awareness of writing errors in English; 1.10 Familiarity with secondary elements of research papers and other academic texts (abstract, index etc.) 2. Explaining and interpreting <ol style="list-style-type: none"> 2.1. Identifying and changing citation styles 2.2. Identifying voices and sources in an academic text 2.3. Identifying and differentiating citation and paraphrase 2.4. Analyzing textual and argumentative structures 2.5. Analyzing secondary elements of academic texts 2.6. Using the characteristic language of research of communication studies 3. Instrumental-Applicative <ol style="list-style-type: none"> 3.1. Finding relevant academic sources; 3.2. Using citation styles correctly; using reference managers 3.3. Writing research papers in English, as required by context 3.5. Using relevant ICTs. 4. Attitudinal competences <ol style="list-style-type: none"> 4.1. Appreciation of intellectual honesty; 4.2. Development of a personal voice; 4.3. Promoting critical and reflexive thinking; 4.4. Awareness of professional deontology and social responsibility; 4.4. Openness to dialogue; 4.5. Awareness of the universal/transnational nature of science.
Transversal competences	<ol style="list-style-type: none"> 1. Problem-solving abilities and confidence in one's own ability to manage difficult tasks. 2. Capacity to self-assess learning needs and to correct own errors. 3. Self-control and permanent learning, sharing of knowledge and professional experience with colleagues, and in teams and organizations.

7. Subject objectives

7.1. General	- Students should be able to write an adequate research paper in English.
--------------	---



	They should be able to understand and apply specific writing, citation, and research norms. They should appreciate intellectual honesty, and avoid plagiarism. They should develop a personal voice, and exercise critical thinking. They should be open to dialogue.
7.2. Specific objectives	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> - write various kinds of academic texts in English, following the relevant grammatical and stylistic norms; - identify authoritative scientific sources; - use correctly at least one citation style; - use reference managers; - evaluate the impact of academic dishonesty (such as plagiarism); - identify and use appropriate textual and argumentative structures; - identify and use appropriate secondary elements of academic text (such as abstracts).

8. Contents

8.1. Course	Teaching methods	Observations
1. Intro to the course	Lecture	
2. Reading: Finding Suitable Sources	Lecture	
3. References and Quotations	Lecture	
4. Reading: Developing Critical Approaches	Lecture	
5. Avoiding Plagiarism	Lecture	
6. From Understanding Essay Titles to Planning	Lecture	
7. Summarizing and Paraphrasing	Lecture	
8. Style	Lecture	
9. Introductions	Lecture	
10. Method	Lecture	
11. Results	Lecture	
12. Discussion and conclusion	Lecture	
13. Book reviews	Lecture	
14. Recap	Lecture	

Bibliography

The textbook for the course is: Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge.

Below, chapters and sections from the textbook are assigned to each lecture (except first and last). Some of these sections are also required readings for the seminar.

1. -
2. 1.2
3. 1.8
4. 1.3
5. 1.4



6. 1.5 7. 1.7 8. 3.7 9. 1.11 10 – 12. 5.1, 5.3, 5.4 13. 5.2 14. -		
8.2. Seminar/lab	Teaching methods	Observations
1. Introduction. Locating academic sources. Research strategies	Practice; discussion; feedback	
2. Using academic sources. Citation styles (APA). Reference managers. (Software: Zotero)	Practice; discussion; feedback	
3. Using academic sources. Quoting, paraphrasing, and summarizing. Plagiarism.	Practice; discussion; feedback	
4. Planning a research paper. (Software: XMind)	Practice; discussion; feedback. Examination	Midterm
5. Writing a research paper. Introductions	Practice; discussion; feedback	
6. Writing a research paper. Method and data	Practice; discussion; feedback	
7. Writing a research paper. Interpretation of results and conclusions	Practice; discussion; feedback	Draft team paper.
I. Mandatory Bibliography (per seminar) <ul style="list-style-type: none"> • Seminar 1 <p>Greene, S. & Lidinsky, A. (2017). <i>From Inquiry to Academic Writing. A Practical Guide</i> (4th edition). Bedford/St. Martin's. Chpt. 7.</p> <ul style="list-style-type: none"> • Seminar 2 <p>American Psychological Association. (2019). <i>Publication Manual of the American Psychological Association</i> (7th edition). Chpts. 9 & 10. *** Zotero Documentation: https://www.zotero.org/support/</p> <ul style="list-style-type: none"> • Seminar 3 <p>Graff, G., & Birkenstein, C. (2014). <i>They say, I say. The moves that matter in academic writing</i> (3rd edition). Norton. Chpts. 1, 2 & 3. Weber-Wulff, D. (2014). <i>False Feathers. A Perspective on Academic Plagiarism</i>. Springer. Chpts. 2.1 & 2.2.</p> <ul style="list-style-type: none"> • Seminar 4 <p>Bailey, S. (2018). <i>Academic Writing: A Handbook for International Students</i> (5th edition). Routledge. Chpt. 1.5.</p>		



Zemach, D. E., & Rumisek, L. A. (2006). *Academic Writing from Paragraph to Essay*. Macmillan. Chpt. 9.

- **Seminar 5**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge. Chpt. 1.11.

Taylor, G. (2009). *A Student's Writing Guide*. Cambridge University Press. Chpt. 4.

Wallwork, A. & Southern A. (2020). *100 Tips to Avoid Mistakes in Academic Writing and Presenting*. Springer. Chpt. 2.

- **Seminar 6**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge. Chpt. 5.4.4.

Hartley, J. (2008). *Academic Writing and Publishing. A Practical Handbook*. Routledge. Chpts. 2.6 & 2.7.

Greene, S. & Lidinsky, A. (2017). *From Inquiry to Academic Writing. A Practical Guide* (4th edition). Bedford/St. Martin's. Pp. 382 –ff (*Example of proposal*)

Wallwork, A. & Southern A. (2020). *100 Tips to Avoid Mistakes in Academic Writing and Presenting*. Springer. Chpt. 3.

- **Seminar 7**

Hartley, J. (2008). *Academic Writing and Publishing. A Practical Handbook*. Chpt. 2.8.

Taylor, G. (2009). *A Student's Writing Guide*. Cambridge University Press. Chpt. 6.

II. Optional Bibliography (per seminar)

- **Seminar 1**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge. Chpt. 1.2.

https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/index.html

<https://guides.library.jhu.edu/c.php?g=202581&p=1334997>

- **Seminar 2**

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge. Chpt. 1.8

Neville, C. (2010). *The complete guide to referencing and avoiding plagiarism* (2nd edition). Open University Press. Chpt. 3

<https://apastyle.apa.org/blog>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

<http://writing.ku.edu/apa-format-0>

<https://www.youtube.com/watch?v=XRHzwaz8dgw&list=PLs8Y3U7Yn-Xn-iYx0pebd7CNXTMss8AT8>

Becker, H.S. (2007). *Writing for Social Scientists* (2nd edition). The University of Chicago Press. Chpt. 8 (advanced)



- **Seminar 3**

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th edition). Chpt. 8.

Bailey, S. (2018). *Academic Writing: A Handbook for International Students* (5th edition). Routledge. Chpts. 1.4 & 1.7.

Neville, C. (2010). *The complete guide to referencing and avoiding plagiarism* (2nd edition). Open University Press. Chpt. 4

Taylor, G. (2009). *A Student's Writing Guide*. Cambridge University Press. Chpt.

3. <https://cas.nyu.edu/content/dam/nyu-as/casEWP/documents/EngagingwithSources.pdf>

<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

- **Seminar 4**

<https://writingcenter.fas.harvard.edu/pages/outlining>

https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/index.html

- **Seminar 5**

Hartley, J. (2008). *Academic Writing and Publishing. A Practical Handbook*. Chpt. 2.5

Zemach, D. E., & Rumisek, L. A. (2006). *Academic Writing from Paragraph to Essay*.

Macmillan. Chpt. 10.

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html

Becker, H.S. (2007). *Writing for Social Scientists* (2nd edition). The University of

Chicago Press. Chpt. 8 (advanced)

Belcher, W.L. (2016). *Writing your journal article in 12 weeks*. Sage. Chpt.: Week 5

(advanced)

Hayot, E. (2014). *The Elements of Academic Style: Writing for the Humanities*. New York:

Columbia University Press. Chpt. 11. (advanced)

Swales, J.M. & Feak, C.B. (2012). *Academic Writing for Graduate Students* (3rd edition).

University of Michigan Press. Pp. 277 – 288. (advanced)

- **Seminar 6**

https://hwpi.harvard.edu/files/hwp/files/bg_psychology.pdf

Swales, J.M. & Feak, C.B. (2012). *Academic Writing for Graduate Students* (3rd edition).

University of Michigan Press. Pp. 289 – 326. (advanced)

- **Seminar 7**

Graff, G., & Birkenstein, C. (2014). *They say, I say. The moves that matter in academic*

writing (3rd edition). Norton. Chpt. 17. <http://writing.ku.edu/research-papers>

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks;
- The teaching material reflects current trends in teaching academic writing;
- The skills required for, and practiced during, the course are important for professional development in the field of communication;
- The instructor has an appropriate background to teach academic writing.



10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade (%)
Exam	Capacity to apply the information presented during the class	Team paper, on the model of a scientific article.	Team paper (2-3 students): 70%
Seminar	Capacity to use the tools discussed during seminars.	Midterm exam.	30%
10.4 Minimum performance standard:			
Students need to attend at least 4 seminars; final grade 5.			

Date
23.09.2022

Signature of the course instructor

Signature of the seminar instructor
Lecturer George Tudorie

Date of approval
30.09.2022

Signature of the Head of Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION ADVERTISING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Advertising						
2.2 Course Instructor	Reader Mădălina Buga-Moraru						
2.3 Seminar Instructor	Reader Mădălina Buga-Moraru						
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					20
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					10
Tutorials					10
Examinations					20
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					80
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6

4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector/Google-Meet



6. Specific skills and knowledge acquired in class

<p>Professional competences</p>	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods of critical thinking in the advertising field such as target type, positioning, product, product category, brand extension. • Knowledge of audience categories in advertising relying on communication channel (www.rncis.ro). • Understanding and using in a critical manner the necessary knowledge to present an advertising campaign. • Understanding and having knowledge regarding the relationship between technology and advertising. • Analyzing the market and presenting a research case study based on a specific category of products. • Understanding the impact of marketing and advertising on the society in the consumerist era.
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Elaborating a market study by using the necessary theoretical tools and the necessary research methods and techniques. • Creating and explaining a target profile dedicated to a specific product/service or category of products/services.
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Using the main research methods and specific techniques to realize market studies. • Making the difference between market research methods and tools of consumer's research. • Creating few advertising messages by using AI tools. • Analysing some campaigns carried out in a digital environment.
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Acquiring a positive attitude towards research in the field of globalization; • Acquiring the specific neutrality of the researcher in the elaboration of a case study on a problem specific to the field of study.
<p>Transversal competences</p>	<ul style="list-style-type: none"> • Solving in a realistic way - with both theoretical and practical arguments some usual professional situations. • Using efficient work techniques in a multidisciplinary team in order to achieve certain tasks on hierarchical levels. • Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts • Understanding the relevance of professional deontology and intellectual property. • Understanding the professional relationship between advertising and other connected fields such as: social sciences,



	<p>visual arts, history, marketing etc.</p> <ul style="list-style-type: none"> • Open attitude towards combining and integrating various types of content and online and offline, academic and professional sources
--	--

7. Subject objectives

7.1. General objective	At the end of the course, students will be able to understand the difference between marketing and advertising, by identifying the main stages of a digital campaign and the adaptation to this channel.
7.2. Specific objectives	<p>At the end of the course, students will be able:</p> <ol style="list-style-type: none"> 1. to differentiate the product from the product category and the brand from the trademark. 2. to realize the profile of the target of a certain product according to the geographical, demographic, psychographic, digital behavior characteristics. 3. to create a "digital map" (digital pathway) of the consumer. 4. formulate the objectives of an integrated advertising campaign. 5. understand the concept of a brief and even learn to write one. 6. to analyze the evolution of global and local brands through offline and online campaigns. 7. to identify the positioning of some brands. 8. to propose strategies for repositioning some brands. 9. to develop a specialized project or at least a part of such a project consisting of the market study for a category of products analyzed in a Bucharest supermarket. 10. to learn interactive techniques for presenting advertising projects/campaigns.

8. Contents

8.1. Courses	Teaching methods	Observations
1. Introductory lecture. Publicity vs. Advertising	Presentation, debate in groups	
2. Advertising research. Market segmentation	Presentation, debate in groups	
3. Marketing mix and current developments in marketing	Exposition, debate Heuristic conversation; handouts, PPT presentation	
4. Advertising agency, legal aspects in advertising	Lecture; hand outs, presentation PPT, debate	
5. Positioning and repositioning of a product in consumers' mind	Debate	
6. Structure (Stages) of advertising campaigns	Heuristic conversation; handouts, PPT presentation	
7. Planul de marketing vs.planul de publicitate Marketing plan vs. Advertising plan.	Heuristic conversation; handouts, PPT presentation	



8. Channels of conveying the advertising message	Heuristic conversation; handouts, PPT presentation	
9. The role of online channel in running the advertising message	Heuristic conversation; handouts, PPT presentation	
10. Advertising types (rational, informative, psychological)	Heuristic conversation; handouts, PPT presentation	
11. Classification of advertising formats (banners, commercials, pop-up, pop-under, interstitials)	Debate	
12. The structure of the advertising statement. Copywriting rules,	Debate, conversation	
13. Advertising as a form of specific communication in digital	Heuristic conversation; handouts, PPT presentation	
14. Risks of advertising communication in online	Heuristic conversation; handouts, PPT presentation	

References:

1. Belch, E. George, și Belch, A. Michael (2021), *Advertising and Promotion. An integrated Marketing Communications Perspective*. 12th edition, McGraw- Hill Education, New York, USA..
2. Dupont, Luc (1999), *1001 Advertising Tips*, Quebec: White Rock Publishing, Canada, Inc, 1999.
3. Gitner, Seth (2022), *Multimedia Storytelling for Digital Communicators in a Multiplatform World*, 2nd edition, Routledge, Londra
4. Hameroff, J. Eugene (1998), *The Advertising Agency Business*, Third Edition, McGraw Hill, New York.
5. Mitchel Nancy, Moriarty Sandra și Wells William (2009), *Advertising Principles and Practice*, -8th edition, Pearson Prentice Hall, New Jersey.
6. Trout Jack and Rise Al (2001), *Positioning: the Battle for Your Mind-20th anniversary edition*, McGraw-Hill Companies Inc., New York.
7. Trout Jack and Rivkin Steve (1996), *The New Positioning the Latest on the World's #1 business strategy*, McGraw-Hill Companies Inc., New York.

8.2. Seminar	Teaching methods	Observations
1. Product, product category and <i>advertising spiral</i>	Exercises to identify the particularities of the product, the identification of differentiating particularities	
2. Market segmentation and target identification for various product categories	Dezbating offline target, target in online-case study-ACR bar driver	
3. Positioning and repositioning	Discussing case studies, Elite-Doncafe	
4. Advertising research. Market study	Presentation of the structure, work in teams of 3, analysis of a product category (dairy, sausages, cosmetics,	



	etc.)	
5. Advertising types related to with various campaigns	Analysis of different types of campaigns-running in the digital environment Case study: Vodafone-Bunicuțele, Rombot, KFC-Social Me	
6. Advertising message-the power of storytelling in online. Creating messages by using AI tools	Debate	
7. Presentation of the market case study	Presentation, debate	

References:

1. Barker, Donald, Barker, Melissa, Bormann, Nicholas F., Zahay, Debra (2022). *A Strategic Approach. Social Media Marketing*. Cengage Learning, Inc. Boston, USA.
2. Branding, Michael (2021). *Social Media Marketing. The Complete Online Business, Social Media Agency and Personal Brand Workbook for Beginners to Turn your Online Presence into a Money Making Machine*. Independently published. E-book.
3. Russel, J. Thomas W. și Lane, Ronald (2001). *Advertising a Framework*, New Jersey: Prentice Hall, 1st edition. Cap. 5." International Advertising", pp. 308-321.
4. Springer, Paul (2009). *Ads to Icons: How Advertising Succeeds in a Multimedia Age*, Kogan Page Publishers, London (pp. 239-244).
5. White, Roderick, Advertising (2000). *Advertising*, 4th edition, London, McGraw-Hill, cap. 3 ("Managing the Client-Agency Relationship"), pp. 26-41.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The student will be able to use the main paradigms and theories in the field to build tools for the analysis of contemporary phenomena.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course	Applicative assimilation of minimal knowledge	Written exam, grid type items and open topic	50%
Seminar	Presentation of the case study	The evaluation of the market study organized in teams	30%
	Seminar assignments	Individual evaluation	20%

IMPORTANT :

1. seminar attendance is 71,42%, 5 out of 7 seminars, considering it important that this seminar takes place once every 2 weeks (1h/weeks).
2. Completing and presenting the market study is mandatory for passing the exam.

10.6. Minimum standard of performance:



Correctly defining the basic concepts of each theme, conducting market research, identifying concepts in campaigns and even advertising products

Minimum grade at the seminar: 5.00

Minimum grade at written exam: 5.00

Date:

23.09.2022

Signature of the course instructor

Conf. univ. dr. Mădălina. Buga-Moraru

Signature of the seminar instructor

Conf. univ. dr. M. Buga-Moraru

Date of approval:

30.09.2022

Signature of the Head of Department:

Conf. univ.dr. Loredana Vladu



COURSE DESCRIPTION BRANDING THROUGH SOCIAL MEDIA

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and emerging media

2. Information on the subject

2.1 Course title		Branding through social media					
2.2 Course Instructor		PhD Lecturer Bianca-Florentina Cheregi					
2.3 Seminar Instructor		PhD Lecturer Bianca-Florentina Cheregi					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					35
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					35
Tutorials					4
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					94
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions (if applicable)

4.1. curriculum	<i>E-business and digital marketing</i> (year I)
4.2. competences	Content marketing abilities and teamwork skills

5. Conditions (if applicable)

5.1. for course	Projector/Google Classroom
5.2. for seminar/lab	Projector/Google Classroom

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods from social media branding • Knowledge of social media strategies • Knowledge of digital platforms and their affordances • Knowledge of various theoretical perspectives around branding through social media
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Identification of relevant concepts from branding through social media • Critical interpretation of relevant concepts from branding through social media in cross-cultural contexts • The capacity to measure the results of a social media branding campaign • Understanding social media algorithms and the impact of digital platforms in society
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Identification of different types of social media platforms • Creating a social media strategy • Creating a buyer persona profile for social media • Creating a podcast to present a seminar topic
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Critical approach of main concepts from branding through social media • Realistic planning of creating a podcast to present a seminar topic related to social media branding • Availability to work in teams in order to make a podcast presenting a topic related to social media branding
Transversal competences	<p>1. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant concepts from branding through social media, by understanding digital platforms affordances</p>



	<ol style="list-style-type: none"> 2. Understanding of the importance of professional deontology and intellectual property in social media branding 3. Open attitude towards combining and integrating various types of content on social media branding in the professional activity
--	---

7. Subject objectives

7.1 General objective	The <i>Branding through social media</i> course is designed to help you understand online platforms (blogs, micro blogs, social networks, vlogs & podcasting) from a critical perspective, in order to create efficient social media strategies and to understand the role of platforms in the digital economy. Concepts such as <i>brand identity</i> , <i>brand archetypes</i> , <i>brand mantra</i> , <i>brand personality</i> , <i>consumer journey</i> , <i>online brand community</i> , <i>user generated content</i> , <i>meme marketing</i> , <i>digital platforms</i> , <i>influencer marketing</i> , <i>participatory culture</i> , etc. will be presented through social media case studies.
7.2. Specific objectives	<p>The course objectives are:</p> <ul style="list-style-type: none"> - Identify concept keys in branding and social media; - Identify social media strategies and instruments; - Create a podcast to present a seminar topic; - Understand digital platforms and their impact in society.

8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction to social media branding	Presenting the lecture to the students	Projector/Google Classroom
2. Brand strategy & brand positioning	Presenting the lecture to the students	Projector/Google Classroom
3. Brand visual identity in social media	Presenting the lecture to the students	Projector/Google Classroom
4. Brand archetypes & customer journey	Presenting the lecture to the students	Projector/Google Classroom
5. User generated content & participatory culture	Presenting the lecture to the students	Projector/Google Classroom
6. Online brand communities in social media	Presenting the lecture to the students	Projector/Google Classroom



7. Meme marketing & social media language (GIFs, hashtags, emojis)	Presenting the lecture to the students	Projector/Google Classroom
8. Influencer marketing & self-branding in social media	Presenting the lecture to the students	Projector/Google Classroom
9. Digital platforms and their mechanisms	Presenting the lecture to the students	Projector/Google Classroom
10. Social media analytics & brand performance	Presenting the lecture to the students	Projector/Google Classroom
11. Content marketing & the rise of podcasts	Presenting the lecture to the students	Projector/Google Classroom
12. Branding on visual social networking sites	Presenting the lecture to the students	Projector/Google Classroom
13. Video marketing and live streaming on YouTube	Presenting the lecture to the students	Projector/Google Classroom
14. Disruptive branding in the era of Big Data. Course wrap-up	Presenting the lecture to the students	Projector/Google Classroom

Mandatory course readings

- Balaban, D., Szabolcs, J. (2022). A Proposed Model of Self-Perceived Authenticity of Social Media Influencers, *Media and Communication*, 10 (1), 235-246, <https://doi.org/10.17645/mac.v10i1.4765>
- Berger, A. A. (2019). *Brands and cultural analysis*. UK: Palgrave Macmillan (chapters 1 & 5).
- Burgess, J., & Green, J. (2018). *YouTube. Online Video and Participatory Culture*. USA: Polity Press (chapters 3 & 4).
- Cheregi, B. (2018). *Consumer Life and User Generated Content in the Age of Social Media*, Management Dynamics in the Knowledge Economy, vol. 6, no. 2, pp. 285-305, DOI 10.25019/MDKE/6.2.06.
- Keller, K. L., Parameswaran, A. M. G., Jacob, I. (2015). *Strategic Brand Management, Building, Measuring, and Managing Brand Equity*, India: Pearson India Education Services (chapters 2 & 8).
- Martinez-Lopez, F. J., Anaya-Sanchez, R., Aguilar-Illescas, R., & Molinillo, S. (2016). *Online Brand Communities. Using the Social Web for Branding and Marketing*. Springer (chapter 8).
- Marwick, A. (2013). *Status Update. Celebrity, Publicity and Branding in the Social Media Age*. Yale University Press (chapters 3 & 4).



Serafinelli, E. (2018). *Digital Life on Instagram. New Social Communication of Photography*. Emerald Publishing Limited (chapters 3, 4 & 6).
 Schifman, L. (2014). *Memes in Digital Culture*. The MIT Press (chapter 3 & 4).
 van Dijck, J., Poell, T., & De Waal, M. (2018). *The Platform Society. Public Values in a Connective World*. Oxford University Press (chapters 1 & 2).

8.2 Seminar/lab	Teaching methods	Observations
1. What is social media branding?	Debate in groups	Projector/Google Classroom
2. How to create a buyer persona for social media	Examples and case studies. Creating a buyer persona profile for social media	Projector/Google Classroom
3. User generated content in brand communities	Debate, case studies, applications on social media campaigns	Projector/Google Classroom
4. <i>One does not simply define memes: the use of emoji, memes and hashtags in the digital culture</i>	Examples and applications on social media language (memes, emojis, GIFs, etc.)	Projector/Google Classroom
5. How to build influence on social media: micro and macro celebrity branding	Examples and applications on influencer marketing campaigns	Projector/Google Classroom
6. Brand performance & social media algorithms	Discussion and applications on social media algorithms. Case studies: Facebook, Instagram, TikTok, Twitter, YouTube, etc.	Projector/Google Classroom
7. Group project presentation	Presenting the group projects	Projector/Google Classroom

Mandatory seminar readings

Seminar 1. What is social media branding?

Berger, A. A. (2019). *Brands and cultural analysis*. UK: Palgrave Macmillan (chapter 1).
 Kotler, P., Kartajaya, H., Setiawan, I. (2021). *Marketing 5.0. Technology for humanity*, John Wiley & Sons (chapter 1) .

Seminar 2. How to create a buyer persona for social media

Berger, A. A. (2019). *Brands and cultural analysis*. UK: Palgrave Macmillan (chapter 5).
 Keller, K. L., Parameswaran, A. M. G., Jacob, I. (2015). *Strategic Brand Management, Building, Measuring, and Managing Brand Equity*, India: Pearson India Education Services (chapter 2).

Seminar 3. User generated content in brand communities

Cheregi, B. (2018). *Consumer Life and User Generated Content in the Age of Social Media, Management Dynamics in the Knowledge Economy*, vol. 6, nr. 2, pp. 285-305, DOI 10.25019/MDKE/6.2.06.

Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York University



Press (chapter 1).

Martinez-Lopez, F. J., Anaya-Sanchez, R., Aguilar-Illescas, R., & Molinillo, S. (2016). *Online Brand Communities. Using the Social Web for Branding and Marketing*. Springer (chapter 8).

Seminar 4. One does not simply define memes: the use of emoji, memes and hashtags in the digital culture

Bernard, A. (2019). *Theory of the Hashtag*. Polity Press (chapter 6).

Das, G., Wienrer, H. J. D., Kareklas, I. (2019). To emoji or not to emoji? Examining the influence of emoji on consumer reactions to advertising, *Journal of Business Research*, 96, 147-156, DOI:10.1016/j.jbusres.2018.11.007.

Schifman, L. (2014). *Memes in Digital Culture*. The MIT Press (chapters 3 & 4).

Seminar 5. How to build influence on social media: micro and macro celebrity branding

Balaban, D., Szambolics, J. (2022). A Proposed Model of Self-Perceived Authenticity of Social Media Influencers, *Media and Communication*, 10 (1), 235-246, <https://doi.org/10.17645/mac.v10i1.4765>

Marwick, A. (2013). *Status Update. Celebrity, Publicity and Branding in the Social Media Age*. Yale University Press (chapters 3 & 4).

Serafinelli, E. (2018). *Digital Life on Instagram. New Social Communication of Photography*. Emerald Publishing Limited (chapter 6).

Seminar 6. Brand performance & social media algorithms

Lipschultz, J. H. (2020). *Social Media Measurement and Management*, New York: Taylor & Francis (chapter 2)

Keller, K. L., Parameswaran, A. M. G., Jacob, I. (2015). *Strategic Brand Management, Building, Measuring, and Managing Brand Equity*, India: Pearson India Education Services (chapter 8).

van Dijck, J., Poell, T., & De Waal, M. (2018). *The Platform Society. Public Values in a Connective World*. Oxford University Press (chapters 1 & 2).

Supplementary readings

Bârgăoanu, A., & Cheregi, B. F. (2021). Artificial Intelligence: The New Tool for Cyber Diplomacy. The Case of the European Union. In *Artificial Intelligence and Digital Diplomacy* (pp. 115-130). Springer, DOI 10.1007/978-3-030-68647-5_9.

Cheregi, B.F., & Adi, A. (2015). The Visual Framing of Romanian Migrants in the National Press: A Social Semiotic Approach. *Romanian Journal of Journalism and Communication*, (2), 12–24.

Denhardt, S. (2014). *User-Generated Content and its Impact on Branding. How Users and Communities Create and Manage Brands in Social Media*. Springer Gabler (chapters 7, 8 & 9) .

Fit, C., Panțir C., Cheregi, B.F. (2022). *Romanian universities: The use of educational marketing to strengthen internationalization of higher education*, in *Higher Education in Romania: Overcoming Challenges and Embracing Opportunities*, pp. 169-191, Springer, https://link.springer.com/chapter/10.1007/978-3-030-94496-4_9, ISBN 978-3-030-94496-4 <https://doi.org/10.1007/978-3-030-94496-4>.



Geoghegan, M. (2008). *Podcast Academy™: The Business Podcasting Book*, USA: Elsevier (section 1, pp. 5-19, chapter 5, pp. 99-125).

Kawasaki, G., & Fitzpatrick, P. (2014). *The Art of Social Media: Power Tips for Power Users*. Portfolio.

Kotler, P., Kartajaya, H., Setiawan, I. (2021). *Marketing 5.0. Technology for humanity*, John Wiley & Sons (chapters 1 & 2).

Leaver, T., Highfield, T., & Abidin, C. (2020). *Instagram. Visual Social Media Cultures*. Polity Press (chapter 4).

Manovich, L. (2020). *Cultural Analytics*. The MIT Press (chapters 1, 2 & 3)

Santos, Z. R., Cheung, C.M.K., Coelho, P.S., Rita, P. (2022). Consumer engagement in social media brand communities: A literature review, *International Journal of Information Management*, 63, 1-38, <https://doi.org/10.1016/j.ijinfomgt.2021.102457>

Wheeler, A. (2017). *Designing Brand Identity: An Essential Guide for the Entire Branding Team*, John Wiley & Sons.

Yuen, R. (2021). *Decoding branding. A complete guide to building and revamping brands in the age of disruption*, New York: Taylor & Francis (chapters 1 & 4).

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks
- The concepts discussed at the course and seminar are in line with recent research in branding through social media

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Capacity to understand main concepts from branding through social media Capacity to understand the impact of social media platforms in the digital economy	The exam consists of two subjects (problems that measure the capacity to analyse and apply the key concepts from branding through social media in relevant case studies)	50%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	10%



	Capacity to elaborate a social media strategy Capacity to work in teams of 4-5 students	Creating a podcast to present a seminar topic	40%
10.4 Minimum performance standard			
Students need to attend at least 6 courses and 4 seminars; final grade 5			

Date
23.09.2022

Signature of the course
instructor
Lector Univ. Dr. Bianca-
Florentina Cheregi

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION BROADCASTING

1. Information on the program

1.1. University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3. Departament	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Broadcasting						
2.2. Course Instructor	PhD(c) Nadina Câmpean						
2.3 Seminar Instructor	PhD(c) Nadina Câmpean						
2.4. Year of study	III	2.5. Semester	VI	2.6. Type of assessment	E	2.7. Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5. course	28	3.6. seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					40
Preparing for seminars/labs, writing papers, essays, etc.					30
Tutorials					-
Examinations					3
Other activities: presentations, simulations, games, etc.					2



3.7. Number of hours for individual study	105
3.8. Number of hours in the curriculum	70
3.8. Number of hours per semester	175
3.9. Number of ECTS points	7

4. Preconditions (if applicable)

4.1. de curriculum	-
4.2. de competențe	Academic research and writing abilities in English

5. Conditions (if applicable)

5.1. for course	Lecture room with video projector
5.2. for seminar/lab	Lecture room with video projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding By participating in this course, students will acquire the following specific knowledge and skills:</p> <ul style="list-style-type: none">• understanding the main concepts, terms and notions in the field of television and radio journalism;• knowledge of methods and techniques for assimilating essential information;• knowledge and implementation of information, processing techniques and its transmission to the public in various forms;• creating their own style of approaching topics and conveying information to capture the audience's attention.
	<p>2. Explanation and interpretation Students will acquire the knowledge necessary to produce a news or television report at a basic level, sufficient to prepare them to enter a newsroom. During the course and seminar, they will acquire presentation and public speaking skills, as well as information management and processing skills.</p>



	<p>3. Instrumental - applications After attending the course, students will learn the following:</p> <ul style="list-style-type: none">• recognize the key elements of a news story;• to write a television or radio news story;• to know the structure of a newsroom and how tasks are divided in the team;• properly document a news item;• to identify the essential themes for carrying out an interview;• to prepare the homework needed for a TV/radio show;• to understand the concept of fake news and make the difference between real and fabricated content.
	<p>4. Attitudinal Through the activities and homework carried out as a team, students will acquire the following attitudinal skills:</p> <ul style="list-style-type: none">• team spirit• capitalizing on one's own potential within a team• engaging in partnership relations with other persons• participation in own professional development
Transversal competences	<ul style="list-style-type: none">• teamwork skills• handling problematic questions and crisis situations• audience management

7. Subject objectives

7.1. General objective	<ul style="list-style-type: none">• knowledge of the role of television and radio from the beginnings of this industry until today;• knowing the essential notions in the field and applying them in a correct way;• knowledge of the responsibilities of journalists;• knowledge of the working mechanisms of a newsroom;• knowledge of the operating mechanisms of a generalist or niche television station;• knowledge of the working mechanisms of a radio station.
------------------------	--



7.2. Specific objective	<p>At the end of the course, students must acquire skills and abilities to operate and integrate relevant concepts and models in the field of television. They must:</p> <ul style="list-style-type: none"> • write a news story correctly; • to know the techniques of the television interview; • to use the correct information processing methods; • to know the basics of news presentation and anchoring; • to differentiate between correct news and fake news.
-------------------------	---

8. Contents

8.1. Course	Teaching methods	Observations
1. Brief introduction to broadcasting. The social impact of radio and television	Debate	
2. Starting out in journalism. Myths and realities, responsibilities and ethics	Debate	
3. Television news. The newsroom structure: the team, the roles and the responsibilities (2 prelegeri)	Debate	
4. Information gathering. Knowledge of what is newsworthy, evaluate the right approach	Debate	
5. Interviews. Types, techniques and principles	Debate	
6. News writing fundamentals. Techniques and tips on writing the television/radio news	Debate	
7. Visual storytelling in television. The importance of the image	Debate	
8. News reporting. Informing the public by reporting live stories and events (2 prelegeri)	Debate	
9. News anchoring. Essential qualifications and skills for covering breaking news	Debate	
10. Satiric infotainment and pamphlet, new types of critical journalism	Debate	
11. Radio Broadcasting. Overview and particularities of the industry	Debate	
12. Citizen journalism, power to the people. Blogs, vlogs and podcasts	Debate	
<p>References</p> <ul style="list-style-type: none"> • Attenborough, D. (2020), <i>Life on Air</i>, London: BBC Books • Amanapour, C. (2012), <i>The Unfinished Revolution: Voices from the Global Fight for Women's Rights</i>, New York: Seven Stories Press • Amanpour, C. (2020), <i>Our Women on the Ground: Essays by Arab Women Reporting from the Arab World</i>, New York: Penguin Putnam Inc. • Beadle, M., Smith, R., Stephenson, A. (2020), <i>Broadcast Announcing Worktext. The Fifth Edition</i>, New York: Focal Press 		



- Cummings, R. H. (2009), *Cold War Radio: The Dangerous History of American Broadcasting in Europe, 1950-1989*, London: Mcfarland and Company
- Grobel, L. (2004), *The Art of the Interview: Lessons from a Master of the Craft*, New York: Three Rivers Press
- Gray, J. (2020), *Talking to GOATs: The Moments You Remember and the Stories You Never Heard*, New York: Harper Collins Publishers
- Hilliard, R., Keith, M. (2001), *The Broadcast Century and Beyond: A Biography of American Broadcasting*, New York: Focal Press
- Podolsky, r. (2021) , *You Are Looking Live!: How The NFL Today Revolutionized Sports Broadcasting*, Lanham: Lyons Press
- Ward, C. (2020), *On All Fronts. The Education of a Journalist*, London: Penguin Random House

8.2. Seminar/laboratory	Teaching methods	Observations
1. Identifying and developing the professional skills and personal qualities required for the news reporters and news anchors	Debate in groups	
2 Developing a strong news sense and recognising what makes a good story. Exploring the practical process of newsgathering, identifying and following story leads	Discussion and applications	
3. The art of interviewing. Finding and using the right tools to obtain information, to expand on information, to clarify facts and see things from different perspectives	Debate, examples and applications	
4. Writing the news. Exploring the difference in approach. Focusing on the importance of interviews in features writing. Learning how to adapt the tone and style of writing to different categories of subject matter	Examples and applications	
5. Live reporting. Discovering all relevant facts, selecting and presenting the important information, weaving a comprehensive story. Finding the right attitude and tone	Examples and applications	
6. Leading the news and becoming an anchor. Identifying and improving the necessary skills for live reports and breaking news of a variety of subjects	Discussion and applications	
7. Final evaluation: presenting a two minutes news report on a fictional topic. Five students teams will work together to cover all the five key roles of this process: reporter, cameraman, editor, packager and news anchor	Discussing examples and applications	

References

- Attenborough, D. (2020), *Life on Air*, London: BBC Books
- Amanapour, C. (2012), *The Unfinished Revolution: Voices from the Global Fight for Women's Rights*, New York: Seven Stories Press



- Amanpour, C. (2020) , *Our Women on the Ground : Essays by Arab Women Reporting from the Arab World*, New York: Penguin Putnam Inc.
- Beadle, M., Smith, R., Stephenson, A. (2020), *Broadcast Announcing Worktext. The Fifth Edition*, New York: Focal Press
- Cummings, R. H. (2009), *Cold War Radio: The Dangerous History of American Broadcasting in Europe, 1950-1989*, London: Mcfarland and Company
- Grobel, L. (2004), *The Art of the Interview: Lessons from a Master of the Craft*, New York: Three Rivers Press
- Gray, J. (2020), *Talking to GOATs: The Moments You Remember and the Stories You Never Heard*, New York: Harper Collins Publishers
- Hilliard, R., Keith, M. (2001), *The Broadcast Century and Beyond: A Biography of American Broadcasting*, New York: Focal Press
- Podolsky, r. (2021) , *You Are Looking Live!: How The NFL Today Revolutionized Sports Broadcasting*, Lanham: Lyons Press
- Ward, C. (2020), *On All Fronts. The Education of a Journalist*, London: Penguin Random House

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations and representative employers in the field

The course has a predominantly practical component. It includes examples of best practices that apply in most television and radio newsrooms in the industry.

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade
Course	Exam	The ability to apply the knowledge gained during the courses and seminars.	60%
Seminar	Team project presentation	Elaborate and present a newsreport according to the standards and practices presented during the course and seminar.	30%



Seminar	Involvement	Participating and solving group or individual exercises and applications	10 %
Minimum performance standard			
Students need to attend at least 4 seminars, grade 5 both at the team project and exam.			

Date:
27.09.2022

Signature of the course instructor
PhD(c) Nadina Câmpean

Date of approval:
30.09.2022

Signature of the Head of Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION COMMUNICATION ON MOBILE DEVICES

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Communication on Mobile Devices					
2.2 Course Instructor		CDA dr. Dan Sultănescu					
2.3 Seminar Instructor		CDA drd. Andrei Galan					
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					30
Preparing for seminars/labs, writing papers, essays, etc.					30
Tutorials					10
Examinations					5
Other activities: presentations, simulations, games, etc.					
3.7. Number of hours for individual study					105
3.8. Number of hours per semester					175
3.9. Number of ECTS points					7



4. Preconditions (if applicable)

4.1. curriculum	NA
4.2. competences	NA

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding of Mobile Devices domain</p> <ul style="list-style-type: none"> • Knowledge and appropriate use of the specific notions of communication on mobile devices
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • explaining how mobile networks appear and evolve; • explaining the complexity and specificity of communication on mobile devices according to social reality; • explaining the types and components of mobile applications; • interpretation of content strategies on mobile devices; • interpreting the probabilities of artificial intelligence and augmented reality in communication on mobile devices; • interpreting the role of blockchain, cryptocurrencies and NFTs in mobile communication.
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • identifying and using strategies, methods and communication techniques on mobile devices in the public relations process; • establishing the identity elements of mobile devices; • establishing the type of content and the type of mobile applications; • analysis of users from the perspective of communication on mobile devices, the involvement of the target audience, stakeholders and mass media;
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • showing a positive and responsible attitude towards the scientific field; • promoting a system of cultural, moral and civic values; • optimal and creative utilization of one's own potential in scientific activities; • involvement in institutional development and in the promotion of scientific innovations; • engaging in partnership relations with other persons - institutions with similar responsibilities;



	<ul style="list-style-type: none"> • participation in own professional development.
Transversal competences	<ol style="list-style-type: none"> 1. Solving in a realistic way - with both theoretical and practical arguments - some usual professional situations, with a view to their effective and deontological solution; 2. the application of effective work techniques in the multidisciplinary team with the performance of certain tasks on hierarchical levels.

7. Subject objectives

7.1 General objective	<p>Students' understanding of the specifics of communication on mobile devices as a field of practical activity, in relation to the specific field of communication.</p> <ul style="list-style-type: none"> • Understanding the current practice of communication on mobile devices and the approaches present in the field. • Development of basic skills regarding the creation of content in terms of communication on mobile devices.
7.2. Specific objectives	<p>Knowledge of the evolution and impact of mobile devices and their role in media consumption.</p> <ul style="list-style-type: none"> • Developing the skills and ability to create content in relation to specific objectives and the field of communication. • Identifying the basic elements that make communication on mobile devices a social impact. • Understanding specific audience categories and creating creative concepts to communicate to them with an emphasis on the differences of each category. • Developing the ability to understand communication situations and increasing skills in finding particular creative solutions in the context of communication on mobile devices.

8. Contents

8.1 Course	Teaching methods	Observations
The evolution of communication on mobile devices	Oral presentation	
Emergence of mobile devices	Oral presentation	
Expansion of the Mobile Media and Beyond	Oral presentation	
The role of the mobile devices in digital environment	Oral presentation	
Defining broad categories of consumers in mobile communication	Oral presentation	



Audiences. Identifying the categories of mobile platforms users	Oral presentation	
Haptic systems and devices. Application oriented	Oral presentation	
Use and users of mobile applications. Typologies	Oral presentation	
Creative concepts regarding communication on mobile devices	Oral presentation	
Mobile and multimedia platforms	Oral presentation	
Infotainment. Artificial intelligence and augmented reality	Oral presentation	
Content creation. Mobile platform applications	Oral presentation	
Strategies for approaching the content market	Oral presentation	
Adapting mobile interfaces to the user experience	Oral presentation	
<p>References</p> <ol style="list-style-type: none"> 1. Ling R., Fortunati L., Goggin G., Lim S.S., Li Y., (2020). <i>The Oxford Handbook of Mobile Communication and Society</i>. Oxford University Press. 2. Jeffrey H. Kuznekoff, Stevie M. Munz, Titsworth S., (2021). <i>Mobile Devices and Technology in Higher Education</i>. Routledge 3. Kolsaker, A., & Drakatos, N. (2009). <i>Mobile advertising: The influence of emotional attachment to mobile devices on consumer receptiveness</i>. Journal of Marketing Communications 4. Felsberger S., Subramanian R., (2021). <i>Mobile Technology and Social Transformations: Access to Knowledge in Global Contexts</i>. Routledge. 5. Kim, J., & Hahn, K. (2012). <i>Effects of personal traits on generation y consumers' attitudes toward the use of mobile devices for communication and commerce</i>. Human Technology. 6. Nudelman G., (2013). <i>Android Design Patterns: Interaction Design Solutions for Developers</i>. Wiley 7. Sevillano-Garcia, M. L., & Vázquez-Cano, E. (2015). The impact of digital mobile devices in higher education. Journal of Educational Technology & Society 8. Zichermann G., Cunningham C., (2011). <i>Gamification by design: Implementing Game Mechanics in Web and Mobile Apps</i>, O'Reilly Media 		
8.2 Seminar/lab	Teaching methods	Observations
Media and new technologies	Debate in groups	
Types of mobile applications	Discussion and applications	



Identifying target audiences	Debate, examples and applications	
Content strategies	Examples and applications	
Content creation and mobile application development	Examples and applications	
Wearable devices and new trends	Discussion and applications	
The advantages of the online environment represented by mobile platforms	Discussing examples and applications	

Bibliography

1. Ling R., Fortunati L., Goggin G., Lim S.S., Li Y., (2020). *The Oxford Handbook of Mobile Communication and Society*. Oxford University Press.
2. Jeffrey H. Kuznekoff, Stevie M. Munz, Titsworth S., (2021). *Mobile Devices and Technology in Higher Education*. Routledge
3. Kolsaker, A., & Drakatos, N. (2009). *Mobile advertising: The influence of emotional attachment to mobile devices on consumer receptiveness*. Journal of Marketing Communications
4. Felsberger S., Subramanian R., (2021). *Mobile Technology and Social Transformations: Access to Knowledge in Global Contexts*. Routledge.
5. Kim, J., & Hahn, K. (2012). *Effects of personal traits on generation y consumers' attitudes toward the use of mobile devices for communication and commerce*. Human Technology.
6. Nudelman G., (2013). *Android Design Patterns: Interaction Design Solutions for Developers*. Wiley
7. Sevillano-Garcia, M. L., & Vázquez-Cano, E. (2015). The impact of digital mobile devices in higher education. Journal of Educational Technology & Society
8. Zichermann G., Cunningham C., (2011). *Gamification by design: Implementing Game Mechanics in Web and Mobile Apps*, O'Reilly Media

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The discipline is developed on the basis of internationally recognized textbooks and research materials in the field

- Most of the topics covered in the course and seminars are part of the actuality of the needs and interests of study and research in the field
- Teaching staff have teaching and research experience in the field of study to which the discipline Communication on mobile devices is circumscribed.



10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Understanding the concepts & strategies of using communication on mobile devices Capacity to synthesize and build arguments	Developing a feature of a mobile application that includes artificial intelligence	60%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	40%
10.4 Minimum performance standard			
Knowledge of the main concepts from the theoretical tools of the discipline; The ability to correctly use the scientific language specific to the field studied; Minimum grade 5 at the seminar.			

Date
23.09.2022

Signature of the course
instructor

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



COURSE DESCRIPTION COMMUNICATION THEORY

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Communication Theory					
2.2 Course Instructor		Reader Denisa-Adriana Oprea					
2.3 Seminar Instructor		Reader Denisa-Adriana Oprea					
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					25
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					22
Tutorials					-
Examinations					2
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5

4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	- English intermediate level

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar	Projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • Knowledge and understanding of the main types of communication: interpersonal communication; group, organizational, and public communication; mass communication; intercultural communication • Knowledge and understanding of the main models of communication: the action model, the interaction model and the transaction model • Knowledge (and use) of the concept of theory and of the main distinction between objective and interpretive theories • Knowledge and understanding of the main traditions in communication theory (rhetorical, semiotics, phenomenological, cybernetics, sociocultural, sociopsychological, critical) • Knowledge and understanding of the main theories pertaining to the abovementioned traditions • Knowledge (and use) of the main research methods in communication sciences • Critical use of the acquired concepts
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Interpreting and explaining interpersonal group, organizational, and public mass and intercultural communication processes through the lens of communication theories • Identifying and explaining miscommunication processes pertaining to emerging media • Critical evaluation of explanatory and predictive capacity of present theories on communication processes in emerging media
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Applying the theories to everyday communication situations, in order to better understand human interaction • Critically assessing the communication issues encountered in everyday communication situations and advancing theoretically-driven solutions • Applying communication studies-related research methods • Delivering information and opinions via individual and team projects • Developing professional projects, using the theories
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Acquiring tolerance and understanding, as a basis for a healthy human interaction • Developing critical thinking and decision making

	<ul style="list-style-type: none"> • Developing flexibility and commitment
Transversal competences	<ul style="list-style-type: none"> • Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts • Capacity for self-control and continuous learning, capacity for transferring own knowledge to colleagues, capacity for creatively using professional experience in groups and organizations • Using communication skills in personal development • Ability to actively listen, engage in dialogue and negotiate own interests

7. Subject objectives

7.1. General objectives	<ul style="list-style-type: none"> • building the set of concepts specific to the field of communication theory • knowledge and use of the main theoretical traditions in communication theory and of the main theories illustrating them
7.2. Specific objectives	<ul style="list-style-type: none"> • differentiating a communication theory from a concept and a model • acquiring the specific set of concepts pertaining to each theory studied throughout the course • explaining communicative phenomena and processes by means of communication theory-related frames • making connections between the knowledge, skills and abilities acquired through the study of communication and their application in assessing and solving everyday life communication issues • knowledge and use of the major research methods used in communication sciences • building research projects based on the understanding and interpretation of communication situations from the perspective of the theories studied throughout the course

8. Content

8.1. Course	Teaching methods	Observations
1. Definitions and types of communication	Lecture, discussion, debate	
2. Traditions in communication theory	Lecture, discussion, debate	
3. Interpersonal communication: symbolic interactionism	Lecture, discussion, debate	
4. Interpersonal communication: the interactional view, uncertainty reduction theory	Lecture, discussion, debate	
5. Interpersonal communication: coordinated management of meaning	Lecture, discussion, debate	
6. Interpersonal communication: relational dialectics	Lecture, discussion, debate	
7. Group and public communication: critical theory of communication in	Lecture, discussion, debate	

organizations		
8. Group and public communication: dramatism	Lecture, discussion, debate	
9. Mass communication: media ecology	Lecture, discussion, debate	
10. Mass communication: semiotics (R. Barthes)	Lecture, discussion, debate	
11. Mass communication: uses and gratifications, cultivation theory	Lecture, discussion, debate	
12. Intercultural communication: muted group theory	Lecture, discussion, debate	
13. Intercultural communication: face negotiation theory	Lecture, discussion, debate	
14. Revision	Discussion, applications	

References

- Barthes, R. (1957/1972). *Mythologies*. London: Paladin (translated by Annette Lavers).
- Baxter, L. A. (2004). Relationships as Dialogues. *Personal Relationships*, vol. 11, p. 1-22.
- Berger. G.R. & Calabrese, R. (1975). Some Explorations in Initial Interaction and Beyond: Toward a Developmental Theory of Interpersonal Communication. *Human Communication Research*, vol. 1, 99-112.
- Burke, K. (1968). Dramatism. In Sills, D. L. (ed.), *The International Encyclopedia of the Social Sciences*. MacMillan: New York (vol. 7, p. 445-451).
- Deetz, S. (1992). *Democracy in an Age of Corporate Colonization. Developments in Communication and the Politics of Everyday Life*. Albany: SUNY Press.
- Floyd, K. (2011). *Interpersonal Communication*. McGraw - Hill Education (second edition) (cap. 1: “About Communication”, 3-34).
- Gerbner, G., Gross, L., Morgan, M., Signorielli (1986). *Living with televisions. The Dynamics of the Cultivation Process*. In Bryant, J. & Zillmann, D. (eds.), *Perspectives on Media Effects*, Hillsdale, NJ: Lawrence Erlbaum, 17-40.
- Griffin, E., Ledbetter, A., Sparks, G. (2014). *A First Look into Communication Theory*, McGraw Hill (9th edition) (<http://www.afirstlook.com/book>)
- Katz, E., Blumler, J.G., & Gurevitch, M. (1973). Uses and Gratifications Research. *Public Opinion Quarterly*, 37(4), 509-523.
- Kramarae, C. (1981). *Women and Men Speaking*, Newbury House, Rowley, MA, 1981, pp. v-ix, 1-63.
- Littlejohn, S. W. & Foss, K. A. (2011). *Theories of Human Communication*. Long Gove, IL: Waveland Press (tenth edition).
- Mead, G.H. (1962). *Mind, self and society: from the standpoint of a social behaviorist* / ed. and with an introd. by Charles W. Morris, Chicago: University of Chicago. Cap.2, p. 11 Meaning, p. 75-82; Cap. III, The Self, p. 135-226.
- Minielli, M.C., Lukacovic, M.N., Samoilenko, S.A., Finch, M. R., with Uecker, D. (eds.) (2022). *Communication Theory and Application in Post-Socialist Contexts*. Rowman and Littlefield Publishing Group.
- Pearce, W. B. (2005). The coordinated management of meaning (CMM). In W. B. Gudykunst (ed.), *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage, 35-54.
- ***, Playboy Interview: Marshall McLuhan,—A Candid Conversation with the High Priest of Popcult and Metaphysician of Media. *Playboy Magazine*, March, 1969, reprinted in Eric McLuhan and Frank Zingrone (eds.), *Essential McLuhan*. New York: Basic Books, 1995, pp 233-269. Available online at <https://www.nextnature.net/2009/12/the-playboy-interview-marshall-mcluhan/>.
- Ting-Toomey, S. (2005). The Matrix of Face: An Updated Face-Negotiation Theory. In W. B. Gudykunst (ed.), *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage, p. 71-92.
- West, R. L. & Turner, L. H. (2013). *Introducing Communication Theory: Analysis and Application*. McGraw Hill Education. Available online at https://www.academia.edu/36356550/Introduction_of_Communication_Theory_West_and_Turner_.

8.2. Seminar	Teaching methods	Observations
I. Introduction to the study of communication theory.	Discussion, examples and applications	

Methodological considerations regarding students' projects		
II. Directions in Communication Theory	Discussion, examples and applications	
III. H. Blumer: symbolic interactionism's premises	Discussion, examples and applications	
IV. Applications. Presentation of projects	-	
V. Applications. Presentation of projects	-	
VI. Applications. Presentation of projects	-	
VII. Final revision	Discussion, examples and applications	
<p>References</p> <p>Seminar I Lester, J. D. & Lester, J. D. Jr. (2014). <i>Writing Research Papers: A Complete Guide</i>. Pearson (15th Edition)</p> <p>Seminar II Craig, R. T. (1999). Communication Theory as a Field. <i>Communication Theory</i>, vol. 9, issue 2, 119-161.</p> <p>Seminar III Blumer, H. (1969). <i>Symbolic Interactionism. Perspective and Method</i>. Englewood Cliffs: NJ: Prentice-Hall, p. 1-21.</p>		

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

<ul style="list-style-type: none"> • The discipline is developed on the basis of internationally recognised scientific textbooks and materials • Most of the topics covered in the course and seminars are in line with current trends in the field of communication theory

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course	Knowledge and use of the main theories discussed throughout the course	Written exam (quizzes + open items)	50% (out of the final grade)
Seminar	The ability to build a team project based on the application of a theory	Team project (oral presentation + written report)	75% (out of the final grade for the seminar)
	The ability to apply a research method specific to communication sciences	Individual essay (a maximum two minutes video/a 20 lines text, about the way in which a concept/a theory	15% (out of the final grade for the seminar)

		<p>studied in the course might be applied to a real life situation)</p> <p>Active participation</p>	<p>10% (out of the final grade for the seminar)</p> <p>NB: Students need to attend at least 4 seminars in order to pass the seminar</p>
<p>NB: final grade: 50% course + 50% seminar. In order to pass the exam, students need to get minimum grade 5 for both the course and the seminar</p>			
<p>10.6. Minimum performance standard: Knowledge and use of basic concepts pertaining to each theory</p>			

Date
23.09.2022

Signature of the course
instructor
Conf. univ. dr. Denisa-
Adriana Oprea

Signature of the seminar
instructor
Conf. univ. dr. Denisa-
Adriana Oprea

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana
Vladu



COURSE DESCRIPTION
CONSUMER BEHAVIOR IN THE DIGITAL CONTEXT

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and emerging media

2. Information on the subject

2.1 Course title		Consumer behavior in the digital context					
2.2 Course Instructor		Reader Roxana Varvara Boboc					
2.3 Seminar Instructor		Reader Roxana Varvara Boboc					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	38	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					25
Additional library documentation, field documentation, internet documentation					25
Preparing for seminars/labs, writing papers, essays, etc.					25
Tutorials					-
Examinations					5
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					80
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	-

5. Conditions (if applicable)

5.1. for course	Classroom with video projector & speakers/ audio system
5.2. for seminar/lab	Classroom with video projector & speakers/ audio system

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">• In-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area: Communication Sciences• Knowledge and assimilation of important notions regarding consumer behavior• Understanding the strategic dimension of consumer behavior for marketing activities• Understanding the impact that new technologies and online communication platforms have on consumer behavior and the decision-making process• Knowledge of different purchase decision models and the factors that can influence it
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">• Explaining the relationship between the contextual aspects of the market and consumption patterns• Identifying the specificity of consumption behavior and the decision-making process depending on the cultural context and the profile of the market/product/service• Explaining the failure or success of marketing campaigns by analyzing consumer behavior• Identifying the particularities of consumer behavior in the online environment
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">• Acquiring the skills needed to evaluate a market research report and identify insights into consumer behavior• Omni-channel buying path map design and analysis• The use of specific methods and techniques for analyzing consumer behavior online



	<ul style="list-style-type: none"> • Integration of new technologies in the analysis of consumer behavior
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Adopting a professional attitude in managing the marketing activity and acquiring professional ethics • Formation of a critical and open attitude towards the design and analysis of market studies that analyze consumer behavior • Promoting a high degree of openness, as well as critical thinking towards technological changes and cultural differences (particularities) specific to the global business environment and reflected in consumer behavior
Transversal competences	<ol style="list-style-type: none"> 1. The theoretical aspects and the theories and case studies discussed in the course contribute to solving in a realistic way (both theoretically and practically) some common professional situations, in order to solve them efficiently and ethically. 2. The self-assessment of the need for professional training of students is supported with the aim of insertion and adaptation to the requirements of the market, regardless of the specific field in which they will be active (marketing, public relations, advertising, etc.) 3. Students are prepared for the selection and application of effective work techniques in multidisciplinary teams, with the aim of successfully completing various tasks, regardless of the hierarchical level where they will perform.

7. Subject objectives

7.1 General objective	The course aims at students' understanding of how the digital environment has reconfigured consumption practices, decision-making processes and the consumer journey.
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - Identifying the factors that influence the purchase decision - Understanding the buying process and its dynamics in the offline and online environment - Identification and critical analysis of the elements related to the cultural, digital context and the particularities of the market at the level of consumer behavior - Analysis and explanation of the role that new technologies have on consumer behavior - Acquiring the ability to identify and adapt research methods and techniques for analyzing different aspects of consumer behavior - Gaining the skills to analyze and identify insights on consumer behavior from a market research report.



8. Contents

8.1 Course	Teaching methods	Observations
1. Customer behavior and the buying decision process	Interactive teaching, case studies / applications / debates / discussion based on reports	
2. Omnichannel consumers and multiscreen prevalence	Interactive teaching, case studies / applications / debates / discussion based on reports	
3. Consumer journey & consumer journey map	Interactive teaching, case studies / applications / debates / discussion based on reports	
4. Digital consumer experience	Interactive teaching, case studies / applications / debates / discussion based on reports	
5. Online decision making	Interactive teaching, case studies / applications / debates / discussion based on reports	
6. Consumer group behavior in the digital ecosystem	Interactive teaching, case studies / applications / debates / discussion based on reports	
7. The dimensions and implications of User Generated Content	Interactive teaching, case studies / applications / debates / discussion based on reports	
8. Influence marketing and the influence of online communities	Interactive teaching, case studies / applications / debates / discussion based on reports	
9. Digital consumer emotions	Interactive teaching, case studies / applications / debates / discussion based on reports	
10. Consumer online value creation	Interactive teaching, case studies / applications / debates / discussion based on reports	
11. Analytics and the algorithmic self	Interactive teaching, case studies / applications / debates / discussion based on reports	
12. Platform affordances	Interactive teaching, case studies / applications / debates / discussion based on reports	
13. Consumer behavior research methods	Interactive teaching, case studies / applications / debates / discussion based on reports	
14. Platform mechanisms in the digital ecosystem	Interactive teaching, case studies / applications / debates / discussion based on reports	



References

- Bucher T., and Helmond A. (2016). *The Affordances of Social Media Platforms*. In J. Burgess, T. Poell, & A. Marwick (Eds.), *The SAGE Handbook of Social Media* Sage Publications.
- Charlesworth, A. (2021). *Absolute Essentials of Digital Marketing*. Routledge
- Chen, A., Lu, Y., & Wang, B. (2017). Customers' purchase decision-making process in social commerce: A social learning perspective. *International Journal of Information Management*, 37, 627–638.
- Cheney-Lippold, J. (2011). A New Algorithmic Identity: Soft Biopolitics and the Modulation of Control, *Theory, Culture & Society*, 28, no. 6, pp. 164–81.
- Cheregi, B. (2018). Consumer Life and User Generated Content in the *Age of Social Media, Management Dynamics in the Knowledge Economy*, vol. 6, nr. 2, pp. 285-305.
- Gatautis, R., Banytė, J., & Vitkauskaitė, E. (Eds.). (2021). *Gamification and Consumer Engagement*. Springer.
- Halliday, S.V. (2016). User-generated content about brands: Understanding its creators and consumers. *Journal of Business Research*, 69 (1), 137-144.
- Henke, L. L. (2013) Breaking through the clutter: The impact of emotions and flow on viral marketing. *Academy of Marketing Studies Journal*, 17(2), 112-117.
- Kapoor, A. (2015). *Consumer Experiences and Emotion Management* (Chapters 1 &6). New York: Business Expert Press
- Khamis, S., Ang, L., & Welling, R. (2017). Self-branding, 'micro-celebrity' and the rise of Social Media Influencers. *Celebrity Studies*, 8 (2), 191-208.
- Kotler, P., & Armstrong, G. (2021). *Principles of Marketing*, 18th Edition . New Jersey: Pearson Prentice Hall.
- Labrecque, L.I., dem Esche, J., Mathwick, C., Novak, T.P., & Hofacker, C.F. (2013). Consumer Power: Evolution in the Digital Age. *Journal of Interactive Marketing*, 27, 257–269.
- Lemon, K.N., & Verhoef, P.C., Understanding Customer Experience Throughout the Customer Journey. *Journal of Marketing: AMA/MSI Special Issue*, 80, 69–96.
- Merz, M.A, Zarantonello, L., & Grappi, S. (2018). How valuable are your customers in the brand value co-creation process? The development of a Customer Co-Creation Value (CCCV) scale. *Journal of Business Research*, 82, 79-89.
- Milner, T., & Rosenstreich, D. (2013). A review of consumer decision-making models and development of a new model for financial services. *Journal of Financial Services Marketing*, 18 (2), 106-120.
- Poell, T, Nieborg, D.B., Duffy, B.E. (2021). Platforms and Cultural Production. Polity.
- Schmitt, B., & Zarantonello, L. (2013). Consumer Experience and Experiential Marketing: A Critical Review. *Review of Marketing Research*, 25–61.
- Segijn, C.M., Voorveld, H.A.M, Vandenberg, L., Pennekamp, S.F., & Smit, E.G. (2017). Insight into everyday media use with multiple screens. *International Journal of Advertising*, 36 (5), 779-797.
- van Dijck, J., Poell, T., & de Waal, M. (2018). *The Platform Society. Public Values in a Connective World*. Oxford University Press.
- Zhang, X., Liu, H., & Yao, P. (2021). Research Jungle on Online Consumer Behaviour in the Context of Web 2.0: Traceability, Frontiers and Perspectives in the Post-Pandemic Era. *Journal of Theoretical and Applied Electronic Commerce Research*, 16(5), 1740–1767.



8.2 Seminar/lab	Teaching methods	Observations
1. Consumer behavior pandemic trends	Analysis / simulation / case study / debate / individual and group applications	
2. Persona building and the creation of customer journey maps	Analysis / simulation / case study / debate / individual and group applications	
3. Gamification at play	Analysis / simulation / case study / debate / individual and group applications	
4. Purposeful experience for the digital consumer	Analysis / simulation / case study / debate / individual and group applications	
5. Online communities dynamics	Analysis / simulation / case study / debate / individual and group applications	
6. Digital customer engagement – strategy versus problem	Analysis / simulation / case study / debate / individual and group applications	
7. What to measure and why	Analysis / simulation / case study / debate / individual and group applications	

References

- Cox, A.M., Guzman, I., Cromer, K.W., & Bagui, S. (2017). Virtual Worlds, Virtual Reality, and Augmented Reality: Differences in Purchase Intentions Based on Types, Users, and Sex. *Journal of Virtual World Research*. 10(1), 1-21.
- Davis, J. L., & Chouinard, J. B. (2016). Theorizing Affordances: From Request to Refuse. *Bulletin of Science, Technology & Society*, 36(4), 241–248.
- Gordon, R., Jones, S., Barrie, L., & Gilchrist, H. (2015). Use of Brand Community Markers to Engage Existing Lifestyle Consumption Communities and Some Ethical Concerns. *Journal of Macromarketing*. 35(4), 419-434.
- Hook, M., Baxter, S., & Kulczynski, A. (2017). Antecedents and consequences of participation in brand communities: a literature review. *Journal of Brand Management*, 25(4), 277–292.
- Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2018). *Consumer behavior* (7th edition). Cengage Learning.
- Huotari, K., & Hamari, J. (2017). A definition for gamification: Anchoring gamification in the service marketing literature. *Electronic Markets*, 27(1), 21–31.
- Light, B., Burgess, J., & Duguay, S. (2016). The walkthrough method: An approach to the study of apps. *New Media & Society*, 20(3), 1–20.
- Mäntymäki, M., & Riemer, K. (2014). Digital natives in social virtual worlds: A multi-method study of gratifications and social influences in Habbo Hotel. *International Journal of Information Management*. 34, 210–220.
- Milner, T., & Rosenstreich, D. (2013). A review of consumer decision-making models and development of a new model for financial services. *Journal of Financial Services Marketing*, 18 (2), 106-120.



Saghiri, S., Wilding, R., Mena, C., & Bourlakis, M. (2017). Toward a three-dimensional framework for omni-channel. *Journal of Business Research*, 77, 53-67.
 Sun, T., & Wu, G (2011). Trait Predictors of Online Impulsive Buying Tendency: a Hierarchical Approach. *Journal of Marketing Theory and Practice*, 19(3), 337-346.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The aspects discussed in the course respond both to the current trends in the academic environment regarding the sphere of marketing and communication, as well as to the trends and needs identified in the professional environment along with the dynamics of new technologies. In this sense, relevant case studies and the most recent data on consumer behavior both globally and locally will be presented. Moreover, examples from different industries will be discussed, to facilitate the understanding of their specificity and to put the student in a position to identify, select, use and adapt the acquired knowledge. All these elements have the role of stimulating critical and contextual analysis of consumer behavior and the implications it has on marketing activity.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	- the degree of acquisition and the correctness of using the knowledge presented at the course and seminar	Written exam (open questions)	20%
Seminar	- the ability to synthesize and identify relevant information - the ability to analyze and problematize the aspects studied - the quality of the argumentation	Individual project	20%
	- the ability to analyze and the critical nature of the approach	Group project	30%



	<ul style="list-style-type: none">- the ability to synthesize and structure information- creativity and quality of the final material- the relevance of the examples presented- the quality of the oral presentations		
	<ul style="list-style-type: none">- the degree and quality of involvement in the discussions and activities within the seminar	Ongoing evaluation during the course&seminar	30%
10.4 Minimum performance standard			
50% attendance for the course and seminar Obtaining a minimum of 5 points (out of 10) in the final test. Handing in both projects and getting a minimum of 5 points (out of 10) for each evaluation component.			

Date
27.09.2022

Signature of the course
instructor
PhD Candidate Roxana
Varvara Boboc

Signature of the seminar
instructor
PhD Candidate Roxana
Varvara Boboc

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana
Vladu



COURSE DESCRIPTION CRISIS COMMUNICATION

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Crisis Communication					
2.2 Course Instructor		Reader Corina Buzoianu					
2.3 Seminar Instructor		Reader Corina Buzoianu					
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					40
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					27
Tutorials					3
Examinations					
Other activities: presentations, simulations, games, etc.					4
3.7. Number of hours for individual study					94
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions – not applicable

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	<ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods in communication sciences, by assimilating specific paradigms and methodologies of crisis communication and their adequate use in professional communication; • Critical evaluation of the explanatory and predictive capacity of present theories on communication processes in emerging media and their use in crisis communication; • In-depth knowledge and use of concepts regarding crisis communication in online environments.
	<p>Explanations and interpretations:</p> <ul style="list-style-type: none"> • Explain crisis anatomy and understand crisis escalations • Explain typologies of crisis management • Interpret crisis parameters and indicators • Give meanings to events that may trigger a crisis • Analyse mass media and social media's role in the crisis
	<p>Instrumental</p> <ul style="list-style-type: none"> • Identify ways, methods and techniques for crisis communication and risk assessment • Identify brand image components • Identify crisis typologies • Analyse crisis typologies and mass media and social media interventions • Conflict resolution and crisis management techniques
Transversal competences	<ol style="list-style-type: none"> 1. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts; 2. Taking on roles and leadership in professional teams and groups, mediating conflicts and organizing multi-professional teams for solving new social and communication problems; 3. Capacity for self-control and continuous learning, capacity for transferring own knowledge to colleagues, capacity for



	creatively using professional experience in groups and organizations;
--	---

7. Subject objectives

7.1 General objective	The course aims to create fundamental concepts for crisis communication and management and to build crisis communication skills in online environments.
7.2. Specific objectives	At the end of the course, students will: <ul style="list-style-type: none">• Have the necessary knowledge to identify and analyze threats and crises in online environments• Have the skills and knowledge to apply crisis communication models• Have the professional competencies to prepare for the crisis

8. Contents

8.1 Course	Teaching methods	Observations
Crisis in the field of communication and public relations	Oral presentation, exercises and discussions	
Typologies of crises	Oral presentation, exercises and discussions	
Organizational crisis	Oral presentation, exercises and discussions	
Media and social media crisis. Paracrisis and media storms	Oral presentation, exercises and discussions	
Image and reputational crisis	Oral presentation, exercises and discussions	
Crisis analysis (1)	Oral presentation, exercises and discussions	
Crisis analysis (2)	Case studies and discussions	
Social media's role in crisis	Oral presentation, exercises and discussions	
Patterns of crisis in social media and digital environments	Oral presentation, exercises and discussions	
Crisis communication (1)	Oral presentation, exercises and discussions	
Crisis communication (2)	Oral presentation, exercises and discussions	
Crisis simulation	Case studies and discussions	



Crisis prevention	Oral presentation, exercises and discussions	
Crisis evaluation	Oral presentation, exercises and discussions	
<p>References</p> <ol style="list-style-type: none"> 1. Coombs, W. T. (2007). Crisis Management and Communications. http://www.instituteforpr.org/topics/crisis-management-and-communications/ 2. Coombs, W. T., & Holladay, J. S. (2012). The paracrisis: The challenges created by publicly managing crisis prevention. <i>Public Relations Review</i>, 38(3), 408-415. 3. Coombs, W. T., & Laufer, D. (2018). Global crisis management—current research and future directions. <i>Journal of International Management</i>, 24(3), 199-203. 4. Eriksson, M. (2018). Lessons for crisis communication on social media: A systematic review of what research tells the practice. <i>International Journal of Strategic Communication</i>, 12(5), 526-551. 5. Lin, X., Spence, P. R., Sellnow, T. L., & Lachlan, K. A. (2016). Crisis communication, learning and responding: Best practices in social media. <i>Computers in human behavior</i>, 65, 601-605. 6. Lu, X., & Jin, Y. (2020). Information vetting as a key component in social-mediated crisis communication: An exploratory study to examine the initial conceptualization. <i>Public relations review</i>, 46(2), 101891. 		
8.2 Seminar/lab	Teaching methods	Observations
Crises in communication and public relations	Exercises	
Typologies of crisis	Exercises	
Organizational crisis	Exercises	
Crisis analysis	Exercises	
Paracrisis and media storms	Exercises	
Crisis simulation	Simulation activity	
<p>References:</p> <ol style="list-style-type: none"> 1. Coombs, W. T. (2007). Crisis Management and Communications. http://www.instituteforpr.org/topics/crisis-management-and-communications/ 2. Coombs, W. T., & Holladay, J. S. (2012). The paracrisis: The challenges created by publicly managing crisis prevention. <i>Public Relations Review</i>, 38(3), 408-415. 3. Coombs, W. T., & Laufer, D. (2018). Global crisis management—current research and future directions. <i>Journal of International Management</i>, 24(3), 199-203. 4. Eriksson, M. (2018). Lessons for crisis communication on social media: A systematic review of what research tells the practice. <i>International Journal of Strategic Communication</i>, 12(5), 526-551. 5. Lin, X., Spence, P. R., Sellnow, T. L., & Lachlan, K. A. (2016). Crisis communication, learning and responding: Best practices in social media. <i>Computers in human behavior</i>, 65, 601-605. 6. Lu, X., & Jin, Y. (2020). Information vetting as a key component in social-mediated crisis communication: An exploratory study to examine the initial conceptualization. <i>Public relations review</i>, 46(2), 101891. 		



9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks
- Writing skills are important for writing a good dissertation but also for writing texts in general

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Activity in class during the semester Activity in class during the semester	Discussions and teamwork	During the semester, students who actively engage in class discussion, apply crisis communication techniques, prove to be able to analyze the events/threats/situations that brands encounter, and analyze the case studies will receive points. Starting with seminar #2, students will work in teams. All team members taking part in the exercise will receive up to 0.4p/meeting, and those presenting the team's work will receive up to 0.6p/meeting.	60%
	Crisis simulation exercise	Crisis simulation will be organized in groups of students (4-6 students/group) and will consist of an exercise with several phases. The simulation will be a hypothetical case and will imply analytical, communicational, operational, and management elements.	



Exam	Test	Multiple choice and constructed response test	40%
10.4 Minimum performance standard			
Operationalizing, adapting and implementing digital communication procedures, particularly in highly complex crisis communication situations. Developing, implementing and evaluating digital communication plans and strategies in crisis communication and risk assessment. Building and managing multi-professional teams for organizing digital communication campaigns for crisis response.			

Date
23.09.2022

Signature of the course
instructor
Corina Buzoianu

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department Prof. univ. dr.
Diana Cismaru



COURSE DESCRIPTION CRITICAL THINKING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emergent Media

2. Information on the subject

2.1 Course title		Critical thinking					
2.2 Course Instructor		CDA Reader Maria Cernat					
2.3 Seminar Instructor		CDA Reader Maria Cernat					
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	V	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	3	3.2 course	1	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	42	3.5 course	14	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					13
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					83
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	In-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area: Communication Sciences, by assimilating specific paradigms and methodologies from: digital media and marketing, crisis communication, branding, digital literacy, social media listening, visual communication, public relations in digital media etc. and their adequate use in professional communication; Critical evaluation of explanatory and predictive capacity of present theories on communication processes in emerging media;
	Integrated use of specific concepts and methodologies for explaining and interpreting communication situations and specialized problems;
	Identifying and using relevant techniques and indicators for monitoring and evaluating communications processes; Developing professional projects, using established principles and methods in the field of communication sciences.
	Attitudinal competences Critical approach of references and own ideas Availability to work towards checking and improving intermediate variants of the dissertation Realistic planning and responsibility in keeping to the plan
Transversal competences	Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts; Taking on roles and leadership in professional teams and groups, mediating conflicts and organizing multi-professional teams for solving new social and communication problems;



	Capacity for self-control and continuous learning, capacity for transferring own knowledge to colleagues, capacity for creatively using professional experience in groups and organizations;
--	--

7. Subject objectives

7.1 General objective	Forming and developing critical thinking skills
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - Identifying and selecting the correct relations between terms, understanding the categorical sentences and their relations - Evaluating the validity of syllogisms - Identifying the correct way of reasoning in propositional logic and the common logical errors. - Identifying the most commonly used forms of inductive reasoning and logical principles used in sampling - Identifying fallacies

8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction: the role critical thinking	debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
2. Terms – definition, types of terms, relations between terms	debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
3. Logical principles, sentences, categorical sentences, relations between categorical sentences	debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
4. Validity and truth. Syllogisms, laws of the syllogism, evaluating the validity of a syllogism	debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
5. Propositional logic – schemes of inference, <i>modus ponens</i> , <i>modus tollens</i> , <i>modus ponendo</i>	debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	



<p><i>ponens, modus tollendo-tolens</i>, logical errors: affirming the consequent, denying the antecedent, etc.</p>		
<p>6. Inductive logic – the basis for analysing the causes of social phenomena</p>	<p>debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course</p>	
<p>7. Fallacies</p>	<p>debate starting from the topic proposed for the course; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course</p>	
<p>References Alsaleh, Nada J. Teaching Critical Thinking Skills: Literature Review <i>Turkish Online Journal of Educational Technology - TOJET</i>, v19 n1 p21-39 Jan 2020 Epstein, Richard, <i>Critical Thinking</i>, New York: Routledge, 2002. Plummer, K.J., Kebritchi, M., Leary, H.M. et al. Enhancing Critical Thinking Skills through Decision-Based Learning. <i>Innov High Educ</i> 47, 711–734 (2022). https://doi.org/10.1007/s10755-022-09595-9</p>		

8.2 Seminar/lab	Teaching methods	Observations
<p>1. Claims</p>	<p>Exercises: identify affirmative statements with truth value compared to other types of statements.</p>	
<p>2. Terms</p>	<p>Exercises - exemplifying the inverse covariation of the intensity and extension of terms; graphic representations of the extension of the terms; identifying terms that correspond to certain graphical representations</p>	
<p>3. Categorical sentences types of sentences (Universal affirmative, Universal negative, Particular affirmative, Particular Negative)</p>	<p>Exercises: identifying examples of categorical sentences, exemplifying the logical relationships between these categorical sentences.</p>	
<p>4. Deductive reasoning – the syllogism</p>	<p>Exercises - providing examples of valid syllogisms starting from the forms and modes presented; the formulation of syllogisms that have a given conclusion, the formulation of syllogisms starting from a given premise.</p>	



5. Inductive reasoning	Presentation, identification of errors in generalizations, stereotype as hasty generalization - providing examples of hasty generalizations.	
6. Causality, types of arguments	Presentation, identification of erroneous examples, providing examples starting from the correct schemes for modus ponens and modus tollens	
7. Fallacies	Exercises - identifying errors, providing examples for specific argumentation errors.	
<p>References Alsaleh, Nada J. Teaching Critical Thinking Skills: Literature Review <i>Turkish Online Journal of Educational Technology - TOJET</i>, v19 n1 p21-39 Jan 2020 Epstein, Richard, <i>Critical Thinking</i>, New York: Routledge, 2002. Plummer, K.J., Kebritchi, M., Leary, H.M. et al. Enhancing Critical Thinking Skills through Decision-Based Learning. <i>Innov High Educ</i> 47, 711–734 (2022). https://doi.org/10.1007/s10755-022-09595-9</p>		

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- | |
|--|
| <ul style="list-style-type: none"> • The subject uses internationally recognized academic textbooks • Writing skills are important for writing a good dissertation but also for writing texts in general |
|--|

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Online test - platform Classmarker	Multiple choice exercises with critical thinking exercises	40%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	10%
	The grade for the seminar is the average of the grades from two tests	Multiple choice exercises with critical thinking exercises	50%

10.4 Minimum performance standard
Students need to attend at least 5 seminars; final grade 5



Școala Națională de Studii Politice și Administrative

Facultatea de Comunicare și Relații Publice

Date

23.09.2022

Signature of the course

instructor

CDA Conf. univ. dr. Maria

Cernat

Signature of the seminar

instructor

Date of approval

30.09.2022

Signature of the Head of

Department

Conf. univ. dr. Loredana

Vladu



COURSE DESCRIPTION DIGITAL LITERACY

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Digital Literacy					
2.2 Course Instructor		CDA Cătălina Nastasiu					
2.3 Seminar Instructor		CDA Cătălina Nastasiu					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	E	2.7 Course curricular category	DF

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					25
Preparing for seminars/labs, writing papers, essays, etc.					14
Tutorials					0
Examinations					0
Other activities: presentations, simulations, games, etc.					0
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	In-depth knowledge of fundamental concepts and theories in the area of digital literacy

5. Conditions (if applicable)

5.1. for course	Classroom with video projector
5.2. for seminar/lab	Classroom with video projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">• Student can operate with notions, concepts and analysis tools related to ethics in communication and digital literacy;• Student can evaluate the impact of the mass media message on the audience;• Student can critically use acquired knowledge;• Student can identify manifestations of misleading content in the online environment;• Student can debate and evaluate the role of the mass media in the phenomenon of disinformation proliferation;• Student can understand and use the mechanisms to combat misleading content in the online environment;
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">• Student can analyze case studies, using the specific theoretical framework and research methods and tools in the field of ethics in communication and digital literacy;• Student can analyze the relationship between mass media content and its impact on society and the audience;• Student can build application models and analysis grids for the interpretation of media content, starting from the acquired theoretical concepts;
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">• Student can use the set of analysis methods and techniques for the specific interpretation of media content;• Student can develop a critical analysis of a case study on a problem relevant to the field of study;• Student can operationalize the concepts associated with each topic treated in order to build scientifically valid



	analysis tools, specific to the analysis of different types of media documents.
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Encouraging involvement in the public debate regarding the vulnerabilities of the informational ecosystem, in particular, in the Romanian space; • The formation of positive attitudes regarding the possibilities of applying the theoretical and practical concepts acquired in various real situations regarding the fight against disinformation in the online environment;
Transversal competences	<ol style="list-style-type: none"> 1. The ability for synthesis and critical analysis; 2. The ability to interpret and evaluate information; 3. Developing teamwork skills.

7. Subject objectives

7.1 General objective	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. to define the basic notions and concepts related to ethics in communication and digital literacy; 2. apply the theoretical framework and use the necessary work tools for the critical evaluation of media content; 3. apply various online tools to combat misleading content and effectively assess the credibility of information; 4. use the communication and critical thinking skills acquired in the course to access, share and create content in an ethical way.
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - to define the key notions and concepts that make up the basic theoretical framework of the discipline of ethics in communication and digital literacy; - distinguish between various forms of online disinformation and provide relevant examples; - to explain the concepts of cognitive bias and confirmation bias; to analyze the causes and impact of these phenomena in the process of interpreting the media message; - to describe the phenomenon of cognitive dissonance and the process of fluency; - exemplify various manifestations of the third person effect and pluralistic ignorance; - identify common logical errors in media discourse and critically analyse arguments; - to discuss the relationship between echo chambers, filter bubbles and the spread of misinformation within digital platforms; - to define the concepts of info-obesity, doomscrolling and online algorithms;



	<ul style="list-style-type: none"> - critically evaluate the accuracy of information and the credibility of media sources; - apply various online tools to combat misleading content; - to create and consume media content in an ethical way.
--	---

8. Contents

8.1 Course	Teaching methods	Observations
Introduction to digital literacy. Key-concepts and definitions	Debate and analysis of evaluation criteria	-
Information disorder. Types of mis- and disinformation (2 courses)	Debate and analysis of evaluation criteria	
Cognitive Biases. Types of cognitive biases	Debate and analysis of evaluation criteria	
The psychology of misinformation: cognitive dissonance and fluency	Debate and analysis of evaluation criteria	
Misinformation and the third-person effect. Pluralistic ignorance	Debate and analysis of evaluation criteria	
Common logical fallacies in the media discourse (I): ad hominem, slippery slope, straw man	Debate and analysis of evaluation criteria	
Common logical fallacies in the media discourse (II): false dilemma, ad populum, ad ignorantium	Debate and analysis of evaluation criteria	
Digital literacy, new media and social networking. Escaping echo chambers and filter bubbles	Debate and analysis of evaluation criteria	
Data and misinformation. Infobesity, doomscrolling and online algorithms	Debate and analysis of evaluation criteria	
Understanding the misinformation landscape. Tools that fight online misinformation (fact-checking, visual fact-checking)	Debate and analysis of evaluation criteria	
Ethical issues in sharing and creating media content. The	Debate and analysis of evaluation criteria	



growing importance of critical thinking (2 courses)		
Course review. The power of misinformation and importance of digital literacy	Debate and analysis of evaluation criteria	
<p>References</p> <p>Bârgăoanu, A., & Durach, F. (2020). The COVID-19 Infodemic–An Accelerated Version of the New Digital Ecosystem. <i>Romanian Journal of Communication and Public Relations</i>, 22(2), 125-129.</p> <p>Cherry, K. (2020, July 19). <i>What Is Cognitive Bias?</i> VerryWellMind https://www.verywellmind.com/what-is-a-cognitive-bias-2794963</p> <p>Curley, C. (2020, July 26). ‘Doomscrolling’ During COVID-19: What It Does to You and How You Can Avoid It. Healthline https://www.healthline.com/health-news/doomscrolling-during-covid-19-how-you-can-avoid-it</p> <p>Forstmann, D. (2019, February 26). <i>Information Overload in Our Digital Age</i>. Medium https://medium.com/@goboldfish/information-overload-in-our-digital-age-90cbe93bb530</p> <p>Guess, A., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination on Facebook. <i>Science advances</i>, 5(1), eaau4586.</p> <p>Nickerson, R. S. (1998). Confirmation bias: A ubiquitous phenomenon in many guises. <i>Review of general psychology</i>, 2(2), 175-220.</p> <p>Metzger, M. J., & Flanagin, A. J. (2013). Credibility and trust of information in online environments: The use of cognitive heuristics. <i>Journal of pragmatics</i>, 59, 210-220.</p> <p>Shane, T. (2020, June 30). <i>The psychology of misinformation: Why we’re vulnerable</i>. First Draft News https://firstdraftnews.org/latest/the-psychology-of-misinformation-why-were-vulnerable/</p> <p>Silva, J. (2018, August 15). <i>Evaluating arguments and identifying logical fallacies</i>. Newslit https://newslit.org/updates/logical-fallacies-and-discourse/</p> <p>Tinmaz, H., Lee, Y. T., Fanea-Ivanovici, M., & Baber, H. (2022). A systematic review on digital literacy. <i>Smart Learning Environments</i>, 9(1), 1-18.</p>		
8.2 Seminar	Teaching methods	Observations
1. Introduction to digital literacy. Understanding how media messages create meaning	General presentation, debate on the topic of the seminar	
2. Information disorder. Escaping echo chambers and filter bubbles	Debate on the topic related to the seminar texts; applied work with students/exercises	
3. How Confirmation Bias Works. Causes and impact	Debate, examples and applications	
4. Motivated reasoning and cognitive heuristics	Examples and applications	
5. Evaluating arguments and identifying logical fallacies. A guide to critical thinking	Critical analysis of fundamental texts in the field, applied work with students / exercises	



6. How to evaluate message credibility, information accuracy and news sources	Critical analysis of fundamental texts in the field, applied work with students / exercises	
7. Seminar review. The power of misinformation and importance of media literacy. How COVID-19 Has Impacted Media Consumption.	Debate, discussing examples and applications	

References

Cherry, K. (2020, December 11). *How Confirmation Bias Works*. VerryWellMind <https://www.verywellmind.com/what-is-a-confirmation-bias-2795024>

Cho, J., Ahmed, S., Hilbert, M., Liu, B., & Luu, J. (2020). Do search algorithms endanger democracy? an experimental investigation of algorithm effects on political polarization. *Journal of Broadcasting & Electronic Media*, 64(2), 150-172.

Funke, D., & Flamini, D. (2021). A guide to anti-misinformation actions around the world. *Poynter.org*, 8. <https://www.poynter.org/ifcn/anti-misinformation-actions/>

Jones, K. (2020, April 7). *How COVID-19 Has Impacted Media Consumption, by Generation*, VisualCapitalist <https://www.visualcapitalist.com/media-consumption-covid-19/>

Koltay, T. (2011). The media and the literacies: Media literacy, information literacy, digital literacy. *Media, Culture & Society*, 33(2), 211-221.

Lum, N. (2017, January 27). *The Surprising Difference Between “Filter Bubble” and “Echo Chamber”*. Medium <https://medium.com/@nicklum/the-surprising-difference-between-filter-bubble-and-echo-chamber-b909ef2542cc>

News Literacy project (2020). *Conspiracy theories fall apart with enough news literacy* <https://newslit.org/tips-tools/did-you-know-conspiracy-theories/>

Russ, W. (2020, May). *How Cognitive Bias Fuels Coronavirus Fake News*. Medium <https://medium.com/swlh/how-cognitive-bias-fuels-coronavirus-fake-news-54eb46dc15ec>

Ștefăniță, O., Corbu, N., & Buturoiu, R. (2018). Fake News and the Third-Person Effect: They are More Influenced than Me and You. *Journal of Media research*, 11(3).

Taddicken, M., & Wolff, L. (2020). ‘Fake News’ in Science Communication: Emotions and Strategies of Coping with Dissonance Online. *Media and Communication*, 8(1), 206-217.

Törnberg, P. (2018). Echo chambers and viral misinformation: Modeling fake news as complex contagion. *PloS one*, 13(9), e0203958.

Tools That Fight Disinformation Online. RAND Corporation, Database available at: <https://www.rand.org/research/projects/truth-decay/fighting-disinformation/search.html>

Wardle, C., & Derakhshan, H. (2017). Information disorder: Toward an interdisciplinary framework for research and policy making. *Council of Europe report*, 27, 1-107.

Why ‘digital literacy’ is now a workplace non-negotiable (2022) <https://www.bbc.com/worklife/article/20220923-why-digital-literacy-is-now-a-workplace-non-negotiable>

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field



- The student will be able to use the main concepts, theories and analysis tools in the field to critically analyze and evaluate media content.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course	1. The level of knowledge acquired after the course 2. The ability to apply theoretical notions in practical situations	Final exam	50%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications and final project	50%
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; final grade 5			

Date
23.09.2022

Signature of the course
instructor

Signature of the seminar
instructor

CDA Cătălina Nastasiu

Date of approval
30.09.2022

Signature of the Head of
Department



COURSE DESCRIPTION DIGITAL MEDIA TECHNOLOGIES. DIGITAL DESIGN

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Digital media technologies. Digital design					
2.2 Course Instructor		Senior Lecturer Maria Cernat					
2.3 Seminar Instructor		Senior Lecturer Maria Cernat					
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					20
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					13
Tutorials					-
Examinations					2
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					55
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector/Webex/Computer Lab with Design Programs

6. Specific skills and knowledge acquired in class

Professional competences	In-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area: Communication Sciences, by assimilating specific paradigms and methodologies from: digital media and marketing, crisis communication, branding, digital literacy, social media listening, visual communication, public relations in digital media etc. and their adequate use in professional communication; Critical evaluation of explanatory and predictive capacity of present theories on communication processes in emerging media;
	Explaining and interpreting Integrated use of specific concepts and methodologies for explaining and interpreting communication situations and specialized problems;
	Instrumental-Applicative Identifying and using relevant techniques and indicators for monitoring and evaluating communications processes; Developing professional projects, using established principles and methods in the field of communication sciences.
	Attitudinal competences Critical approach of references and own ideas Availability to work towards checking and improving intermediate variants of the dissertation Realistic planning and responsibility in keeping to the plan
Transversal competences	Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts; Taking on roles and leadership in professional teams and groups, mediating conflicts and organizing multi-professional teams for solving new social and communication problems;



	Capacity for self-control and continuous learning, capacity for transferring own knowledge to colleagues, capacity for creatively using professional experience in groups and organizations;
--	--

7. Subject objectives

7.1 General objective	The general objective of the course is to familiarize students with the main trends and tendencies in graphic design and to train them to produce posters and book covers in Photoshop design software.
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - Identifying and selecting relevant theoretical concepts and references - Building and presenting the relationship between the theoretical framework and the applicative part - Correctly using references, according to a system - Identifying and avoiding problems related to intellectual property (for instance, accidental plagiarism) - Using specific methods and techniques for the case study - Drafting a case study on a relevant problem for the field of study - Operationalizing concepts associated to each theme approached in view of designing instruments applicable to the field

8. Contents

8.1 Course	Teaching methods	Observations
1. Birth of Design - the first design schools	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	Each theme will be covered in 2 courses
2. Professionalisation of design - the first academies and graphic design schools	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
3. 1920s and 1930s - Italian Futurism, Art Deco, Art Nouveau, Dadaism and other influential movements	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	



4. Bauhaus movement and influential figures, 1950s Modernism	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
5. Pop art, psychedelic art and the 1960s spirit of protest	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
6. Late Modernism and Postmodernism in graphic design	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	
7. Design in the Digital Age	lecture based on the proposed course topic; teaching materials: power point presentation - dialogue with students on the theoretical issues of the course	

References:

Photoshop tutorials (made available by the lecturer)

Aynshley, Jeremy, *A Century of Graphic Design*, Octopus Publishing Group, London, 2001.

Stenson, Molly, Wright, *How Designers and Architects Created the Digital Landscape*, MIT Press, 2017.

Frascara, Jorge Revisiting. “Graphic Design: Fine Art or Social Science?”—The Question of Quality in Communication Design, *She Ji: The Journal of Design, Economics, and Innovation*, Volume 8, Issue 2, 2022, Pages 270-288, ISSN 2405-8726, <https://doi.org/10.1016/j.sheji.2022.05.002>.

8.2 Seminar/lab	Teaching methods	Observations
1. Introduction to Photoshop - files, saving, changing image size; showing posters and discussing design principles - blank canvas, eye targets, alignment	Homework 1 Choose fonts for the following brands, Aeronautics Kindergarten happy children, Flowers forever, Musle Gym, Swiss typography, Digital design, Digital Design Olympiad	
2. Use of writing tools; presentation of font families and how to use them	Homework No 2 Make a poster with a social justice theme	



	<p>Size 1920X1080</p> <p>Target: young, urban, middle-class men aged 25-45</p> <p>Social communication channel</p> <p>Must include: a slogan, a cut-out image, a logo (created or copied)</p>	
<p>3. Use of selection and cropping tools; presentation of basic elements of colour theory</p>	<p>Homework 4</p> <p>Take a famous poster and create a funny poster using cultural jamming trends</p> <p>Size 1080X1080</p> <p>Target: 25-45 year olds, urban, middle class</p> <p>Instagram channel</p> <p>Should use all the tools taught so far</p>	
<p>4. Using images, working with image layers, inserting and combining images</p>	<p>Homework 5</p> <p>Make a poster for the Digital Design Olympiad</p> <p>Size 1080X1080</p> <p>Target: young people aged 25-45, urban, middle class</p> <p>Instagram channel</p> <p>Should use all the tools taught so far</p>	<p>2 seminars</p>
<p>5. Use of filters and selection tools; presentation of design elements related to image shape and organisation</p>		<p>2 seminars</p>
<p>References</p> <p>Photoshop tutorials (made available by the lecturer)</p> <p>Aynshley, Jeremy, <i>A Century of Graphic Design</i>, Octopus Publishing Group, London, 2001.</p> <p>Stenson, Molly, Wright, <i>How Designers and Architects Created the Digital Landscape</i>, MIT Press, 2017.</p> <p>Frascara, JorgeRevisiting. “Graphic Design: Fine Art or Social Science?”—The Question of Quality in Communication Design,<i>She Ji: The Journal of Design, Economics, and Innovation</i>,</p>		



9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks
- Writing skills are important for writing a good dissertation but also for writing texts in general

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Knowledge and application of course content	Online test	40%
Seminar	Capacitatea de a realiza un afiș în photoshop conform unor specificații	Grading the assignments	60%

NB: the final mark is calculated as follows: 40% course + 50% seminar + 1 compulsory point. For promotion, students must obtain a minimum mark of 5 in the course and seminar. Homework must be handed in according to the agreed seminar timetable. Homework handed in late will be marked with three points. Homework must be uploaded as specified in the syllabus.

10.4 Minimum performance standard

Students need to attend at least 5 seminars; final grade 5

Date
23.09.2022

Signature of the course
instructor
Conf. univ. dr. Maria Cernat

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana
Vladu



COURSE DESCRIPTION DIGITAL STORYTELLING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Digital storytelling					
2.2 Course Instructor		Lecturer Camelia Crișan					
2.3 Seminar Instructor		Lecturer Camelia Crișan					
2.4 Year of study	III	2.5 Semester	VI	2.6 Type of assessment	V	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					37
Additional library documentation, field documentation, internet documentation					15
Preparing for seminars/labs, writing papers, essays, etc.					15
Tutorials					
Examinations					2
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector / flipchart / markers

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none">a. Defining and explaining the term storytelling.b. Evolution of narratives: from ideologies to short clipsc. Narrative arcs: hero's journey, Vonnegut diagramsd. Uses of narratives: politics, philanthropy, PR, social marketinge. Digital stories as communication genref. Ethical principles in using personal stories.
	<p>2. Explanation and interpretation:</p> <ul style="list-style-type: none">g. Identifying the specific elements of stories.h. Interpreting the significance of stories.i. Explaining the success or failure of storytelling projects.
	<p>3. Instrumental:</p> <ul style="list-style-type: none">j. Creating story scripts.k. Critical analysis for some projects or storytelling campaigns.l. Producing digital stories.
Transversal competences	Performing programs and projects using digital competencies. Presentation skills and abilities to defend an argument in front of an audience. Debate abilities. Critical thinking.

7. Subject objectives

7.1 General objective	The course aims to familiarize students with concepts and theories which define the theoretical multidisciplinary framework of communication through stories. The students will understand the impact the storytelling based campaigns have on communities, companies, and society. At the same time, they will understand the effects of storytelling-based campaigns.
-----------------------	---



7.2. Specific objectives	Students will create story scripts based on diverse methodologies, will use personal examples, will use technologies and apps to craft stories and will research the impact stories have on their personal life, both in terms of consumer experience, but also in the community and society.
--------------------------	---

8. Contents

8.1 Course	Teaching methods	Observations
The story as a form of communication	Lecture, Q&A	
Models for story interpretation: the hero's journey	Lecture, Q&A	
Models for story interpretation: the Vonnegut diagrams	Lecture, Q&A	
Defining digital stories	Lecture, Q&A, study case	
The 7 steps of digital stories	Lecture, Q&A	
Creating the script of a digital story and technological aspects of crafting it	Lecture, Q&A	
Ethical aspects of digital stories	Lecture, Q&A	
Stories' hidden aspects: myths and archetypes	Lecture, Q&A, facilitated discussions	
Social stories of legitimation	Lecture, Q&A, study case	
Political storytelling	Lecture, Q&A, videos	
Specific effects of stories: therapeutic, transformative, persuasion.	Demonstrations, research analysis	
Uses of digital stories: cultural memory, education, history.	Demonstrations, research analysis	2 classes
Exam preparation	Q & A	

References

Adi, A. , Crisan, C. Digital Stories of corporate volunteering and their role for internal communication and employer branding. Paper presented at the 7th European Communication Conference. Lugano, Switzerland.

Adi, A. și C. Crișan. 2015. And then a hero comes along... - Empowerment storytelling and its powerful brand impact in Communication Director, (4/2015).

Adi, A., C. Crișan și R. C. Dinca. 2015. Stories, heroes and commercials. Spreading the message across with a new type of responsibility, in Management Dynamics in the Knowledge Economy, 3(4)10, pp. 749-764.

Bal, Mieke, *Naratologia. Introducere în teoria narațiunii*, ed. a II-a, trad. Sorin Pârvu, Iași, Institutul European, 2008

Campbell, J. (1949/2008). *The Hero with a Thousand Faces*. 3rd edition, California: New World Library.



Caprettini, G. P. (2000) *Semiologia povestirii*, trad. George Popescu, Constanța: Pontica.

Crisan, C. și D. Bortun. 2017. Exploring the potential of digital stories as tools for advocacy în *Digital Storytelling: Form and Content* (Dunford, M and T. Jenkins, eds.). Palgrave Macmillan, London, pp. 155-165

Crisan, C. și D. Bortun. 2017. Digital Storytelling and Employer Branding. An Exploratory Connection în *Management Dynamics in the Knowledge Economy* Vol.5 (2017) no.2, pp.273-287.

Eco, U. (1997) *Șase plimbări prin pădurea narativă*, trad. Ștefania Mincu. Constanța: Pontica.

Lambert, J. (2013) *Digital Storytelling: Capturing Lives, Creating Community*. Routledge. Kindle Edition.

Lytard, J-F. 1993. *Condiția Postmodernă*. București: Editura Babel.

Lintvelt, J. (1994) *Punctul de vedere. Încercare de tipologie narativă*, București: Univers.

Sachs, J. (2012). *Winning the Story Wars: Why Those Who Tell (and Live) the Best Stories Will Rule the Future*. Boston, MA: Harvard Business Review Press.

8.2 Seminar/lab	Teaching methods	Observations
Stories we have been educated with during childhood	Creative writing, inter-generations dialogue	
The story of the button	Creative writing	
Identifying DS in different areas	Youtube and vimeo documentation	
Archetype-based movies	IMDB documentation	
Identifying stories in political speeches	Youtube documentation and debates	
Fundamental emotions and their presence in folklore	Documentation and examples from 3 stories	
Drafting the personal DS script	Discussions and feedback in the storycircle	

References

Franz, Marie-Luise von.(1997) *Archetypal Patterns in Fairy Tales*, in *Studies in Jungian Psychology By Jungian Analysts*, Ontario: Inner City Books.

Simmons, A. (2007). *Whoever Tells the Best Story Wins*. AMACOM: New York.

Leanne, S. (2012) *Say It Like Obama*. McGraw Hill: New York.

Smith, H. (2020). *The Writing Experiment. Strategies for innovative creative writing*, ebook, DOI: <https://doi.org/10.4324/9781003118244>

Ellem, K., P. Harris and I. Strnadova (2022) Emerging from the shadows: Digital stories of self-advocates with intellectual disabilities, *Journal of Policy and Practice in Intellectual Disabilities*, 19 (4).

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The curriculum is based on manuals and academic materials recognized at international level



- The competencies in crafting digital stories will be used extensively in the future professional activity of students.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	For the final exam, the students will analyze an academic article from the DS domain, for 3 points of their grade. The analysis will have the following structure: Literature review, Explaining the research methodology, Describing the results. For each completed task they will receive 1 point. Number of words: 700 – 800.	End of term project	30 %
Seminar	Each student will craft a personal digital story with the length within 2-3 mins.	Personal digital story	60 %
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; final grade 5.			

Date
23.09.2022

Signature of the course
instructor
Lectr. univ. dr. Camelia
Crișan

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



COURSE DESCRIPTION

METHODS AND TECHNIQUES FOR DISSERTATION WRITING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Digital Writing					
2.2 Course Instructor		Associate Lecturer Laura Ionescu					
2.3 Seminar Instructor		Associate Lecturer Laura Ionescu					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	V	2.7 Course curricular category	D S

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					40
Additional library documentation, field documentation, internet documentation					-
Preparing for seminars/labs, writing papers, essays, etc.					30
Tutorials					-
Examinations					10
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					80
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Creative and writing abilities

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area: Digital Writing • Understanding the terminology of online marketing • Knowledge of main principles in online communication • Understanding the creative process in digital advertising • Knowledge of the basic rules of UX writing • Knowledge of the narrative structures and style elements present in the advertising speech •
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Identification of online targets & creating messages engaging to them • Critical interpretation of online brand campaigns • Identification and interdisciplinary interpretation of all aesthetic, ethical, psychological, and economical aspects of a campaign.
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Creating content strategies and planning social media content campaigns; • Creating creative messages to be used in online campaign • Optimizing creative messages in online marketing campaigns;
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Respecting the ethical aspect of online advertising • Using ones' own creativity in creative writing • Manifesting an interest in regard to creativity in advertising
Transversal competences	<p>1. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating</p>



	<p>relevant information, by developing and operationalizing decisions, in new, highly complex social contexts</p> <ol style="list-style-type: none"> 2. Critical thinking 3. Efficiently working in a creative team 4. Self evaluating correctly in order to keep up with the everchanging work environment in advertising
--	---

7. Subject objectives

7.1 General objective	<p>The course aims at getting students to be more curious in regard to digital advertising and encourage them to think through & express their ideas. This is an introduction to life in a digital agency as a creative and should be perceived as such: a simulation of what will become real in a years' time. They need to be able to identify great ideas and be able to explain to themselves why - as a trial for when they will have their own.</p> <p>Students will be able to develop their very own ideas that will move on to becoming campaigns in their future careers, plan these campaigns, identify communication opportunities, develop the required content etc.</p>
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - Analysing creative online campaigns - Writing functional messages and brand creative concepts, depending on the target audience & used online channels; - Working as part of the team, in brainstormings. - Developing their debate capabilities, critical thinking and building up the case for their creative ideas; - Developing their creative portfolios, in order to prove their potential;

8. Contents

8.1. Course	Teaching methods
Online vs offline advertising	Presentation
Digital strategy [1]	Presentation. Discussions
Digital strategy [2]	Presentation. Guest lecturer
Brand identity	Discussions. Exercises
The creative process	Presentation
Planning online campaigns. Content strategies	Presentation. Guest lecturer
Creative writing (1)	Presentation. Exercises



Creative writing (2)	
Screenwriting versus scriptwriting	Presentation
UX writing	Presentation
Digital campaigns optimization	Presentation
Influencers and Virality in social media	Presentation. Guest lecturer
How to deal with creative feedback	Presentation. Debate
Recap & conclusions	Audio-video materials
References	
<p>STROKES, Rob. (2018). <i>eMarketing, The Essential Guide to Marketing in a Digital World.</i>, The Red & Yellow http://www.redandyellow.co.za/content/uploads/2018/06/RedYellow_eMarketing_Textbook_6thEdition.pdf?u</p> <p>HEATH, Chip, HEATH, Dan. (2007). <i>Made to Stick: Why Some Ideas Survive and Others Die.</i> Penguin Random House.</p> <p>YABLONSKI, Jon. (2020). <i>Laws of UX: Using Psychology to Design Better Products & Services.</i> O'Reilly.</p> <p>EYAL, Nir, HOOVER, Ryan. (2014). <i>Hooked: How to Build Habit-forming Products.</i> New York, New York: HarperCollins.</p> <p>ARIELY, Dan. (2008). <i>Predictably Irrational: The hidden forces that shape our decisions.</i> Harper Collins.</p> <p>THOMPSON, Derek. (2017). <i>Hit makers: The science of popularity in an age of distraction.</i> Penguin.</p> <p>BOOKER, Christopher. (2004). <i>The Seven Basic Plots: Why We Tell Stories.</i> London: Continuum.</p> <p>CIALDINI, P. Robert (2021). <i>Influence, New and Expanded: The Psychology of Persuasion,</i> Harper Collins</p> <p>GLENISTER, Gordon (2021). <i>Influencer marketing.</i> Kogan Page</p>	
8.2. Seminar	
Brands we like and why	Discussions. Exercises
Strategy blueprint	Discussions. Exercises
Idea generation	Exercises
Creative writing for audio and video formats	Discussions. Exercises
Creative writing for text formats	Discussions. Exercises
Screenwriting	Discussions. Exercises
Website analysis and more writing formats – newsletters	Discussions. Presentation of projects



References

Brands we like and why

<https://www.visualcapitalist.com/top-100-most-valuable-brands-in-2021/>

2. *Strategy blueprint*

1. <https://www.bcg.com/publications/2019/five-rules-digital-strategy>

2. [_https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/digital-strategy-the-fo](https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/digital-strategy-the-fo)

3. *Idea generation*

<https://romaniancopywriter.ro/modelul-sit-in-advertising/>

MORGAN, Adam. (2004). The pirate inside: building a challenger brand culture within yourself and yo

<https://deckofbrilliance.com/>

4. *Creative writing for audio and video formats*

HANDLEY, Ann. (2014). Everybody writes: Your Go-To Guide to Creating Ridiculously Good Conte

5. *Creative writing for text formats*

HANDLEY, Ann. (2014). Everybody writes: Your Go-To Guide to Creating Ridiculously Good Conte

<https://backlinko.com/hub/seo/seo-writing>

<https://cognitiveseo.com/blog/21096/how-to-write-for-seo/>

<https://www.animalz.co/blog/gpt-3-and-content-marketing/>

6. *Screenwriting*

<https://www.thecsigroup.com/blog/6-types-of-branded-video-content-and-why-they-work>

<https://www.youtube.com/playlist?list=PLI0t7X6pYTCHhHae8RYAr9xAEAarFksEG>

<https://www.youtube.com/playlist?list=PLI0t7X6pYTCHhHae8RYAr9xAEAarFksEG>

<https://www.youtube.com/playlist?list=PLI0t7X6pYTCHhHae8RYAr9xAEAarFksEG>

7. *Website analysis and more writing formats – newsletters*

<https://www.niemanlab.org/2020/12/the-rise-of-the-plain-text-email-newsletter/>

<https://nft.subcarpati.com/>

<https://www.dor.ro/concentrat/>

<https://monadirtu.ro/>

9. Corroboration of subject contents with the expectations of the epistemic community, professional asso

- The subject will have as guests individuals who are relevant to the digital advertising industry in Romania;
- The course aims at developing the skills required in any digital agency, as well as in online marketing brand division.

10. Evaluation



Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Capacity to come up with creative concepts and creative ideas Capacity to use interactive formats in order to present information Capacity of adapting the text to the medium	Personal project consisting in a newsletter in which students will present themselves as a brand in order to get users to subscribe to the newsletter;	30%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	30%
	Capacity to understand, apply and adapt concepts and instruments	Working in teams, students will have to create a vlog about a chosen brand in which they explain the digital communication behind the brand, using the concepts they have learned during this course.	40%
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; final grade 5			

Date
23.09.2022

Signature of the course
instructor
CDA Laura Ionescu

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION E-BUSINESS AND DIGITAL MARKETING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		E-business and digital marketing					
2.2 Course Instructor		CDA Dragoș Smeu					
2.3 Seminar Instructor		CDA Dragoș Smeu					
2.4 Year of study	I	2.5 Semester	I	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					19
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					-
Examinations					10
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Seminar room

6. Specific skills and knowledge acquired in class

Professional competences	<p>Knowledge and understanding (knowledge and proper use of notions/concepts specific to the discipline)</p> <ul style="list-style-type: none"> • Understanding and knowing the concepts of digital marketing channels – and the differences from the rest of the forms of marketing channels. • Learning basic ethical rules on digital marketing strategies – as an element of specificity for this environment (including knowledge of primary elements of personal data protection). • Knowledge of the principles of planning and carrying out extensive communication campaigns.
	<p>1. Explaining and interpreting</p> <ul style="list-style-type: none"> • Identification of relevant content from sources • Critical interpretation of content • Identification of problems related to writing and building arguments in own texts • Explanation of the limits of the designed study
	<p>Explaining and understanding the digital marketing environment – in Romania and globally</p> <ul style="list-style-type: none"> • Understanding the key terms about digital marketing and main concepts about the digital marketing mix • Analyze the digital marketing mix depending on users' acquisition stages. • Describing the most important digital marketing channels and social media platforms in Romania and globally. Analyzing how they work and how the platform's algorithm is working.
	<p>3. Getting acquainted with the practical tools existing on online platforms to streamline communication – both from the perspective of monitoring results and from the perspective of building content more efficiently</p>



	<ul style="list-style-type: none"> • Compare different digital marketing channels and strategies depending on users' acquisition stages. • Summarize each digital marketing channel and strategies and what kind of KPIs can be obtained. • Evaluate for each channel how you can set up a new campaign and types of ads you can create on that particular channel. • Plan a digital marketing strategy for an existing business.
	<p>4. Practical attitudes (developing a critical attitude towards the existing tools in the public space, assimilating criteria with a strong ethical dimension in the use of data, openness to teamwork and to the search for complementary skills, capitalizing on one's own creative potential in using the available tools, openness to continuous professional development specific to this field)</p> <ul style="list-style-type: none"> • Identifying the stages of acquiring a brand and developing a promotion strategy • Operationalization of digital marketing concepts such as: search engine optimization, email marketing, performance media, influencers marketing. • Building appropriate tools for hypothesis testing <p>The ability to use online promotion platforms: Google Ads, Facebook Ads, Mail Chimp.</p>
Transversal competences	<p>1. The capacity of analysis and synthesis, the capacity of interpretation</p>

7. Subject objectives

7.1 General objective	<ul style="list-style-type: none"> • In addition to an overview of the digital marketing ecosystem starting from the main purchase stages (awareness, consideration, conversion and loyalty), the student will learn how a brand can be effectively promoted online using the main digital marketing channels: search organic, paid traffic, social media, social ads, email marketing, influencer marketing. • At the end of the course, after the presentation of all promotion channels, the topic of measuring the effectiveness of a promotion campaign will be addressed by presenting the most important performance indicators and their benchmark.
7.2. Specific objectives	<p>At the end of the course, the student must be able to:</p> <p>1. Identify and illustrate buyer persona for your designated client based on different attributes.</p>



	<ol style="list-style-type: none"> 2. Compare different digital marketing channels and strategies depending on users' acquisition stages. 3. Summarise each digital marketing channel and strategies and what kind of KPIs can be obtained. 4. Evaluate for each channel how you can set up a new campaign and types of ads you can create on that particular channel. 5. Plan a digital marketing strategy for an existing business.
--	---

8. Contents

8.1 Course	Teaching methods	Observations
Course 1: Introduction in digital marketing and main 4 user's acquisition stages	Lecture	-
Course 2: Awareness stage: online PR, display advertising, influencers marketing campaign	Lecture	Observations
Course 3: Consideration stage: content marketing & search engine optimisation	Lecture	
Course 4: Conversion stage: Social Ads: Meta Ads (Facebook și Instagram), Tik Tok Ads, LinkedIn Ads	Lecture	
Course 5: Conversion stage: Google Ads: Search	Lecture	
Course 6: Conversion stage: Google Display, Youtube Ads și Retargeting	Lecture	
Course 7: Special guest (TBD): about the integrated strategy of a digital marketing client	Lecture	
Course 8: Loyalty stage: Email marketing & direct traffic	Lecture	
Course 9: Creating an integrated digital marketing strategy	Lecture	
Course 10: Choosing the main KPIs based on campaigns promotion objectives	Lecture	



Course 11: Splitting the media budget on all four acquisition stages based on KPIs	Lecture	
Course 12: Analysing the results of a digital marketing campaign	Lecture	
Course 13: Final recap		
Course 14: Presentation of final projects		
<p>References</p> <p>Bly, Robert, (2018), The New Email Revolution, Skyhorse</p> <p>Bowden, T., Jepson, T. (2021). Shoot the HiPPO, how to be a killer Digital Marketing Manager, Footprint Digital.</p> <p>Rumelt, R., (2011). Good Strategy Bad Strategy: The Difference and Why It Matters, Decker Edge.</p> <p>Geddes, B. (2014). Advanced Google AdWords, 3rd Edition, Sybex Publishing.</p> <p>Godin, S., (2012). All Marketers are Liars: The Underground Classic That Explains How Marketing Really Works--and Why Authenticity Is the Best Marketing of All, Portofolio</p> <p>Kane, A., Brendan, D., (2021), One Million Followers, BenBella Books</p> <p>Krug, Steve. (2013). Don't Make Me Think: A Common Sense Approach to Web Usability, New Riders; 3rd edition</p> <p>Kingsnorth, Simon (2019), Digital Marketing Strategy: An Integrated Approach to Online Marketing, Kogan Page; 2nd edition</p> <p>Pain, George, (2019), Marketing Automation and Online Marketing: Automate Your Business through Marketing Best Practices such as Email Marketing and Search Engine Optimization, George Pain</p>		
8.2 Seminar/lab	Teaching methods	Observations
Seminar 1: How we choose the main digital marketing channels & how we create a buyer persona profile	Introduction (presentation of the plan, evaluation, way of working) Choosing the main channels How to make a research and create a buyer persona	
Seminar 2: Creating a media plan and choosing 5 different influencers for our plan	Discussing the last assignment and providing feedback for students. Presenting a case study and working together session for solving the current seminar assignment.	
Seminar 3: Creating a social media content plan for Instagram, Youtube and Tik Tok	Discussing the last assignment and providing feedback for students. Presenting a case study and working together session for	



	solving the current seminar assignment.	
Seminar 4: Creating a keyword list and a display banner for Google Ads Display	Discussing the last assignment and providing feedback for students. Presenting a case study and working together session for solving the current seminar assignment.	
Seminar 5: Creating an audience on Facebook Ads and a banner ad	Discussing the last assignment and providing feedback for students. Presenting a case study and working together session for solving the current seminar assignment.	
Seminar 6: Developing an email marketing content plan	Discussing the last assignment and providing feedback for students. Presenting a case study and working together session for solving the current seminar assignment.	
Seminar 7: Presenting the final project	Presentation of content projects made + evaluations	

References

Bly, Robert, (2018), The New Email Revolution, Skyhorse
Bowden, T., Jepson, T. (2021). Shoot the HiPPO, how to be a killer Digital Marketing Manager, Footprint Digital.
Rumelt, R., (2011). Good Strategy Bad Strategy: The Difference and Why It Matters, Decker Edge.
Geddes, B. (2014). Advanced Google AdWords, 3rd Edition, Sybex Publishing.
Godin, S., (2012). All Marketers are Liars: The Underground Classic That Explains How Marketing Really Works--and Why Authenticity Is the Best Marketing of All, Portfolio
Kane, A., Brendan, D., (2021), One Million Followers, BenBella Books
Krug, Steve. (2013). Don't Make Me Think: A Common Sense Approach to Web Usability, New Riders; 3rd edition
Kingsnorth, Simon (2019), Digital Marketing Strategy: An Integrated Approach to Online Marketing, Kogan Page; 2nd edition
Pain, George, (2019), Marketing Automation and Online Marketing: Automate Your Business through Marketing Best Practices such as Email Marketing and Search Engine Optimization, George Pain.

Further references

<https://skillshop.withgoogle.com/>
<https://www.facebook.com/business/learn>



<https://analytics.google.com/analytics/academy/>
<https://mailchimp.com/en-gb/help/mailchimp-academy/>
<https://cxl.com/institute/programs/conversion-optimization/>

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The course provides a general conceptual training (general culture) for any practitioner in the field of communication, as well as a practical (applied) review of the tools available to communication experts in Romania, at present
- The course is elaborated based on various manuals and scientific sources which are up to date and have all the new algorithms and features presented there
- The course provides a general conceptual training (general culture) with main concept about digital marketing as well as a practical (applied) concepts and strategies in order for a student to be very easy to apply on a real case or client right away.
- The associate instructor has more than 12 years of experience on digital marketing field and has worked for more than 500 clients in Romania and globally.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course	Students must have general know-how about digital marketing channels and strategies.	Written, grid type, supported by online questionnaire	50%
Seminar	The ability to create a digital marketing strategy for a dedicated client.	The final project consists in creating a Google Slides / Power Point and a Google Doc / Word which needs to contain the following : <ul style="list-style-type: none">- Choosing the brand on which they will create the strategy (from a list of 10 different clients)- Creating the buyer persona- Choosing the digital marketing mix based on user's acquisition stage- Choosing five different channels and give	50%



		<p>arguments about those decisions</p> <ul style="list-style-type: none">- Creating a keyword list- Creating display banners- Creating a new audience on facebook ads and an ad banner- Give a budget proposal and estimated results <p>The project needs to be made in a team of 4 students.</p>	
<p>To be able to enter the exam, students must have at least 7 attendances in the course. To pass, the student must have minimal knowledge of performance media and digital marketing The minimum grade obtained in the exam must be 5.00, and the final grade (resulting from the seminar and exam grade) must be at least 5.00. For arrears, all conditions and assessment evidence remain mandatory. Students who do not have a grade in the seminar or did not pass the seminar, return to the arrears with the digital marketing strategy for a brand to be able to participate in the exam</p>			

Date
23.09.2022

Signature of the course
instructor
CDA Dragoș Smeu

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana
Vladu



COURSE DESCRIPTION EVENTS MANAGEMENT

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Events Management					
2.2 Course Instructor		CDA drd. Andrei Galan					
2.3 Seminar Instructor		CDA drd. Andrei Galan					
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					10
Additional library documentation, field documentation, internet documentation					10
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					
Examinations					4
Other activities: presentations, simulations, games, etc.					
3.7. Number of hours for individual study					44
3.8. Number of hours per semester					100
3.9. Number of ECTS points					4



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Organizing and Planning abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector/Zoom

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding of Events Management domain</p> <ul style="list-style-type: none">- Understanding and assimilation of important notions in the field of event planning and management- Knowledge of applied principles specific to event organization;- Understanding the current norms specific to the event organization activity;- Knowing some relevant elements and perspectives about the organization of events, in relation to the specifics of the communication fields (marketing, public relations, advertising)- The ability to make transversal connections and to identify causal and interdependent relationships between events and social facts- The ability to select the relevant disciplinary perspectives and theoretical frameworks for the analysis of various public communication situations;
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">- Knowledge of the current norms specific to the activity of organizing events.- Interpretation of the perspectives offered in a critical and interdisciplinary framework;- Inventorying the problems faced by the organization of public events in the current period;- Correct use of important notions in the field;- Adequate use of relevant theoretical perspectives regarding the organization of events;
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">- Realization and promotion of an event- The ability to design and implement communication solutions and create communication products for various fields of communication (interpersonal, public, organizational) in



	<p>accordance with various practices (public relations, advertising, image promotion, media, etc.);</p> <ul style="list-style-type: none"> - The ability to establish contacts, to establish and develop communication relationships, partnerships and cooperation with people, public institutions, organizations, mass media, NGOs; - The ability to listen actively, to engage in dialogue and to negotiate interests in any situation of difference of opinion; - The ability to present information, points of view, concepts and projects in relation to the specifics of the relevant audience, in direct or mediated communication situations; - Managing effective communication with the audiences of an event in a specific context; - Investigating complex trends in the Romanian social environment, trends that influence the organization of events; - The ability to use the PC, general use software and those specific to the field of communication sciences as useful tools in activities specific to the organization of events;
Transversal competences	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> - Building a correct perspective on sustainability and responsibility in organizing events; - Treating all people with dignity and respect, regardless of their ethnic, national, religious, racial, gender, lifestyle or disability origin;

7. Subject objectives

7.1 General objective	<ul style="list-style-type: none"> - Understanding the specifics of organizing events as a field of practical activity, in relation to the specific field of communication; - Understanding the current practice of organizing events and the approaches present in the field; - Development of basic skills regarding the organization of events
7.2. Specific objectives	<ul style="list-style-type: none"> - Developing the ability to plan an event, in relation to specific objectives and the field of communication; - Identifying the elements that make organizing events a profession with social impact; - Inventorying the problems, risks and challenges faced by event organizers;



	- Developing the ability to understand communication situations and increasing skills in finding particular creative solutions in the context of event organization;
--	--

8. Contents

8.1 Course	Teaching methods	Observations
Specific characteristics of events (types of events, objectives, event design and vision)	Oral presentation, potential guests	Each theme will be covered in 2 courses
Initial event planning and budgeting (budget, Gantt, checklists)		
Event timing and location (date and site selection; venue characteristics)		
Detailed event planning and management (timetable, social programme, catering, registration desk)		
Managing the guestlist: event participants and stakeholders (guests, VIP, media)		
Promoting the event and working with sponsorships		
Follow-up: evaluating the event and disseminating the results		
References Allen, J. (2008). <i>Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events</i> . John Wiley & Sons. 2. Brown, S., Campbell, F., Race, P., & Robinson, A. (2003). <i>Essential tips for organizing conferences & events</i> . Routledge. 3. Conway, D. (2009). <i>The event manager's bible: the complete guide to planning and organizing a voluntary or public event</i> . How To Books 4. Dowson, R., & Bassett, D. (2015). <i>Event Planning and Management: A Practical Handbook for PR and Events Professionals</i> . Kogan Page Publishers.		
8.2 Seminar/lab	Teaching methods	Observations
1. Event objectives, design and vision	Debate in groups and analysis of evaluation criteria	
2. Initial event planning and budgeting	Discussion and applications	



3. Event timing and location	Debate, examples and applications	
4. Detailed event planning and management	Examples and applications	
5. Who is it for? Event participants and stakeholders	Examples and applications	
6. Promoting the event and working with sponsorships	Discussion and applications	
7. Event evaluation and dissemination of results	Discussing examples and applications	

References

1. Armbrecht J., Lundberg E., Andersson T.D., (2020). *A Research Agenda for Events Management*. Edward Elgar Publishing
2. Allen, J. (2008). *Event planning: The ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events*. John Wiley & Sons.
3. Schulenkorf N., Schlenker K., Rammal H., Welty Peachey J., Morgan A. (2022). *Managing and Leveraging Business and Social Dimensions*. Routledge.
4. Conway, D. (2009). *The event manager's bible: the complete guide to planning and organizing a voluntary or public event*. How To Books
5. Dowson, R., & Bassett, D. (2015). *Event Planning and Management: A Practical Handbook for PR and Events Professionals*. Kogan Page Publishers.
6. Vashishth Dc., (2020). *Simplified Events Management: A Text Book to Event Planning, Fundraising and Safty Management*. OrangeBooks Publication

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- Courses and seminars of the discipline are elaborated on the basis of textbooks and theoretical and practical materials in the field, recognized in the professional community;
- All the topics dealt with within the discipline are part of the actuality of the needs and interests of study and practice in the field of event organization;
- Theoretical and practical experience of the holders of the discipline in the issue of the discipline.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Capacity to organize, manage and plan an event	Writing a synthesis/summary of the event	50%



	Capacity to synthesize and build arguments	Writing a text presenting and building arguments for a certain event design Presentation of a theoretical or practical Event	
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	10%
	Capacity to understand, apply and adapt concepts and instruments	Drafting an event plan for portofolio	40%
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; final grade 5			

Date
23.09.2022

Signature of the course
instructor
c.d.a drd. Andrei Galan

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION HISTORY OF COMMUNICATION

1. Information on the program

1.1. University	National University of Political Studies and Public Administration
1.2. College	College of Communication and Public Relations
1.3. Department	Communication
1.4. Field of study	Communication Sciences
1.5. Level of qualification	BA Program
1.6. Program/Qualification	<i>Communication and emerging media</i>

2. Information on the subject

2.1. Course title	History of Communication						
2.2. Course Instructor	Lecturer George Tudorie						
2.3. Seminar Instructor	Lecturer George Tudorie						
2.4. Year of study	I	2.5. Semester:	II	2.6. Type of assessment:	E.	2.7. Course curricular category:	Obl. DD

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	3	3.2. course	2	3.3. seminar/lab	1
3.4. Number of hours in the curriculum	42	3.5. course	28	3.6. seminar/lab	14
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					28
Additional library documentation, field documentation, internet documentation					10
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					-
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					58
3.8. Number of hours per semester					100
3.9. Number of ECTS points					4

4. Preconditions (if applicable)

4.1. curriculum	N/A
4.2. competences	N/A

5. Conditions (if applicable)

5.1. for course	Lecture hall, min. 75 places. Projector and sound system
-----------------	--



5.2. for seminar/lab	Seminar room, min. 25 places. Projector and sound system.
----------------------	---

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <p>1.1. Understanding the cultural and social context of the main stages in 20th century history of communication</p> <p>1.2. Understanding the main traits of the dominant communication technologies in the 20th century</p> <p>1.3. Familiarity with the main viewpoints regarding the evolution of communication, as expressed in the relevant periods</p> <p>1.4. Understanding recurrent problems and opinions regarding the evolution of communication in the 20th century</p> <p>1.5. Understanding the analogies between recent tendencies and the changes in communication in the past century.</p>
	<p>2. Explaining and interpreting</p> <p>2.1. Identifying driving factors for cultural and technological changes related to communication in the 20th century</p> <p>2.2. Critical evaluation of said factors; considering alternative explanations</p> <p>2.3. Evaluating the impact of changes in communication on the larger social landscape</p> <p>2.4. Analysis of opinions expressed in the relevant periods on the evolution of communication, both skeptical and optimistic</p> <p>2.5. Critical evaluation of the explanatory and predictive power of models of emerging media, relative to past developments in communication.</p>
	<p>3. Instrumental-Applicative</p> <p>3.1. Capacity to document and analyze in context topics and problems characteristic of the history of communication</p> <p>3.2. Capacity to draw parallels between past and current evolution in communication</p> <p>3.3. Capacity to work with diverse sources, in terms of content (art, theory) and era (from early 20th century to early 21st century)</p> <p>3.4 Capacity to extend the analyses practiced during the course to novel problems related to communication and technology.</p>
	<p>4. Attitudinal competences</p> <p>4.1. Willingness to work extensively for a knowledge goal</p> <p>4.2. Openness to the values characteristic of intellectual work</p> <p>4.3. Promoting critical thinking</p> <p>4.4. A balanced view of past failures in communication, and appreciation of current limitations</p> <p>4.5. Openness to dialogue</p>



Transversal competences	<ol style="list-style-type: none"> 1. Capacity to solve problems and trust in one's ability to deal with difficult tasks 2. Capacity to self-assess learning needs, and to correct own errors 3. Self-control and permanent learning, sharing knowledge with colleagues, creative application of professional experience in groups in organizations.
-------------------------	---

7. Subject objectives

7.1. General objective	<ul style="list-style-type: none"> - The students should be familiar with the stages in the history of communication throughout the 20th century. They should understand the main factors driving important changes in communication, and their context. They should correlate cultural and technological changes. - They should develop autonomous and critical thinking and be open to dialogue.
7.2. Specific objectives	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> - Analyze the main features of the stages of communication history in the 20th century - Locate, based on arguments, the important changes in communication, and their causes - Contextualize, relative to culture and technology, the evolution of communication - Analyze critically various viewpoints on communication expressed in the relevant periods - Analyze current issues in communication based on precedent.

8. Contents

8.1. Course	Teaching methods	Observations
PART I		
1 Introduction. Course overview	Lecture	
2 Society and culture, 1900 to World War I	Lecture	
3 Technology: telegraph, photography, cinema	Lecture	
4 Society and culture, World War I – World War II	Lecture	
5 Technology: radio	Lecture	
6 Society and culture, World War II – Cold War	Lecture	
7 Technology: TV, computers	Lecture	
8 Society and culture, Cold War – late 20 th century	Lecture	
9 Technology: the early internet, digital media	Lecture	
PART II		
10 Science communication	Lecture	
11 Cities as communication landscapes	Lecture	
12 Communication and art	Lecture	



13 Marginals	Lecture	
14 Conclusion to the course. Feedback	Lecture. Discussion	
<p>Course bibliography (per topic)</p> <ol style="list-style-type: none"> 1. Simonson, P., Peck, J., Craig, R. T., & Jackson, J. P. (2013). The history of communication history. În P. Simonson, J. Peck, R. T. Craig, & J. P. Jackson (Ed.), <i>The handbook of communication history</i> (pp. 13–57). Routledge. 2. Cawley, A., Lima, H., Kruglikova, O., & Birkner, T. (2020). The “New” Newspapers: The Popular Press in Britain, Portugal, Russia, and Germany, late-1800s to Early-1900s. În K. Arnold, P. Preston, & Kinnebrock (Ed.), <i>The Handbook of European Communication History</i> (pp. 43–59). Wiley Blackwell. 3. Loubere, P. A. (2021). Photography and Film. În <i>A History of Communication Technology</i> (pp. 153–185). Routledge. 4. Stole, I. (2011). Politics as Patriotism: Advertising and Consumer Activism During World War II. În J. Peck & I. Stole (Ed.), <i>A Moment of Danger. Critical Studies in the History of U.S. Communication since World War II</i> (pp. 13–34). Marquette University Press. 5. Arnold, K., Ribeiro, N., Köpplová, B., & Çebe, J. (2020). Organizing a New Medium. The Emergence of Radio Broadcasting in Europe. În K. Arnold, P. Preston, & Kinnebrock (Ed.), <i>The Handbook of European Communication History</i> (pp. 79–95). Wiley Blackwell 6. Meyen, Mi., Nordenstreng, K., Barrera, C., & Pisarek, W. (2020). Media and the Cold War. The East/West Conflict. În K. Arnold, P. Preston, & Kinnebrock (Ed.), <i>The Handbook of European Communication History</i> (pp. 205–220). Wiley Blackwell. 7. Fickers, A., Mustata, D., & Weber, A. (2020). The Rise of Television. Institutionalization and the Forming of National Audiences. În K. Arnold, P. Preston, & Kinnebrock (Ed.), <i>The Handbook of European Communication History</i> (pp. 239–255). Wiley Blackwell. 8. Marcuse, H. (2004). Aggressiveness in Advanced Industrial Societies, from <i>Negations</i> (1968). În J. D. Peters & P. Simonson (Ed.), <i>Mass communication and American social thought: Key texts, 1919-1968</i> (pp. 485–493). Rowman & Littlefield Publishers. 9. Oggolder, C., Brügger, N., Metyková, M., Salaverriá, R., & Siapera, E. (2020). The Emergence of the Internet and the End of Journalism? În K. Arnold, P. Preston, & Kinnebrock (Ed.), <i>The Handbook of European Communication History</i> (pp. 333–350). Wiley Blackwell. 10. Leach, J. (2013). Science Communication. În P. Simonson, J. Peck, R. T. Craig, & J. P. Jackson (Ed.), <i>The handbook of communication history</i> (pp. 289–301). Routledge. 11. Kittler, J. (2013). The City. În P. Simonson, J. Peck, R. T. Craig, & J. P. Jackson (Ed.), <i>The handbook of communication history</i> (pp. 273–288). Routledge. 12. Gibbons, J. (2011). Art Invades and Appropriates. În <i>Art and advertising</i> (pp. 29–52). Bloomsbury Publishing. 13. Gilman, S. L. (1996). The Origins of Psychiatric Photography. În <i>Seeing the insane</i> (pp. 164–178). University of Nebraska Press. 14. Danaher, J. (2022). Freedom in an Age of Algocracy. În S. Vallor (Ed.), <i>The Oxford Handbook of Philosophy of Technology</i> (pp. 250–272). Oxford University Press. 		
8.2. Seminar/lab	Teaching methods	Observations



1. Introductory seminar	Debate	
2. Photography and film	Presentations. Debate	
3. Radio	Presentations. Debate	
4. TV	Presentations. Debate	
5. The early internet; science communication	Presentations. Debate	
6. Cities and public art	Presentations. Debate	
7. Marginals	Presentations. Debate	

Seminar bibliography (per topic)

1. Bly, N. (1877). *Ten Days In a Mad-House*. Ian L. Munro, Publisher.
2. Blumer, H. (2004). Conclusion. From *Movies and Conduct* (1933). În J. D. Peters & P. Simonson (Ed.), *Mass communication and American social thought: Key texts, 1919-1968* (pp. 91–95). Rowman & Littlefield Publishers.
Addams, J. (2004). The House of Dreams. From *The Spirit of Youth and the City Streets* (1909). În J. D. Peters & P. Simonson (Ed.), *Mass communication and American social thought: Key texts, 1919-1968* (pp. 25–29). Rowman & Littlefield Publishers.
3. Adorno, T. (2004). A Social Critique of Radio Music. From the *Kenyon Review* (1945). În J. D. Peters & P. Simonson (Ed.), *Mass communication and American social thought: Key texts, 1919-1968* (pp. 210–214). Rowman & Littlefield Publishers.
Clayton, D. (2022). British Colonial Broadcasting in the 1940s. În S. Potter, D. Clayton, F. Kind-Kovacs, V. Kuitenbrouwer, N. Ribeiro, R. Scales, & A. Stanton (Ed.), *The Wireless World. Global Histories of International Radio Broadcasting* (pp. 93–97). Oxford University Press.
4. Lang, K., & Engel Lang, G. (2004). The Unique Perspective of Television and Its Effect: A Pilot Study. From *American Sociological Review* (1952). În J. D. Peters & P. Simonson (Ed.), *Mass communication and American social thought: Key texts, 1919-1968* (pp. 328–337). Rowman & Littlefield Publishers.
Staub, M. E. (2011). Brainwashing. În *Madness is civilization* (pp. 70–76). University of Chicago Press.
5. Mari, W. T. (2021). Early Development of News Sites in the United Kingdom and the United States in the 1990s: Exploring Trans-atlantic Connections. *Journal for Media History* 24(1-2), 1–28. <http://doi.org/10.18146/tmg.784>
Hari, J. (2009, decembrie 8). The First Decade: Has the internet brought us together or driven us apart? *Independent*.
6. Sharpe, W. C. (2008). Empire of Signs. În *New York Nocturne. The City after Dark in Literature, Painting, and Photography, 1850-1950* (pp. 194–199). Princeton University Press.
Heinich, N. (1988). The Pompidou Centre and its public: The limits of a utopian site. În R. Lumley (Ed.), & C. Turner (Trad.), *The museum time machine* (pp. 199–212). Routledge.
7. Abbatista, G. (2015). Beyond the human zoos: Exoticism, ethnic exhibitions and the power



of the gaze. *Ricerche Storiche*, XLV(1/2), 207–217. <https://doi.org/10.1400/231668>
Blanchard, P., Boetsch, G., & Snoep, N. J. (Ed.). (2011). *Human Zoos: The Invention of the Savage*. Musée du quai Branly. (fragments)

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks;
- The teaching material reflects current research regarding the history of communication;
- The skills required for, and practiced during, the course are important for professional development in the field of communication;
- The instructor has an appropriate scholarly background to teach history of communication.

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade (%)
Exam	The capacity to understand and evaluate critically the topics discussed during lectures.	Final exam	40%
Seminar	The capacity to engage in debates, presentations, and discussions, based on the assigned readings	Team presentation Team discussion Individual contributions Optional activities for bonus points (details are provided in the Syllabus).	40% 10% 10%
10.4 Minimum performance standard:			
Students need to attend at least 4 seminars; final grade 5.			

Date: 23.09.2022
Signature of the course instructor
Lecturer George Tudorie

Signature of the seminar instructor
Lecturer George Tudorie

Date of approval:
30.09.2022

Signature of the Head of Department:
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION INTERNSHIP IN RESEARCH

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Internship in research					
2.2 Course Instructor		Reader Cătălina Cicei					
2.3 Seminar Instructor		Reader Cătălina Cicei					
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	V	2.7 Course curricular category	Opt.

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	0	3.3 seminar/lab	4
3.4 Number of hours in the curriculum	56	3.5 course	0	3.6 seminar/lab	56
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					10
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					29
Tutorials					10
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	<i>Research Methods in Communication Sciences (year II)</i>
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector/Webex

6. Specific skills and knowledge acquired in class

Professional competences	<ol style="list-style-type: none">1. Integrated use of specific concepts and methodologies for explaining and interpreting communication situations and specialized problems.2. Developing professional projects, using established principles and methods in the field of communication sciences.3. Applying fundamental principles and methods for solving well-defined problems/situations specific to the field of communication sciences4. Developing solid methodological knowledge and practical skills in scientific research5. Knowing the most important research methods and data collection and analysis technique;6. Being able to conduct empirical research using psychological scales and questionnaires;7. Being able to collect data and interpret the findings;8. Writing a brief research report using APA style.
Transversal competences	<ol style="list-style-type: none">1. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts2. Capacity for self-control and continuous learning, capacity for transferring own knowledge to colleagues, capacity for creatively using professional experience in groups and organizations;3. Working in teams4. Scientific communication and presentation skills

7. Subject objectives



7.1 General objective	The course is designed to provide solid methodological knowledge and to develop practical skills in scientific research with a strong focus in conducting quantitative research projects. After completing the internship, students will be able to design, conduct and present their own research projects in Communication Sciences.
7.2. Specific objectives	- Students will acquire solid knowledge regarding research methods, data collection and analysis. They will be able to conduct empirical research using psychological scales and questionnaires, to collect and analyse quantitative data and interpret the findings. Another objective is to develop scientific communication and presentation skills, writing research reports using APA style.

8. Contents

8.1 Course	Teaching methods	Observations
-	-	-
8.2 Seminar/lab	Teaching methods	Observations
1. Introduction to scientific inquiry	Introductory lecture	
2. Structure of a scientific paper. Communicating research: APA style	Examples and applications	
3. Research questions and research hypotheses	Exercises, examples and applications	
4. Sampling & research designs	Exercises, examples and applications	
5. Conducting experiments	Exercises, examples and applications	
6. Conducting surveys	Exercises, examples and applications	
7. Psychometric scales and variable measurement.	Exercises, examples and applications	
8. Qualitative research	Exercises, examples and applications	
9. Analyzing and interpreting data	Exercises, examples and applications	
10. Open lecture	Presentation and discussions	
11. Open lecture	Presentation and discussions	
12. Feedback for group projects	Presentation and discussions	

References

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches (Fifth edition)*. Los Angeles: SAGE.
- Croucher, S. M., & Cronn-Mills, D. (2018). *Understanding communication research methods: A theoretical and practical approach*. New York: Routledge.



Privitera, G. J. (2017). *Research Methods for the Behavioral Sciences (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
Privitera, G. J. (2019). *Essential Statistics for the Behavioral Sciences (2nd ed.)*. Thousand Oaks, CA: Sage Publications.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The internship follows a problem-focused approach in order to develop theoretical and practical research skills.
- Students are equipped with practical research skills that can be transferred in their professional settings.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Assessment	Solid theoretical background regarding research methods and data collection and analysis; Being able to conduct an empirical research using psychological scales and questionnaires; Being able to collect data and interpret the findings; Writing a brief research report using APA style.	Group project submitted at the end of the semester: empirical research conducted on a selected topic from Communication Sciences.	100%
10.4 Minimum performance standard			
<ul style="list-style-type: none">• Attending at least 4 meetings is mandatory and is a prerequisite for the final evaluation.• Basic understanding of the most important research methods and data collection and analysis techniques;• Formulating research objectives and hypotheses for various research topics• Reporting research findings using APA style.			

Date
8.10.2022

Signature of the course
instructor
Lect. univ. dr. Cătălina Cicei



Școala Națională de Studii Politice și Administrative

Facultatea de Comunicare și Relații Publice

Date of approval

Signature of the Head of
Department

Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION INTERNSHIP

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Internship					
2.2 Course Instructor		Lecturer Cătălina Cicei					
2.3 Seminar Instructor		Lecturer Cătălina Cicei					
2.4 Year of study	III	2.5 Semester	VI	2.6 Type of assessment	V	2.7 Course curricular category	C DS

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	0	3.3 seminar/lab	4
3.4 Number of hours in the curriculum	56	3.5 course	0	3.6 seminar/lab	56
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					10
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					29
Tutorials					10
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	

6. Specific skills and knowledge acquired in class

Professional skills	<p>1. Knowledge and understanding (<i>knowledge and proper use of discipline-specific notions</i>)</p> <ul style="list-style-type: none">• Identification and use of language, methodologies and specialized knowledge in the field of communication sciences• Developing professional projects, using established principles and methods in the field of communication sciences. <p>The student:</p> <ul style="list-style-type: none">• Can work with relevant theories, concepts and models of the field of communication sciences;• Can make critical use of the knowledge acquired;• He can draw up and present a research project on a topic in the field of communication sciences.
	<p>2. Explanation and interpretation (<i>explanation and interpretation of some ideas, projects, processes, as well as the theoretical and practical contents of the discipline</i>)</p> <ul style="list-style-type: none">• Can develop case studies using specific theoretical tools and research methods and techniques in the field of communication sciences;• Can apply a model of analysis of the main aspects of the field, using specific theoretical tools and research methods and techniques in the field of communication sciences;
	<p>3. Application-instrumental (design, conduct and evaluation of specific practical activities: Use of investigation and application methods, techniques and tools)</p> <ul style="list-style-type: none">• Can use the set of methods and techniques specific to the field in carrying out case studies;• Distinguish between methods and instruments of domain research and illicit generalizations or common sense.• May develop a case study on a matter relevant to the field of study;



	<ul style="list-style-type: none"> • It can operationalize the concepts associated with each topic addressed in order to build analysis tools.
	<p>4. attitudinal (manifesting a positive and responsible attitude toward the scientific field/ centered on values and democratic relations/ promoting a system of moral and civic cultural values/ optimal and creative capitalization of own potential in scientific activities/ involvement in institutional development and promotion of scientific innovations/ engaging in relationships partnership with other persons – institutions with similar responsibilities/ participation in their own professional development).</p> <ul style="list-style-type: none"> • Acquiring a positive attitude toward research in the field of communication sciences; • The appropriation of the researcher’s specific neutrality in the elaboration of a case study on a specific problem of the field of study.
Transversal skills	<ul style="list-style-type: none"> • Solving realistically - with both theoretical and practical argumentation - of common professional situations, in view effective and deontological solutions • Application of effective working techniques in the multidisciplinary team with the performance of certain tasks on hierarchical levels • Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts;

7. Subject objectives

7.1. General objective of discipline	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. use the necessary working tools for the systematic study of the processes specific to the field of communication sciences and advertising
7.2 specific objectives	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. to draw up a case study based on the specific issues of the field of study; 2. prepare and submit a research project on a topic in the field of study; 3. to operationalize the concepts associated with each topic addressed in order to build analysis tools applicable to specific cases.

8. Mission of the internship

The mission of the internship is to familiarize the student with the specific issues of the field of study, by exposing him to various professional contexts, communication situations and



communication products. Through internships, FCRP supports employability development and rapid professional insertion within the communication industry.

9. Topics

During the internship, the tutor together with the supervisor determines the relevant topic, depending on the field of activity of the organization in which the internship takes place.

10. Activities

The modalities and content of the practical training are described in the framework agreement concluded between SNSPA and the organization and in the practice portfolio.

11. The student's tasks

1. The practitioner is required to comply with the established work schedule and to perform the activities specified by the tutor in accordance with the practice portfolio, in compliance with the legal framework regarding their volume and difficulty.
2. During the internship, the practitioner complies with the internal rules of the practice partner. In the event of non-compliance with this Regulation, the head of the practice partner reserves the right to cancel the Framework Convention, after having previously heard the views of the practitioner and the guardian and notified the head of the educational institution where the practitioner is enrolled and after receiving the confirmation of receipt of this information
3. The practitioner has the obligation to comply with the safety and health at work rules that he or she has acquired from the representative of the practice partner before the start of the internship.
4. In addition, the practitioner undertakes not to use, under any circumstances, the information to which he or she has access during the traineeship about his or her trainee partner or clients, in order to communicate it to a third party or to publish it, even after the completion of the traineeship, except with the consent of that trainee.

12. Resources available

The practice partner must provide the practitioner with all the means necessary to acquire the skills specified in the practice portfolio.

The practice partner will establish a traineeship tutor, selected from among its employees and whose obligations are mentioned in the practice portfolio.

The practice organizer shall designate a supervising teacher, responsible for planning, organizing and supervising the practical training. The supervising teacher, together with the tutor appointed by the practice partner, shall establish the topic of practice and the professional competences subject to the practical training.

13. The forms and criteria for the evaluation of learning outcomes

1. During the internship, the tutor together with the supervising teacher will evaluate the practitioner on a permanent basis, based on an observation/assessment sheet. The level of professional skills acquisition, as well as the behavior and way of integrating the practitioner into the activity of the



practice partner (discipline, punctuality, responsibility in solving tasks, compliance with the internal regulations of the public enterprise/institution, etc.) will be assessed.

2. At the end of the traineeship, the tutor shall prepare a report, based on the assessment of the level of competence acquired by the practitioner. The result of this assessment will be the basis for the practitioner's notation by the supervisor.

3. Periodically and after the end of the internship, the practitioner will present a practice notebook that will include: The name of the training module; skills exercised; activities carried out during the traineeship; personal observations about the work done

14. Assessment

The evaluation of the practice is done by "colloquium" with a notation from 1 to 10.

Date

23.09.2022

Signature of the course

instructor

Lect. univ. dr. Cătălina Cicea

Date of approval

30.09.2022

Signature of the Head of

Department

Prof. univ. dr. Diana Cismaru



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



FIȘA DISCIPLINEI
INTRODUCTION TO AUDIO-VIDEO COMMUNICATION

1. Information on the program

1.1. University	National University of Political Studies and Public Administration
1.2. College	College of Communication and Public Relations
1.3. Department	Public Relations
1.4. Field of study	Communication Sciences
1.5. Level of qualification	BA program
1.6. Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1. Course Title	Introduction to audio-video communication						
2.2. Course Instructor	Conf. univ. dr. Ion Stavre						
2.3. Seminar Instructor	Conf. univ. dr. Ion Stavre						
2.4. Year of Study:	I	2.5. Semester:	II	2.6. Type of assessment:	E	2.7. Course curricular category:	Obl., DS

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	5	3.2. course	2	3.3. seminar/lab	3
3.4. Number of hours in the curriculum	70	3.5. course	28	3.6. seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading, recommended bibliography					20
Additional library documentation, field, documentation, Internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					10
Tutorials					5
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					119
3.8. Number of hours per semester					125
3.10. Number of credits					5

4. Preconditions (if applicable)

4.1. curriculum	<i>Knowledge of the basic principles of image and sound communication</i>
4.2. competences	Audio-video product design, filming and editing skills



5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Classroom with video projector, with TV, with editing group, with video camera

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge of basic concepts, theories and methods in the field of Communication Sciences reflected in image capture and processing • Knowledge of the principles of operation of basic equipment in the audio-video industry • Knowledge of the production stages of image and sound processing • Knowledge of specific image and sound broadcast parameters for each social network • Knowledge of the mechanisms to support the promotion of productions posted on social networks • Knowledge of the legal conditions regarding the use of audio and video resources on the Internet
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Identify information relevant to its transposition into images and sounds • Critical interpretation of an audio-video production • Identifying the problems of making audio-video productions • Explain the differences in the specifics of production for different media.
	<p>3. Instrumental- applicative</p> <ul style="list-style-type: none"> • Building a script, a synopsis, a developer, a script, on a case-by-case basis • Identify video resources that can be used for a given production • Image capture and processing skills • Knowledge of specific equipment for different stages of production
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Critical approach to information processing angles • Willingness to acquire specific skills for different stages of audio-video production • Realistic planning and accountability in compliance with the work plan of an audio-video production
Transversal competences	<p>1. Execution of complex professional tasks, in conditions of autonomy and independence, by identifying relevant information, their critical evaluation, elaboration and operationalization of decisions, in unique and highly complex communication contexts</p>



	<ol style="list-style-type: none"> 2. Understanding the importance of professional ethics and respect for intellectual property rights for images and sounds 3. An open attitude towards combining and integrating different types of online and offline content and sources, both academic and professional 4. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts;
--	---

7. Subject objectives

7.1. General objective	Improving individual capabilities to support the integrated flow of audio-video production, for classic and social media-specific productions
7.2. Specific objective	<p>At the end of the course students should be able to:</p> <ul style="list-style-type: none"> - to identify and select the topics that can be translated into audio-video productions - to build the production flow for an audio-video production - use specific production equipment correctly - identify and avoid possible problems with the use of specific equipment - use the set of methods and techniques specific to the field <p>to develop an integrated audio-video production that can be broadcast on several social networks</p>

8. Contents

8.1. Course	Teaching methods	Observations
1. Visual Perception 1: searching for Patterns, The Third Dimension, Selectivity and Perceptual Constancy		
2. Visual Perception 2: Cultural and Environmental Factors, Individual Differences, Purposes and Needs.		
3. PreProduction: specific activities, the importance of the writer at this stage. The role of producer.		
4. Production stage: activities specific to the production stage, the role of the director and producer, the role of the director of photography.		
5. Filming techniques: single-camera, multi-camera field production. Advantages and disadvantages.		
6. Filming in the studio: specific activities		
7. Sound capture in the field and in the studio. The role of sound in an audio video production.		
8. Types of sound: diegetic sound and nondiegetic sound. The role of music in an audiovisual production.		
9. The light in film and television.		



10. Three-point lighting scheme.		
11. The script in film and television. The script in three acts, the script for fiction productions and for non-fiction productions.		
12. Formats of scripted and unscripted television shows.		
13. The documentary. Classification. Docudrama, mockumentary		
14. Post production. Post-production stages: image and sound editing, colorization, sound post-processing, soundtrack. Technical norms used in audiovisual production.		
References		
<ol style="list-style-type: none"> 1. Avarese John, <i>Post Sound Design: The Art and Craft of Audio Post Production for the Moving Image (The CineTech Guides to the Film Crafts)</i>, Bloomsbury Academic, 2017 2. Costello Vic, <i>Multimedia Foundations: Core Concepts for Digital Design</i>, Routledge, 2016 3. Gibson David, <i>The Art of Mixing: A Visual Guide to Recording, Engineering, and Production</i>, Routledge, 2018 4. Hopgood Jeromy, <i>QLab 4: Projects in Video, Audio, and Lighting Control</i>, Routledge, 2017 5. Nahmani David, <i>Logic Pro X 10.5 - Apple Pro Training Series: Professional Music Production</i>, Peachpit Press, 2020 6. Mierzwa Patrushkha, <i>Behind the Sound Cart: A Veteran's Guide to Sound on the Set</i>, Ulano Sound Services, 2021 7. Stanley R. Alten, <i>Audio in Media (Wadsworth Series in Broadcast and Production)</i>, Wadsworth Publishing, 2013 8. Verdult Vincent, <i>Optimal Audio and Video Reproduction at Home: Improving the Listening and Viewing Experience</i>, Routledge, 2019 		
8.2. Seminar/lab	Teaching methods	Observations
1. Introduction: knowledge of production flow	Debate in groups and analysis of evaluation criteria	
2. Realization of the specific filming plan: from the conceptual structure to the production management	Discussion and application	
3. Knowledge of specific professions in the field of audio-visual and their skills	Debate, examples and applications	
4. Knowledge of the specific elements for using the virtual studio	Examples and applications	
5. Knowledge of the specifics of using the soundtrack of an audio-visual production	Examples and applications	
6. Applications: narrative structures and unscripted productions	Discussion and applications	
7. Specific production aspects for different broadcast media: outdoor, Instagram, Youtube, Tiktok	Discussing examples and applications	



References

1. Avarese John, *Post Sound Design: The Art and Craft of Audio Post Production for the Moving Image (The CineTech Guides to the Film Crafts)*, Bloomsbury Academic, 2017
2. Costello Vic, *Multimedia Foundations: Core Concepts for Digital Design*, Routledge, 2016
3. Gibson David, *The Art of Mixing: A Visual Guide to Recording, Engineering, and Production*, Routledge, 2018
4. Hopgood Jeromy, *QLab 4: Projects in Video, Audio, and Lighting Control*, Routledge, 2017
5. Nahmani David, *Logic Pro X 10.5 - Apple Pro Training Series: Professional Music Production*, Peachpit Press, 2020
6. Mierzwa Patrushkha, *Behind the Sound Cart: A Veteran's Guide to Sound on the Set*, Ulano Sound Services, 2021
7. Stanley R. Alten, *Audio in Media (Wadsworth Series in Broadcast and Production)*, Wadsworth Publishing, 2013
8. Verdult Vincent, *Optimal Audio and Video Reproduction at Home: Improving the Listening and Viewing Experience*, Routledge, 2019

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The discipline is developed on the basis of internationally recognized textbooks and academic materials
- The production skills acquired will be useful for addressing any type of audiovisual production

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade(%)
Exam	Ability to write a more or less complex script, depending on the type of audiovisual production	Writing a script for an audiovisual production	50%
	Ability to synthesize and argue		
Seminar	Degree of involvement in the seminar activity	Participation, solving individual or group exercises/applications	10%
	Ability to understand, apply and adapt working concepts and tools	Realization of individual audiovisual productions	40%
10.4 Minimum performance standard			



Școala Națională de Studii Politice și Administrative

Facultatea de Comunicare și Relații Publice

At least four attendances; note 5 the seminar; final grade 5

Date:
23.09.2022

Signature of the course instructor
Conf. univ. dr. Ion Stavre

Signature of the seminar instructor

Date of approval:
30.09.2022

Signature of the Head of Department:
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION INTRODUCTION TO PUBLIC RELATIONS

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor -Undergraduate Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Introduction to public relations						
2.2 Course Instructor	Lect.PhD Andreea Răceanu						
2.3 Seminar Instructor	Lect.PhD Andreea Răceanu						
2.4 Year of study	I	2.5 Semester:	I	2.6 Type of assessment:	E	2.7 Course curricular category	Obl., DD

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					20
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					
Examinations					5
Other activities: presentations, simulations, games, etc.					4
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5

4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	-

5. Conditions (if applicable)

5.1. for course	Computer, internet, audio-video system, projector/Webex
5.2. for seminar/lab	Computer, internet, audio-video system, projector/Webex

6. Competențe specifice acumulate



Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">- understanding basic concepts (public, message, public communication, reputation);- knowledge of basic relevant theories and perspectives regarding the development of communication, as a support for public relations activity;- knowledge of important events and stages in crystallizing public relations as a field of activity;- knowledge of different definitions of public relations;- knowledge of the distinction between related fields in the area of communication: public relations, advertising, marketing, etc.;- knowledge of basic principles and models for public relations practice;- understanding modern and current code(s) of conduct in public relations activity – based on ethics;
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">- identifying and underlying the impact and relevance for Romanian context of specific theories and events in the history of public relations;- interpreting the studied perspectives within a critical and interdisciplinary framework;- identification of main problems faced by present public relations practice;- explanation and Capacitatea de a explica și de a applying conceptual differences between related fields: advertising, public relations, marketing, manipulation, lobbying, etc.;- Correct use of important concepts (audiences, message, public communication, social responsibility, dialogical communication, reputation, partnership relations);- adequate use of relevant theoretical perspectives on public relations;- mapping and characterizing the profile of public audiences of a given entity;- mapping/segmentation of specific channels through which it is possible to communicate separately with certain audiences;
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">- making of and promoting a public relations product- drafts for managing effective communication with an organization's audiences in a specific context;- applying the models of public relations models for analyzing various situations in current Romanian/international context;- identification of current trends in the evolution of public relations;- investigation of complex trends in the Romanian social environment, trends that influence the practice of public relations- use of new information and communication technologies in the analysis and practice of public relations



	<p>4. Attitudinal competencies</p> <ul style="list-style-type: none"> - framing public relations practice based on a correct ethical perspective - compliance with the principles of modern strategic public relations: truth, transparency, public interest. - ability to identify practices that do not respect the ethical principles specific to the deontology of modern public relations;
Transversal competences	<ul style="list-style-type: none"> - interpretation of the studied perspectives within a critical and interdisciplinary framework; - knowledge and understanding of Romanian and international communication trends that influence the practice of public relations; - application of effective working techniques within multidisciplinary team and delivering certain results, based on a team/organizational structure; - self-assessment of the need for professional training for the purpose of insertion on the labor market and/or adaptation to its requirements.

7. Subject objectives

7.1 General objective	- understanding the basic principles of public relations as a theoretical field and practical activity by: emphasizing the differences and connections with other fields, understanding the current ethical models of public relations and developing basic skills regarding the practice of communication models specific to public relations
7.2. Specific objectives	<ul style="list-style-type: none"> - identifying the elements that make public relations a profession with social utility; - inventorying the challenges faced by public relations today, - identifying opportunities and limits of application of the dialogical partnership model of public relations; - knowledge of specific moments, personalities and relevant entities in the field of public relations; - developing the ability to interpret current problems in the sphere of public relations in the particular social-historical context; - developing the ability to understand a given situation that can be effectively addressed through specific public relations methods and increasing skills in finding particular creative solutions in the context of strategic communication; - acquiring a modern ethical orientation for the practice of public relations.

8. Contents

8.1 Course	Teaching methods	Observations
1. Introductory course – the field of public relations	oral presentation, audio-video materials and potential guests	if possible, also field activities, according to the group profile
2. Public relations – main concepts, definitions and theories	oral presentation, audio-video materials and potential guests	



3. Fields of activity in the area of communication. Process of communication services	oral presentation, audio-video materials and potential guests	
4. Public relations activity (insight/creativity/results)	oral presentation, audio-video materials and potential guests	
5. PR models - history and evolution of public relations - 1st part	oral presentation, audio-video materials and potential guests	
6. PR models - history and evolution of public relations – 2nd part	oral presentation, audio-video materials and potential guests	
7. Publics and channels in public relations	oral presentation, audio-video materials and potential guests	
8. Public relations with employees	oral presentation, audio-video materials and potential guests	
9. Media relations	oral presentation, audio-video materials and potential guests	
10. Public relations campaigns	oral presentation, audio-video materials and potential guests	
11. Ethics in public relations	oral presentation, audio-video materials and potential guests	
12. Specific tools in public relations; public relations management	oral presentation, audio-video materials and potential guests	
13. Public relations in crisis situation	oral presentation, audio-video materials and potential guests	
14. Public relations measurement and evaluation	oral presentation, audio-video materials and potential guests	

References

1. Butterick, Keith. (2011) *Introducing public relations. Theory and practice*. London: Sage (ch.1, ch.2: pp.5-24; pp.130-131)
2. THEAKER, Alison (2021). 6th ed. *The public relations handbook*. London/ New York: Routledge. (ch.1)
3. Wilcox, D., Cameron, G. (2009) *Public relations strategies and tactics*. Boston: Pearson (ch.14,15,16 – media relations & presentation skills)
4. Berstein, D. – Wheel of publics & channels (*see in classes*)
5. *** Barcelona Principles (evaluation in PR) – *summary (dif. output-ouutake-outcome vs. AVE)* :
<https://instituteforpr.org/barcelona-principles-2-0-updated-2015/>
6. PRSA
 - [about PR : https://apps.prsa.org/AboutPRSA/PublicRelationsDefined/](https://apps.prsa.org/AboutPRSA/PublicRelationsDefined/)
 - <https://www.prsa.org/about/ethics/prsa-code-of-ethics>
7. IPRA code of conduct: <https://www.ipra.org/member-services/code-of-conduct/>

References (recommended)

1. BERNAYS, Ed. (2015). *Crystallizing public opinion*. New York: Open Road Media



2. Butterick, Keith. (2011) *Introducing public relations. Theory and practice*. London: Sage (Ch 2: pp25-32; ch.5, 8, 9,10)
3. Green, Andy (2006) *Effective Communication skills for public relations*. London / Philadelphia: Kogan Page (ch.1-3)
4. Singleton, Alex (2014) *The PR masterclass. How to develop a PR strategy that works*. UK: Wiley (media relations)
5. THEAKER, Alison (2021). 6th ed. *The public relations handbook*. London/ New York: Routledge. (ch.2 – PR & comm.; ch.11 – internal comm)
6. Wilcox, D., Cameron, G. (2015) – *Public relations strategies and tactics*. Boston/ NY/ SF/ MC/ Montreal/ Toronto/ Londo/ Madrid/ Munich/ Paris/ HK/ Singapore/ Tokyo/ Cape Town/ Sydney: Pearason (Ch.1, 2, 3, 5, 6, 8, 10 – partially, as indicated, 14, 15, 16)
7. *** Barcelona Principles (evaluation in PR) – details : <https://instituteforpr.org/barcelona-principles-2-0-updated-2015/>
8. CIPR code of ethics <https://www.cipr.co.uk/ethics>
9. PR Associations
 - www.prsa.org (conferences, events, publications, news & activity)
 - <https://www.ipra.org> (news, activity)
 - <https://www.cipr.co.uk> (news, events, activity)
10. PR facts & best/top practice
 - Biz Top PR Romania (annually)
 - Holmes Report (<https://www.holmesreport.com/>)
 - PR Awards (Romania); www.pr-romania.ro

8.2 Seminar/lab	Teaching methods	Observations
1. Introductory Seminar. The field of public relations	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	if possible, also field activities, according to the group profile
2. PR vs advertising, journalism, marketing, manipulation	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	
3. Practical value of public relations theoretical perspectives	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	
4. Mapping publics and communication channels in public relations	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	
5. PR in action - Public relations specialist/ PR activity	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	



6. PR in action - Public relations game	discussions, applied activities - team work, presentations in front of the class, role-playing games, possible evaluative activities.	
7. Special event - participation, discussion, analysis	Work/analysis grid, individual or team application activities, complex analysis of the outcome of the event in which the students took part.	
<p>References (mandatory)</p> <p>1.Butterick, Keith. (2011) <i>Introducing public relations. Theory and practice</i>. London: Sage (ch.1, ch.2: pp.5-24; pp.130-131)</p> <p>2.THEAKER, Alison (2021). 6th ed. <i>The public relations handbook</i>. London/ New York: Routledge. (ch.1)</p> <p>3.Wilcox, D., Cameron, G. (2009) <i>Public relations strategies and tactics</i>. Boston: Pearson (ch.14,15,16 – media relations & presentation skills)</p> <p>4.Berstein, D. – Wheel of publics & channels (<i>see in classes</i>)</p> <p>5.*** Barcelona Principles (evaluation in PR) – <i>summary (dif. output-outtake-outcome vs. AVE)</i> : https://instituteforpr.org/barcelona-principles-2-0-updated-2015/</p> <p>6.PRSA</p> <p>a. about PR : https://apps.prsa.org/AboutPRSA/PublicRelationsDefined/</p> <p>b. https://www.prsa.org/about/ethics/prsa-code-of-ethics</p> <p>7.IPRA code of conduct: https://www.ipra.org/member-services/code-of-conduct/</p> <p>References (recommended)</p> <p>1.BERNAYS, Ed. (2015). <i>Crystallizing public opinion</i>. New York: Open Road Media</p> <p>2.Butterick, Keith. (2011) <i>Introducing public relations. Theory and practice</i>. London: Sage (Ch 2: pp25-32; ch.5, 8, 9,10)</p> <p>3.Green, Andy (2006) <i>Effective Communication skills for public relations</i>. London / Philadelphia: Kogan Page (ch.1-3)</p> <p>4.Singleton, Alex (2014) <i>The PR masterclass. How to develop a PR strategy that works</i>. UK: Wiley (media relations)</p> <p>5.THEAKER, Alison (2021). 6th ed. <i>The public relations handbook</i>. London/ New York: Routledge. (ch.2 – PR & comm.; ch.11 – internal comm)</p> <p>6.Wilcox, D., Cameron, G. (2015) – <i>Public relations strategies and tactics</i>. Boston/ NY/ SF/ MC/ Montreal/ Toronto/ Londo/ Madrid/ Munich/ Paris/ HK/ Singapore/ Tokyo/ Cape Town/ Sydney: Pearson (Ch.1, 2, 3, 5, 6, 8, 10 – partially, as indicated, 14, 15, 16)</p> <p>7.*** Barcelona Principles (evaluation in PR) – details : https://instituteforpr.org/barcelona-principles-2-0-updated-2015/</p> <p>8.CIPR code of ethics https://www.cipr.co.uk/ethics</p> <p>9.PR Associations</p> <ul style="list-style-type: none"> ○ www.prsa.org (conferences, events, publications, news & activity) ○ https://www.ipra.org (news, activity) ○ https://www.cipr.co.uk (news, events, activity) <p>10.PR facts & best/top practice</p> <ul style="list-style-type: none"> ○ Biz Top PR Romania (annually) ○ Holmes Report (https://www.holmesreport.com/) ○ PR Awards (Romania); www.pr-romania.ro 		



9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- the subject uses internationally recognized academic textbooks, theoretical and practical materials recognized by PR professionals in Romania and internationally;
- all the topics dealt with within the discipline are aligned with current needs and interests of study and research in the field of public relations;
- the coordinator of the discipline has theoretical and practical experience in the field of public relations.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course /Exam	Capacity to use the theoretical and practical knowledge and competencies acquired during the semester.	Final test	50%
Seminar	Getting involved in seminar activities Capacity to apply and adapt concepts and instruments	Project (based of knowledge and competencies acquired through active participation in courses/seminars) – presented in front of the class, based on planning	50%
10.4 Minimum performance standard			
Attendance of at least ½ of total courses & seminars, project presentation, final grade 5			

Date
23.09.2022

Signature of the course instructor
Lect. PhD Andreea Răceanu

Signature of the seminar instructor
Lect. PhD Andreea Răceanu

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION
MASS MEDIA AND SOCIETY. EMERGING MEDIA

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Studies
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Mass media and society. Emerging media						
2.2 Course Instructor	Professor Alina Bârgăoanu						
2.3 Seminar Instructor	Senior Lecturer Raluca Buturoiu						
2.4. Year of study:	II	2.5. Semester	III	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	4	3.2. course	2	3.3. seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5. course	28	3.6. seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					40
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					50
Tutorials					0
Examinations					0
Other activities: presentations, simulations, games, etc.					9
3.7. Number of hours for individual study					119
3.8. Number of hours in the curriculum					56
3.8. Number of hours per semester					175
3.10. Number of ECTS points					7

4. Preconditions (if applicable)

4.1. curriculum	N/A
4.2. competences	Abilities to use a computer and/or other similar device

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector



6. Specific skills and knowledge acquired in class

Professional competencies	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">• Understanding the main theories regarding the effects of mass communication in the social media era;• Understanding the concepts related to the relationship between society, mass media/social media and public opinion;• Correct understanding and mastery of key concepts related to the role and functions of new media/social media;• Critical evaluation of explanatory and predictive capacity of present theories on communication processes in emerging media. <p>2. Explaining and interpreting</p> <ul style="list-style-type: none">• The ability to analyze the role of new media in contemporary society, how public opinion evolves, the relationship between new media/social media and public opinion;• The ability to build applied models of interpretation of current media phenomena starting from the acquired theoretical concepts;• The ability to construct appropriate and valid analysis grids for the analysis of different media materials, from different theoretical perspectives (eg: agenda-setting theory, spiral of silence theory, etc.). <p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">• The use of specific analysis and interpretation tools to characterize the main theories that explain the impact of mass media on society, in the social media era;• Building scientifically valid analysis tools, specific to the analysis of different types of media content, especially in the social media env. <p>4. Attitudinal competences</p> <ul style="list-style-type: none">• The formation of positive attitudes regarding the possibilities of applying the theoretical concepts to various real and current situations regarding the improvement of some aspects of the Romanian media system and the vulnerabilities of public opinion;• Motivating students for effective involvement in the development of media institutions and other specialized institutions in whose development mass media play an essential role;• The creative exploitation of students' potential, by writing specific, original, creative themes, which stimulate their formation of positive and responsible attitudes towards the Romanian media system.
Transversal competences	<ul style="list-style-type: none">• The ability to work in teams;• The capacity for synthesis and analysis;



	<ul style="list-style-type: none"> • The ability to interpret and find creative solutions.
--	---

7. Subject objectives

7.1. General objective	The formation of knowledge regarding the role that the new media/social media have in contemporary society, the way in which public opinion evolves, the relationship between the mass media and the public.
7.2. Specific objectives	<p>At the end of the course, the student must be able to:</p> <ul style="list-style-type: none"> • To present theories of mass communication and their applicability by referring to new media/social media; • To explain some current phenomena and events through theories related to mass communication (through social media/new media); • To be able to operate with the fundamental theoretical elements in the field, based on the study of landmark value research at the core of the mass communication discipline; • To be able to interpret the way in which currents of public opinion are reflected in the era of new media; • To apply the knowledge acquired through the study of modern theories of communication in the interpretation or solution of real situations in the Romanian or international media environment.

8. Contents

8.1. Course	Teaching methods	Observations
1: Introductory lecture	Lectures, discussions	
2: Social media/new media/emerging media. The new information ecosystem	Lectures, discussions	
3: The new communication ecosystem. Technology-driven persuasion	Lectures, discussions	
4: Digital ecosystems, big data and algorithms	Lectures, discussions	
5: Public opinion in the social media era	Lectures, discussions	
6: Paradigms of mass communication. From the magic bullet theory to going viral	Lectures, discussions	
7: Media effects: reconfiguring classic theories in the context of social media. From broadcasting to narrowcasting	Lectures, discussions	
8: Agenda-setting, framing and priming. New media and the attention industries	Lectures, discussions	
9: Two-step flow of communication and its applicability in the social media era. Digital influencers	Lectures, discussions	
10: The spiral of silence theory and	Lectures, discussions	



its applicability in the social media era. Eco-chambers and confirmation bias		
11: Digital disinformation: tools, technologies and practices (I)	Lectures, discussions	
12: Digital disinformation: tools, technologies and practices (II)	Lectures, discussions	
13: Regulation of the digital ecosystem. Best practices. Limitations	Lectures, discussions	
14: Concluding lecture	Lectures, discussions	
Bibliography:		
<ul style="list-style-type: none"> • Alaphilippe, A., Gizikis, A., Hanot, C., & Bontcheva, K. (2019). Automated tackling of disinformation. Major challenges ahead. European Parliamentary Research Service. https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624278/EPRS_STU(2019)624278_EN.pdf. • Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. <i>Journal of Economic Perspectives</i>, 31(2), 211-136. • Aral, S. (2020). The hype machine: How social media disrupts our elections, our economy and our health-and how we must adapt. HyperAnalytic Inc. • Bakir, V., & McStay, A. (2018). Fake News and The Economy of Emotions. <i>Digital Journalism</i>, 6(2), 154-175. • Bryant, J., Thompson, S., & Finklea, B. W. (2013). <i>Fundamentals of media effects</i> (2nd edition). Waveland Press. • Farkas, J., & Schou, J. (2019). <i>Post-Truth, Fake News and Democracy: Mapping the Politics of Falsehood</i>. Routledge. • Fuchs, C. (2021). <i>Social media: A critical introduction</i>. SAGE. • Ghosh, D., & Scott, B. (2018). Digital Deceit. The Technologies Behind Precision Propaganda on the Internet. New America. https://d1y8sb8igg2f8e.cloudfront.net/documents/digital-deceit-final-v3.pdf. • Guo, L., & McCombs, M. (2016). <i>The power of information networks</i>. Routledge. • Lindgren, S. (2017). <i>Digital Media & Society</i>. SAGE. • Luttrell, R., & Wallace, A. A. (2021). <i>Social media and society: An introduction to the mass media landscape</i>. Rowman & Littlefield. • Neuman, R. (2016). <i>The Digital Difference: Media Technology and the Theory of Communication Effects</i>. Harvard University Press. • Sohn, D. (2022). Spiral of silence in the social media era: A simulation approach to the interplay between social networks and mass media. <i>Communication Research</i>, 49(1), 139-166. • Strömbäck, J., Wikforss, Å., Glüer, K., Lindholm, T., & Oscarsson, H. (2022). Knowledge Resistance in High-Choice Information Environments. Taylor & Francis. • Vaidhyanathan, S. (2018). <i>Antisocial Media: How Facebook Disconnects Us and Undermines Democracy</i>. Oxford University Press. • Wardle, C., & Derakhshan, H. (2017). <i>Information Disorder. Toward an interdisciplinary framework for research and policymaking</i>. Council of Europe report. http://tverezo.info/wp-content/uploads/2017/11/PREMS-162317-GBR-2018-Report-desinformation-A4-BAT.pdf. 		



8.2. Seminar/lab	Teaching methods	Observations
1: Introductory seminar	General presentation, syllabus, discussions	
2: Uses and gratifications of new/social media outlets	- critical analysis of some fundamental texts in the field - practical applications on the topic related to each text	
3: Perceptions about media effects. Third vs. first-person perceptions	- critical analysis of some fundamental texts in the field - practical applications on the topic related to each text	
4: Agenda-setting & framing. Recent ramifications (intermedia agenda & network agenda-setting)	- critical analysis of some fundamental texts in the field - practical applications on the topic related to each text	
5: Fake news. Understanding misinformation in the digital age	- critical analysis of some fundamental texts in the field - practical applications on the topic related to each text	
6: Individual project presentations	- presentation of the individual project (video/animation of max. 3 minutes explaining a concept in the sphere of the effects of mass communication/social media/emerging media) - feedback	
7: Concluding seminar	Recap, discussion about the exam	
<p>Bibliography (mandatory):</p> <ul style="list-style-type: none"> • Brennen, J. S., Simon, F. M., Howard, P. N., & Nielsen, R. K. (2020). <i>Types, Sources, and Claims of COVID-19 Misinformation</i>. Reuters Institute. http://www.primaonline.it/wp-content/uploads/2020/04/COVID-19_reuters.pdf. • de Vreese, C. H. (2005). News framing: theory and typology. <i>Information Design Journal + Document Design</i>, 13(1), 51-62. • Golan, G. J., & Day, A. G. (2008). The first-person effect and its behavioral consequences: A new trend in the twenty-five year history of third-person effect research. <i>Mass Communication and Society</i>, 11(4), 539-556. • Harder, R. A., Sevenans, J., & Van Aelst, P. (2017). Intermedia Agenda Setting in the Social Media Age: How Traditional Players Dominate the News Agenda in Election Times. <i>The International Journal of Press/Politics</i>, 22(3), 275–293. • Kircaburun, K., Alhabash, S., Tosuntaş, Ş.B. et al. (2020). Uses and Gratifications of Problematic Social Media Use Among University Students: a Simultaneous Examination of the Big Five of Personality Traits, Social Media Platforms, and Social Media Use Motives. <i>International Journal of Mental Health and Addiction</i>, 18, 525–547. • Lazer, D. M. J., Baum, M. A., Benkler, Y., Berinsky, A. J., Greenhill, K. M., Menczer, 		



- F., ... Zittrain, J. L. (2018). The science of fake news. *Science*, 359(6380), 1094–1096.
- Lu, J. D. E., & Lin, J. S. E. (2022). Exploring uses and gratifications and psychological outcomes of engagement with Instagram Stories. *Computers in Human Behavior Reports*, 6, 100198. <https://doi.org/10.1016/j.chbr.2022.100198>.
 - Perloff, R. M. (1999). The third person effect: A critical review and synthesis. *Media psychology*, 1(4), 353-378.
 - Vargo, C. J., & Guo, L. (2016). Networks, Big Data, and Intermedia Agenda Setting: An Analysis of Traditional, Partisan, and Emerging Online U.S. News. *Journalism & Mass Communication Quarterly*, 85, 23-40.
 - Wardle, C. (2017). *Fake news. It's complicated*. First Draft. <https://firstdraftnews.org/latest/fake-news-complicated/>.
 - Whiting, A., & Williams, D. (2013). Why people use social media: A uses and gratifications approach. *Qualitative Market Research: An International Journal*, 16(4), 362–369.
 - Yang, J., & Tian, Y. (2021). “Others are more vulnerable to fake news than I Am”: Third-person effect of COVID-19 fake news on social media users. *Computers in Human Behavior*, 125, 106950.

Optional bibliography (online resources):

- Ahmadi, A. A. (2020). *How to talk to family and friends about that misleading WhatsApp message*. First Draft. <https://firstdraftnews.org/latest/how-to-talk-to-family-and-friends-about-that-misleading-whatsapp-message/>.
- Brooks, R. (2022). How Claude Shannon Helped Kick-start Machine Learning The “father of information theory” also paved the way for AI. *IEEE Spectrum*. <https://spectrum.ieee.org/claude-shannon-information-theory>.
- Diresta, R., & Goldberg, B. (2021). ‘Prebunking’ Health Misinformation Tropes Can Stop Their Spread. <https://www.wired.com/story/prebunking-health-misinformation-tropes-can-stop-their-spread/>.
- Guy, H. (2017). *Why we need to understand misinformation through visuals*. First Draft. <https://firstdraftnews.org/latest/understanding-visual-misinfo/>.
- Klein, A. G. (2018). *Fear, more than hate, feeds online bigotry and real-world violence*. *The Conversation*. <https://theconversation.com/fear-more-than-hate-feeds-online-bigotry-and-real-world-violence-106988>.
- Molloy, T. (2015). “Identify and critically discuss instances of framing in news of the developed and developing world using examples drawn from two quality and tabloid newspapers.”. *Medium*. <https://medium.com/@TOMolloy/identify-and-critically-discuss-instances-of-framing-in-news-of-the-developed-and-developing-world-efec75d1de61>.
- Pulver, A. (2019). *Geena Davis announces 'Spellcheck for Bias' tool to redress gender imbalance in movies*. *The Guardian*. <https://www.theguardian.com/film/2019/oct/09/geena-davis-institute-gender-media-disney-machine-learning-tool>.
- Sanders, L. (2021). *A few simple tricks make fake news stories stick in the brain*. <https://www.sciencenews.org/article/misinformation-fake-news-stories-social-media-brain>.
- Shane, T. (2020). *The psychology of misinformation: Why we're vulnerable*. First Draft. <https://firstdraftnews.org/latest/the-psychology-of-misinformation-why-were->



vulnerable/.

- Shane, T. (2020). *The psychology of misinformation: Why it's so hard to correct*. First Draft. <https://firstdraftnews.org/latest/the-psychology-of-misinformation-why-its-so-hard-to-correct/>.
- Shane, T. (2020). *The psychology of misinformation: How to prevent it*. First Draft. <https://firstdraftnews.org/latest/the-psychology-of-misinformation-how-to-prevent-it/>.
- Webster, T. (2019). *Unfriending Facebook: New Research On Why People Like Facebook Less*. Medium. <https://medium.com/swlh/unfriending-facebook-new-research-on-why-people-like-facebook-less-74894b927a0>.
- Whitehead, M. (2020). *Why people leave Facebook – and what it tells us about the future of social media*. The Conversation. <https://theconversation.com/why-people-leave-facebook-and-what-it-tells-us-about-the-future-of-social-media-128952>.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The course and seminar provide a general theoretical training (general culture) for any practitioner in the field of communication, regarding the main theories in the sphere of mass communication, with an emphasis on new media/social media.

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade (%)
Course/Exam	1. The level of knowledge acquired after the course 2. Capacity for analysis and synthesis 3. Ability to apply theoretical notions to practical/real situations	Final exam: two synthesis subjects (45 points each subject + 10 granted points)	50%
Seminar	1. Assessment throughout the semester (seminar activity) 2. Individual project (video/animation of max. 3 minutes explaining a concept in the field of mass communication effects/social media/emerging media)	1. Assessment throughout the semester (participation and answers from the seminar) – maximum 50 points 2. Individual project (video/animation) – maximum 50 points 3. The final grade from the seminar is the sum of the grades from 1. and 2.	50%

10.4 Minimum performance standard:

Minimum requirements for grade 5:



- | |
|---|
| <ol style="list-style-type: none">1. Evaluation of the seminar activity with a minimum grade of 5 (five)2. Evaluation with a minimum grade of 5 (five) of the final exam3. Sending the individual project (video clip/animation) by email/WeTransfer, in due time4. Participation in at least 4 seminars |
|---|

Date:
23.09.2022

Signature of the course instructor
Prof. univ. dr. Alina Bârgăoanu

Signature of the seminar instructor
Lect. univ. dr. Raluca Buturoiu

Date of approval:
30.09.2022

Signature of the Head of Department:
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION MULTIMEDIA PRODUCTION AND EDITING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Multimedia Production & Editing					
2.2 Course Instructor		Lecturer PhD Raluca Silvia Ciochina					
2.3 Seminar Instructor		Lecturer PhD Raluca Silvia Ciochina					
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	V	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					15
Additional library documentation, field documentation, internet documentation					15
Preparing for seminars/labs, writing papers, essays, etc.					25
Tutorials					-
Examinations					14
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per curriculum					56
3.9. Total hours per semester					125
3.10. Number of credits					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Practical skills for using online communication platforms

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector IT lab with laptops

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding the most important concepts in visual communication and video marketing • In-depth knowledge and understanding of relevant theoretical concepts for analysing audio-video materials developed for achieving various communication objectives • Integrating visual communication concepts with digital marketing concepts and understanding how they work together • Ability to identify the relevant multimedia content for specific communication purposes
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Ability to classify multimedia content in different online communication contexts • Differentiation of specific types of audio-video content used on various online social platforms • Analysis and critical evaluation of multimedia content used in online campaigns • Identification of visual communication forms corresponding to audience`s needs
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Applying communication concepts within an organizational context • Selecting and identifying multimedia types of content relevant for achieving organizational purposes • Evaluating challenges and resources for developing multimedia content • Utilizing multimedia editing platforms for creating and editing multimedia content • Using production and editing tools to create communication content



	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Integrating current perspective of visual communication • Respecting multimedia production and editing principles
Transversal competences	<ol style="list-style-type: none"> 1. Developing visual communication materials that satisfy organizational communication needs 2. Autonomously performing multimedia production and editing tasks 3. Open attitude towards self-evaluating own production and editing skills in order to comply to current market needs

7. Subject objectives

7.1 General objective	<p>Understanding of main multimedia types of content, as well as stages of production (pre-production, production and post-production)</p> <p>Applying editing and production concepts, as well as video marketing concepts, withing a specific organizational context by respecting the standards of the industry</p>
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> - Identifying multimedia content typologies relevant for organizational audiences; - Planning multimedia content with specific communication objectives; - Identifying the right editing tools that are needed for creating audio-video content - Editing audio-video content by correctly using the platform interface - Understanding specific characteristics and limits of editing platforms when developing an audio-video material - Understanding the ways in which multimedia content can impact the perception of organizational publics

8. Contents

8.1. Course	Teaching Methods	Observations
The rise of digital skills. Implications for Communication and Marketing Professionals	Interactive teaching	
Old versus New Rules of Multimedia Strategy & Content	Interactive teaching Case studies	
Video types and mindset. Understanding Ojectives and Choosing Content Strategy	Interactive teaching Case studies	
Planning video content. The Pre-Production phase	Interactive teaching Case studies	



Making use of resources. The Production phase	Interactive teaching Team and individual assignments	
Post-Production Workflows. Approaches to Editing	Interactive teaching Team/individual assignments	
Editing Tools and Techniques. Applying Transitions and Effects	Interactive teaching Team/individual assignments Case studies	2 classes
Adding Openers, Text and Titles to Video Content	Interactive teaching Guest – professionals from the multimedia production industry	
Optimizing Video Content across communication platforms	Interactive teaching Team/individual assignments	
Transforming Footage into PR and Marketing Content	Interactive teaching Team/individual assignments	
Auditing video content performance in the online environment	Interactive teaching Team/individual assignments Case studies	
Pesentation of projects/portfolio	Interactive teaching/Final discussions	2 classes
References		
Mowat, J. (2021). Video Marketing. Create engaging video campaigns to drive brand growth and sales (2nd edition). UK: Kogan Page Ltd.		
Josephson, S., D.Kelly, J.D., Smith, K. (2020). Handbook of visual communication. Theory, Methods, and Media. NY: Routledge.		
Goransson, K., & Fagerholm, A. S. (2018). Towards visual strategic communications: An innovative interdisciplinary perspective on visual dimensions within the strategic communications field. <i>Journal of Communication Management</i> . Vol. 22, no. 1, pp. 46-66.		
8.2. Seminar/Lab		



Impact of Information and Communication Technology on the PR profession	Team work	
The Role of Video Marketing in Strategic Communication Campaigns	Individual assignments	
The Long Tail of Online Video and The Creative Briefing	Individual assignments	
Rules of Video Composition	Individual assignments	
Types of cuts in editing	Individual assignments/feedback	
Impactful video content through re-timing and pacing	Individual assignments/feedback	
Video content for social media marketing	Individual assignments/feedback	

References

Xiao, Y., Wang, L., & Wang, P. (2019, October). Research on the influence of content features of short video marketing on consumer purchase intentions. In *4th International Conference on Modern Management, Education Technology and Social Science (MMETSS 2019)* (pp. 415-422). Atlantis Press.

Coates, A. E., Hardman, C. A., Halford, J. C. G., Christiansen, P., & Boyland, E. J. (2020). “It’s just addictive people that make addictive videos”: Children’s understanding of and attitudes towards influencer marketing of food and beverages by YouTube video bloggers. *International journal of environmental research and public health*, 17(2), 449.

Zhu, C., Xu, X., Zhang, W., Chen, J., & Evans, R. (2020). How health communication via Tik Tok makes a difference: a content analysis of Tik Tok accounts run by Chinese Provincial Health Committees. *International journal of environmental research and public health*, 17(1), 192.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The topics covered in this discipline aim to familiarize the student with the fundamental concepts of multimedia production and editing, basic concepts of video marketing, and the specific tools and techniques for audio-video content editing. The course combines visual communication and digital marketing perspectives, focusing on the design and processing of audio-video materials necessary for implementing a communication and marketing content strategy in the digital environment. The applications in the seminars aim to develop basic skills in developing audio-video products with specific organizational objectives in mind, as well as operating the editing platforms themselves.



10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Course	Quality of the audio-video content included in the final portfolio according to the requirements of the instructor.	3 final Individual assignments (portfolio)	70%
Seminar	Quality and originality of the assignments from the seminar activities	Individual assignments	30%
Minimum performance standard:			
- Frequency of a minimum of 50% at the course and seminar activities - Correctly solving at least 3 individual assignments for the seminar			

Date
23.09.2022

Signature of the course
instructor
Lecturer PhD Raluca Silvia
Ciochina

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION PROFESSIONAL INTERNSHIP

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Professional Internship					
2.2 Course Instructor		CDA drd. Andrei Galan					
2.3 Seminar Instructor		CDA drd. Andrei Galan					
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	V	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	0	3.3 seminar/lab	4
3.4 Number of hours in the curriculum	56	3.5 course		3.6 seminar/lab	56
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					
Additional library documentation, field documentation, internet documentation					
Preparing for seminars/labs, writing papers, essays, etc.					68
Tutorials					
Examinations					1
Other activities: presentations, simulations, games, etc.					
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Knowledge of the applied principles specific to agency abilities

5. Conditions (if applicable)

5.1. for course	
5.2. for seminar/lab	Projector/Zoom

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">- Understanding and assimilation of important notions in the field of public relations- The use in practical situations of the knowledge acquired during the undergraduate studies- Knowledge of the applied principles specific to public relations and communication organizations/agencies;- Knowledge of relevant elements and perspectives about public relations and advertising organizations/agencies, in relation to the specifics of communication fields (marketing, public relations, advertising)- The ability to make transversal connections and to identify causal and interdependent relationships between organizations and social facts- The ability to select the relevant disciplinary perspectives and theoretical frameworks for the analysis of various public communication situations;
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">- Knowledge of the current norms specific to the activities of public relations and advertising agencies- Interpretation of the perspectives offered in a critical and interdisciplinary framework;- Inventorying the problems faced by organizations in the current period;- Correct use of important notions in the field;- Adequate use of relevant theoretical perspectives regarding professional practice;
	<p>3. Instrumental-applications</p> <ul style="list-style-type: none">- Realization and promotion of a campaign following a brief- The ability to design and implement communication solutions and create communication products for various fields of communication (interpersonal, public, organizational) in



	<p>accordance with various practices (public relations, advertising, image promotion, media, etc.);</p> <ul style="list-style-type: none"> - The ability to establish contacts, to establish and develop communication relationships, partnerships and cooperation with people, public institutions, organizations, mass media, NGOs; - The ability to listen actively, to engage in dialogue and to negotiate interests in any situation of difference of opinion; - The ability to present information, points of view, concepts and projects in relation to the specifics of the relevant audience, in direct or mediated communication situations; - Managing effective communication with the audiences of an event in a specific context; - Investigating complex trends in the Romanian social environment, trends that influence the organization of events; <p>4. Attitudinal competences</p> <ul style="list-style-type: none"> - Building a correct perspective on sustainability and responsibility in organizing events; - Treating all people with dignity and respect, regardless of their ethnic, national, religious, racial, gender, lifestyle or disability origin;
Transversal competences	<ul style="list-style-type: none"> - Interpretation of the perspectives offered in a critical and interdisciplinary framework; - Application of efficient work techniques in the multidisciplinary team with the performance of certain tasks on hierarchical levels - Self-assessment of the need for professional training for the purpose of insertion and adaptation to the requirements of the labor market - Building a correct perspective regarding the purpose of a communication specialist's approach within organizations; - Understanding and acquiring the idea of professionalism necessary for building and developing the organization's image and its relationship with management; - Responsible execution of professional tasks, under conditions of limited autonomy and qualified assistance. - Acquiring professional ethics.

7. Subject objectives

7.1 General objective	<p>At the end of the course, students:</p> <ul style="list-style-type: none"> - they will be able to explain and interpret the processes encountered in the internship through the prism of the learned concepts; - they will know key aspects related to the application of concepts specific to the fundamental disciplines of the undergraduate cycle;
-----------------------	---



	- they will know key aspects related to the application of concepts specific to the specialized disciplines of the undergraduate cycle.
7.2. Specific objectives	At the end of the course, students: - they will be able to use in a practical way the knowledge acquired during the years of study; - they will be able to develop their ability to analyze the problems identified at the organizational level, as well as the ability to offer solutions to improve the activity of the respective organization; - they will be able to develop their ability to analyze the problems identified at the level of communication in social media, as well as the ability to offer solutions for the identified problems.

8. Contents

Practical activity

Professional Internship is one of the ways students can gain information and new skills for practical experience in a field of interest. It also creates a context where students can meet experts and make connections in that industry and build an agenda. Whether we are talking about organizations or specialists from certain industries or fields, the professor and guests present students with case studies, examples, figures and statistics, strategies, plans and action tactics relevant to professional practice. Equally, students are informed and encouraged to participate in events organized with industry professionals for valuable insights and the accumulation of knowledge and know-how from them.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- At the end of the course, students will know the main theories of public relations, advertising, social media and online marketing, as well as its new developments, being able to cope with the current requirements in the field.
- All the topics dealt with within the discipline are part of the actuality of the needs and interests of study and practice in the field of public relations and advertising;
- Theoretical and practical experience of the holders of the discipline in professional practice.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Verification	Students must find a place of practice (as the case may be, a company or a department within the company where they	The file will contain: - the certificate attesting the performance of the practice (signed by the department or	100%



	<p>work). If they fail to find a place of practice, they will be able to choose from a list made available by the management of the undergraduate cycle.</p> <p>The students will present a file of the internship.</p>	<p>company manager, as the case may be, and stamped);</p> <ul style="list-style-type: none">- a practice report (5-10 pages, TNR 12, 1.5 spacing), which includes:<ul style="list-style-type: none">- description of the organization;- the period of the internship;- the department where the internship was carried out;- contact persons;- the objectives assumed for the internship;- the activities in which the student participated during the internship (with their detailed description);- observations and conclusions.-the assessment of the head of the department where the internship was carried out, with a rating (Satisfactory, Good or Very good). <p>If the student worked on a certain project and made certain materials with which he can prove what he worked on, he can attach copies of these materials to the report (reports, promotional materials, presentations, etc.).</p>	
--	---	---	--

10.4 Minimum performance standard



Promotion conditions

Obtaining grade 5 (minimum) on the practice file.

Grade 5 (five) can only be obtained if the student completed the internship by adding up the required number of hours, brought proof of its follow-up (agreement/certificate) and completed the internship report.

Date

23.09.2022

Signature of the course
instructor

CDA drd. Andrei Galan

Signature of the seminar
instructor

CDA drd. Andrei Galan

Date of approval

30.09.2022

Signature of the Head of
Department

Conf. univ. dr. Loredana Vladu



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



COURSE DESCRIPTION PROJECT MANAGEMENT

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor's degree
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Project Management					
2.2 Course Instructor		Lecturer Simona Bonghez, Ph.D.					
2.3 Seminar Instructor		Lecturer Simona Bonghez, Ph.D.					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	V	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	0	3.6 seminar/lab	56
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					40
Preparing for seminars/labs, writing papers, essays, etc.					39
Tutorials					-
Examinations					-
Other activities: presentations, simulations, games, etc.					10
3.7. Number of hours for individual study					119
3.8. Number of hours per semester					175
3.9. Number of ECTS points					7



4. Preconditions (if applicable)

4.1. curriculum	n/a
4.2. competences	n/a

5. Conditions (if applicable)

5.1. for course	Lecture room with projector and whiteboard// Online platform that allows the posting of audio and video materials, online platform for presentations with the possibility of dividing students into work teams.
5.2. for seminar/lab	Lecture room with projector and whiteboard// Online platform that allows the posting of audio and video materials, online platform for presentations with the possibility of dividing students into work teams.

6. Specific skills and knowledge acquired in class

Professional competences	By participating in this course in semester II, students will acquire the following specific knowledge and skills: <ul style="list-style-type: none">• understand the importance and be able to make a case for program management in an organization• critically analyze and to correctly identify the appropriate project life cycle, as well as the processes of project/program management• properly identify all stakeholders involved in or affected by a project and effectively communicate with them appropriately elaborate the project management documents specific to each of the project phases• to use the right methods to motivate the project team
Transversal competences	<ul style="list-style-type: none">• Assuming the role of project manager in teams, mediating conflicts and organizing multi-professional teams to solve new social and communication problems;• The capacity for self-control and continuous learning, to transfer one's own knowledge to colleagues, to creatively capitalize, at the level of the team and the organization, of the professional experience;

7. Subject objectives

7.1 General objective	The Project Management course aims to guide students - in the most interactive way possible - among concepts and tools, processes and
-----------------------	---



	<p>skills required by the successful delivery of the projects initiated by different organizations.</p> <p>The main objective is to offer a complex study "product", consisting of theories, concepts, methods, on the one hand, and examples, case studies, exercises, on the other.</p> <p>As Project Management heavily relies on team collaboration, the course aims to create an environment where students have the opportunity to work together, to exchange ideas, to experience the challenges of collaborate remotely.</p>
<p>7.2. Specific objectives</p>	<p>On a more specific note, by participating in this course in the 2nd semester, students will acquire the following specific knowledge and / or skills:</p> <ul style="list-style-type: none"> • to critically analyze and correctly identify the appropriate life cycle of a project, as well as the project management processes; • to design and elaborate specific project documents (project or team charter, stakeholder analysis, project work breakdown structure, requirements document or backlog, project timeline, etc) • to understand the Project Manager role and both the importance and the challenges of working and collaborating within the project teams • be able to deliver a concrete result through integrating their already acquired knowledge in terms of Communication and Emerging Media with their new project management knowledge

8. Contents

8.1 Course	Teaching methods	Observations
<p>Course 1. Presentation of the course and course approach. Project Management myths. Plan-driven(predictive) and change-driven (adaptive) approaches in Project Management.</p>	<p>Lecturing, Socratic conversations, Case studies</p>	
<p>Course 2. The triple constraint and its evolution. The project life cycle in a plan-driven approach (predictive)</p>	<p>Lecturing, Socratic conversations, Case studies</p>	
<p>Course 3. The project initiation document: role, contributors, content and importance. Examples.</p>	<p>Lecturing, Socratic conversations, Case studies</p>	
<p>Course 4 and 5. The project stakeholders - definition, importance and relevance for project management. Stakeholders management: identification, analysis, measures for engaging stakeholders. Examples.</p>	<p>Lecturing, Socratic conversations, Case studies</p>	
<p>Course 6 and 7. Defining the project scope: tools and techniques used in project management for defining the project scope. Good practices and examples</p>	<p>Lecturing, Socratic conversations, Case studies</p>	



Course 8. Project scheduling: Defining the project schedule: tools and techniques used in project management for defining the project schedule. Good practices and examples	Lecturing, Socratic conversations, Case studies	
Course 9 and 10. Working in project teams: the stages of forming the project team. Decision-making in projects: the value and benefits of team decisions.	Lecturing, Socratic conversations, Experiential learning	
Course 11. Status reporting: the team assignments	Lecturing, Socratic conversations, Case studies	
Course 12. Skills required for the role of project manager. Self-organizing teams	Lecturing, Socratic conversations, Case studies	
Course 13. Ethics in project management. The PMI's Code of Ethics and Professional Behavior. The Ethics Toolkit.	Lecturing, Socratic conversations, Case studies	
Course 14. Recap.		
<p>References</p> <p>Bonghez, S. (2017). The challenges of a project manager. Bucharest: comunicare.ro</p> <p>Gareis, R (2005). Happy Projects. Vienna: Manz Verlag.</p> <p>IPMA. (2016). ICB-IPMA Competence Baseline, Version 4.0, International Project Management Association</p> <p>Kerzner, H. (2023). Project Management. A systemic approach to planning, scheduling and controlling. 13th Edition. Hoboken: Wiley.</p> <p>PMI. (2021). A Guide to the Project Management Body of Knowledge (PMBOK Guide), Seventh Edition. Pennsylvania: Project Management Institute Inc.</p> <p>PMI. (2006). Code of Ethics and Professional Conduct. https://www.pmi.org/codeofethics</p> <p>Roberts, P. (2016). Guide to project management. London: The Economist and Profile Books Ltd</p> <p>Rowe, S.F. (2020). Project Management for Small Projects, Third Edition. Oakland: Berrett-Koehler Publishers, Inc.</p> <p>Taylor, P. (2009). The lazy project manager. Oxford: Infinite Ideas Ltd</p> <p>Short video sessions (www.colorsinprojects.ro): A journey into the world of projects.</p>		
8.2 Seminar/lab	Teaching methods	Observations
Seminar 1 and 2. Forming the project teams. Working on team charters.	Work in groups of students. Forming students' teams	
Seminar 3. Defining the project deliverables and agreeing on the requirements.	Discussion and team work	
Seminar 4. Developing the WBS for the team projects.	Discussion and team work	
Seminar 5. Presenting the intermediary results of the team assignments. Feedback.	Presentations and feedback	



<p>Seminar 6 and 7. Evaluating the team results. Presenting and discussing the results.</p>	<p>Discutions and analysing the evaluation criteria</p>	
<p>References Bonghez, S. (2017). The challenges of a project manager. Bucharest: comunicare.ro Gareis, R (2005). Happy Projects. Vienna: Manz Verlag. IPMA. (2016). ICB-IPMA Competence Baseline, Version 4.0, International Project Management Association Kerzner, H. (2023). Project Management. A systemic approach to planning, scheduling and controlling. 13th Edition. Hoboken: Wiley. PMI. (2021). A Guide to the Project Management Body of Knowledge (PMBOK Guide), Seventh Edition. Pennsylvania: Project Management Institute Inc. PMI. (2006). Code of Ethics and Professional Conduct. https://www.pmi.org/codeofethics Roberts, P. (2016). Guide to project management. London: The Economist and Profile Books Ltd Rowe, S.F. (2020). Project Management for Small Projects, Third Edition. Oakland: Berrett-Koehler Publishers, Inc. Taylor, P. (2009). The lazy project manager. Oxford: Infinite Ideas Ltd Short video sessions (www.colorsinprojects.ro): A journey into the world of projects.</p>		

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The subject uses internationally recognized academic textbooks, especially the standards issued by Project Management Institute

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
<p>Team assignment - Executing a project</p>	<p>Ability to define, plan and execute a project The ability to work in a team Ability to integrate the already acquired knowledge of communication and emerging media with the project management knowledge</p>	<p>Accomplishment of a team project: students will create – in teams – a promotional video based on the requirements received and agreed with their instructor</p>	<p>50%</p>



Contribution to course and seminar	Getting involved in course and seminar activities	Participating in and solving exercises/individual or group applications	50%
10.4 Minimum performance standard			
Students need to attend at least 9 courses; final grade minimum 5			

Date
23.09.2022

Signature of the course instructor
Lecturer Simona Bonghez

Signature of the
seminar instructor

Date of approval
30.09.2022

Signature of the Head of Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION

PUBLIC COMMUNICATION AND EMERGING MEDIA

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor
1.6 Program/Qualification	Communication and emerging media

2. Information on the subject

2.1 Course title	Public communication and emerging media						
2.2 Course Instructor	Florin Zeru, PhD						
2.3. Seminar Instructor							
2.4. Year of study:	I	2.5. Semester	I	2.6. Type of assessment	E	2.7. Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	3	3.2. course	2	3.3. seminar/lab	1
3.4 Number of hours in the curriculum	42	3.5. course	28	3.6. seminar/lab	14
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					46
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					14
Tutorials					0
Examinations					2
Other activities: presentations, simulations, games, etc.					1
3.7. Number of hours for individual study					83
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5

4. Preconditions (if applicable)

4.1. curriculum	N/A
4.2. competences	knowledge of the English language

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector



6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <p>The student:</p> <ul style="list-style-type: none"> ● Has the ability to work with theories, frameworks, and analytical techniques related to public discourse and new media; ● Has the ability to use a variety of online tools to conduct complex research operations and assess the audience impact of the message delivered through emerging media; ● Is able to apply newly acquired knowledge critically; ● Is able to comprehend the dynamics of interaction between the major players in the public space as well as the ecosystem of the Romanian and global space; ● Is capable of recognizing instances of deceptive content in the online environment and employing countermeasures.
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> ● Is capable of analyzing case studies using a particular theoretical framework, research techniques, and tools in the area of public communication through emerging media; ● Is able to recognize the key players in the process of public communication using emerging media; ● Is able to analyze the connection between the messages delivered by public figures through new media and their effects on audiences and society; ● Can create application models and analysis grids for deciphering the content transmitted by public actors through emerging media using the theoretical ideas they have learned.
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> ● Can apply a variety of analysis techniques and methods to a particular interpretation of content transmitted by public figures via emerging media; ● Possesses the ability to offer a critical analysis of a case study pertinent to their field of study; ● Can operationalize ideas associated with various public communication documents using analytical techniques that have been proven to be scientifically valid.
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> ● Encourage participation in the discussion of public communication and new media; ● Expressing interest in performers in public spaces; ● Rejecting injustices of any kind in public discourse via emerging media.
Transversal competences	<ul style="list-style-type: none"> ● Enhancing critical thinking, synthesis, and communication abilities; ● The capacity to analyze and interpret data; ● The improvement of teamwork abilities.



7. Subject objectives

7.1. General objective	At the end of the course, students will be able to 1. define basic notions and concepts related to public communication and emerging media; 2. employ the theoretical framework and the required resources to evaluate critically the content created by public actors for emerging media; 3. apply the critical thinking and communication skills learned in the course to evaluate the veracity of information in the public domain.
7.2. Specific objectives	At the end of the course, students will be able to <ul style="list-style-type: none"> ● define the key terms and ideas used by specialists; ● provide pertinent examples and differentiate between various types of online misinformation; ● utilize a variety of channels for public communication via new media; ● identify typical logical fallacies used in media discourse and evaluate arguments critically; ● define the terms "online algorithms," "public space," "collaboration, participation, transparency, and trust; ● critically assess the veracity of media sources and the veracity of information sources; ● create research and analysis in the area of emerging media for public communication.

8. Contents

8.1 Course	Teaching methods	Observations
Lecture 1. Introduction and organization	<ul style="list-style-type: none"> ● Presentation ● Providing direct answers to students' questions. 	
Lecture 2. Public communication through emerging media: an introduction	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; ● Conceptual approaches explained; ● Engaging students in active learning. 	
Lecture 3. The Open Government Partnership and its role in developing public communication through emerging media	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; ● Conceptual approaches explained; ● Engaging students in active learning. 	2h
Lecture 4. The impact of technological progress on the interaction between citizens and public organizations	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; 	2h



	<ul style="list-style-type: none">● Conceptual approaches explained;● Engaging students in active learning.	
Lecture 5. Emerging media, concepts, developments and technological contexts	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h
Lecture 6. Public communication law and regulations	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h
Lecture 7. The use of emerging media in public communication (I)	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h
Lecture 8. The use of emerging media in public communication (II)	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h
Lecture 9. The importance of emerging media insights	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h
Lecture 10. The significance of public communication through new media in terms of public trust	<ul style="list-style-type: none">● Exposition of theoretical concepts, using audio-visual aids;● Conceptual approaches explained;● Engaging students in active learning.	2h



Lecture 11. Digital transformation and the role of emerging media	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; ● Conceptual approaches explained; ● Engaging students in active learning. 	2h
Lecture 12. Public crisis communications through emerging media	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; ● Conceptual approaches explained; ● Engaging students in active learning. 	2h
Lecture 13. The effects of information disorder on public communication	<ul style="list-style-type: none"> ● Exposition of theoretical concepts, using audio-visual aids; ● Conceptual approaches explained; ● Engaging students in active learning. 	2h
Lecture 14. Summary	<ul style="list-style-type: none"> ● Providing direct answers to students' questions. ● Engaging students in active learning. 	2h
<p>References</p> <p>Corbu, N., Negrea-Busuioc, E., Udrea, G., & Radu, L. (2021). Romanians' willingness to comply with restrictive measures during the COVID-19 pandemic: evidence from an online survey. <i>Journal of Applied Communication Research</i>, 1-18. DOI: 10.1080/00909882.2021.1912378.</p> <p>Criado, J. I. & Villodre, J. (2020). Delivering public services through social media in European local governments. An interpretative framework using semantic algorithms. <i>Local Government Studies</i>, 1-23.</p> <p>Matasick, C., Alfonsi, C. & Bellantoni, A. (2020), "Governance responses to disinformation: How open government principles can inform policy options", <i>OECD Working Papers on Public Governance</i>, No. 39, OECD Publishing, Paris, https://doi.org/10.1787/d6237c85-en.</p> <p>Mergel, I. (2012a). Social media in the public sector: Participation, collaboration, and transparency in the networked world. <i>San Francisco: Jossey-Bass</i>.</p> <p>OECD (2017), "Recommendation of the Council on Open Government," [Online] OECD. Available online: https://www.oecd.org/gov/Recommendation-Open-Government-Approved-Council-141217.pdf</p> <p>UN E-Government. (2020). <i>Digital government in the decade of action for sustainable development. With addendum on COVID-19 Response. United Nations E-Government Survey</i>. https://publicadministration.un.org/egovkb/en-us/Reports/UN-E-Government-Survey-2020</p> <p>Zeru, F. (2021). The Use of Social Networking Websites in Romanian Public Administration. <i>Journal of Media Research-Revista de Studii Media</i>, 14(40), 105-122.</p>		
8.2 Seminar/lab	Teaching methods	Observations



Seminar 1. Introduction and organization	<ul style="list-style-type: none"> ● presentation of the topics covered at the seminar and the evaluation criteria. ● answers to queries that help explain the seminar. 	2h
Seminar 2. The Open Government Partnership and its role in developing public communication through emerging media	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
Seminar 3. The impact of technological progress on the interaction between citizens and public organizations	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
Seminar 4. The use of emerging media in public communication	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
Seminar 5. The importance of emerging media insights	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
Seminar 6. The role of emerging media in Romania's digital transformation	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
Seminar 7. The effects of information disorder on public communication	<ul style="list-style-type: none"> ● discussion of the subjects covered by the 2 seminar texts; ● heuristic conversation; ● explanation; ● problematization. 	2h
<p>References</p> <p><i>Seminar 1. Introduction and organization</i></p> <p><i>Seminar 2. The Open Government Partnership and its role in developing public communication through emerging media</i></p> <p>Linders, D., & Wilson, S. C. (2011, June). What is open government? One year after the directive. In <i>Proceedings of the 12th Annual International Digital Government Research Conference: Digital Government Innovation in Challenging Times</i> (pp. 262-271).</p> <p>Schnell, S. (2020). Vision, Voice, and Technology: Is There a Global “Open Government” Trend?. <i>Administration & Society</i>, 52(10), 1593-1620.</p>		



Seminar 3. The impact of technological progress on the interaction between citizens and public organizations

Linders, D. (2012). From e-government to we-government: Defining a typology for citizen coproduction in the age of social media. *Government information quarterly*, 29(4), 446-454.

Edelmann, N., & Mergel, I. (2021). Co-production of digital public services in Austrian public administrations. *Administrative Sciences*, 11(1), 22.

Seminar 4. The use of emerging media in public communication

Criado, J. I. & Villodre, J. (2020). Delivering public services through social media in European local governments. An interpretative framework using semantic algorithms. *Local Government Studies*, 1-23.

Mergel, I., & Bretschneider, S. I. (2013). A three-stage adoption process for social media use in government. *Public administration review*, 73(3), 390-400.

Seminar 5. The importance of emerging media insights

Leerssen, P., Dobber, T., Helberger, N., & de Vreese, C. (2021). News from the ad archive: How journalists use the Facebook Ad Library to hold online advertising accountable. *Information, Communication & Society*, 1-20.

Medina Serrano, J. C., Papakyriakopoulos, O., & Hegelich, S. (2020, July). Dancing to the partisan beat: A first analysis of political communication on TikTok. In *12th ACM conference on web science* (pp. 257-266).

Seminar 6. Digital transformation and the role of emerging media

Mergel, I., Edelmann, N., & Haug, N. (2019). Defining digital transformation: Results from expert interviews. *Government Information Quarterly*, 36(4), 101385.

OECD, (2020a). *Transparency, communication and trust : The role of public communication in responding to the wave of disinformation about the new Coronavirus* [Online]. OECD. Available online: <https://www.oecd.org/coronavirus/policy-responses/transparency-communication-and-trust-the-role-of-public-communication-in-responding-to-the-wave-of-disinformation-about-the-new-coronavirus-bef7ad6e/>

Seminar 7. The effects of information disorder on public communication

Ștefăniță, O., Corbu, N., & Buturoiu, R. (2018). Fake News and the Third-Person Effect: They are More Influenced than Me and You. *Journal of Media Research*, 11(3).

Durach, F., Bargaeanu, A., & Nastasiu, C. (2020). Tackling disinformation: EU regulation of the digital space. *Romanian J. Eur. Aff.*, 20, 5. (pp. 5 - 20)

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The student will be able to evaluate and critically analyze media content using the key concepts, theories, and analytical techniques in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
---------------	--------------------------	-------------------------	--



Course	1. The degree of knowledge acquired from the course; 2. The capacity to apply theoretical ideas in real-world contexts.	Presentation of content, preferably in video format, on a subject covered in the lecture and seminar.	50%
Seminar	Presenting the text taken from the bibliography.	A summary of the text's main ideas, terms definitions, and suggested theoretical positions.	20%
	Proiect	Presentation of content on a subject relating to public communication and emerging media, preferably in video format.	20%
	Participare activă	Active participation in seminar discussions.	10%
10.6. Minimum performance standard			
Correctly defining each topic's fundamental ideas, identifying the key theories and concepts, and identifying the key analytical tools.			

Date
23.09.2022

Signature of the course
instructor
Florin Zeru, PhD

Signature of the course
instructor
Florin Zeru, PhD

Date of approval:
30.09.2022

Signature of the Head of Department



COURSE DESCRIPTION PUBLIC RELATIONS IN DIGITAL MEDIA

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA program
1.6 Program/Qualification	Communication in Emerging Media

2. Information on the subject

2.1 Course title		Public Relations in Digital Media					
2.2 Course Instructor		Prof. Diana-Maria Cismaru					
2.3 Seminar Instructor		Drd. Iulia Burnei					
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					25
Additional library documentation, field documentation, internet documentation					30
Preparing for seminars/labs, writing papers, essays, etc.					25
Tutorials					-
Examinations					14
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					94
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	Projector/ Google Classroom/Mentimeter
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	1. Knowledge and understanding a. Understanding the core concepts in the field of public relations b. Knowledge of relevant theories in the field of public relations; c. Understanding the elements and phases of strategic planning in public relations d. Understanding the functioning of PR structures in organizations and the options for working in the PR field e. Understanding the impact of digital media on PR as a field and as a profession
	2. Explaining and interpreting a. Capacity to apply concepts in different contexts of practice b. Understanding cases and examples from PR practice in a broader global perspective; c. Comparison of different and similar aspects of strategic communication in global and international context; d. Critical explanation and interpretation of cases and examples of PR practice
	3. Instrumental-Applicative a. Building a communication strategy containing all the correct elements (e.g. segmentation of publics, formulation of objectives etc.); b. Capacity to design and implement plans of strategic organizational communication; c. Use of digital media as instruments and channels of communication;



	<p>d. Management of strategic communication for a public actor or organization.</p> <p>4. Attitudinal competences</p> <p>a. Building a realistic perspective in what concerns practice in public relations</p> <p>b. Understanding the correct relationships with stakeholders of organization and the internal dynamics of the PR project team</p> <p>c. Respecting ethical principles in public relations</p>
Transversal competences	<p>1. Autonomously and independently performing complex professional tasks</p> <p>2. Self-evaluation of need of training and resources for solving a professional task</p> <p>3. Understanding of the importance of professional deontology and intellectual property</p> <p>4. Open attitude towards combining and integrating various types of content and online and offline, academic and professional sources</p>

7. Subject objectives

7.1 General objective	<ul style="list-style-type: none"> ▪ Understanding core concepts and instruments in public relations fields; ▪ Knowledge of main phases and elements for building a PR strategy
7.2. Specific objectives	<ul style="list-style-type: none"> - Identification of organizational problems and performing research for studying a topic; - Understanding specific practices in different environments - Understanding the impact of digital media on PR practices

8. Contents

8.1 Course	Teaching methods	Observations
The functional role of PR in organizations	Lecture	-
Characteristics of the digital society	Interactive Teaching	
Perspectives of global PR development	Interactive Teaching	
Globalization in public relations	Interactive teaching Case study	
PR strategies in international context	Interactive teaching Working in small groups	
PR practices in institutions	Interactive teaching Applications	
PR practices in companies and agencies	Interactive teaching Case studies Application	
Entrepreneurship in public relations	Interactive teaching	



PR planning and implementation	Interactive teaching Guest speaker + Case studies	
Strategic communication on digital platforms	Interactive teaching Case studies	
Online communication campaigns: case studies	Interactive teaching Case studies	
Image and reputation in the digital society	Interactive teaching Case studies	
Reputation management in the digital age	Interactive teaching Case studies	
Reputation crisis in the digital age	Applications	

Bibliography

Bell DeTienne, K.& Lewis, L.W. (2005). The Pragmatic and Ethical Barriersto Corporate Social Responsibility Disclosure: The Nike Case. *Journal of Business Ethics* (2005) 60: 359–376

Botan, C.; Hazleton, V. (2006). *Public Relations Theory II*, New Jersey: Laurence Erlbaum

Clark, C. E. (2000). Differences between Public Relations and Corporate Social Responsibility: An Analysis. *Public Relations Review*, 26 (3): 363-380

Capriotti, P. & Moreno, A. (2007). Corporate citizenship and public relations: The importance and interactivity of social responsibility issues on corporate websites. *Public Relations Review*, 33, pp. 84-91

Grunig, J. E. (2009). Paradigms of global public relations in the age of digitalisation. *Prism* 6(2)

Hagelstein, J., Einwiller, S., & Zerfass, A. (2021). The ethical dimension of public relations in Europe: Digital channels, moral challenges, resources, and training. *Public Relations Review*, 47(4), 102063.

Macnamara, J. (2010b). Public relations and the social: How practitioners are using, or abusing, social media. *Asia Pacific Public Relations Journal*, 11(1):21-39.

Moloney, K. (2000). *Rethinking public relations: the spin and the substance*, Cap.9: *PR, journalism and the media*, pp.119-132, London & New York: Routledge

Van Ihlen, O; Van Ruler, B.& Fredriksson, M. (2009). *Public Relations and Social Theory*, London: Routledge

Wright, D. K., & Hinson, M. (2017). Tracking how social and other digital media are being used in public relations practice: A twelve-year study. *Public Relations Journal*, 11(1), 1-30.

8.2 Seminar/lab	Teaching methods	Observations
1. PR activities and roles	Mind mapping. Team working	
Global PR promotion strategies 2.	Oral presentation + feedback sections Small group working	
PR in NGOs/ CSR in companies 3.	Oral presentation followed by examples Simulation debate session (team work)	
4. Website and blog analysis	Oral presentation + feedback sections Analysis of websites (small group working)	
5. The mix of social media channels	Oral presentation + feedback sections	



	Application identification and selection of media channels (team work)	
6. Production of content for social media	Oral presentation + feedback sections Applications	
7. Corporate versus personal branding	Oral presentation + feedback sections Debates of case studies, and problems solving (team work)	
Bibliography Broom, G.: Bey-Ling, Sha (2012). <i>Cutlip and Center's Effective Public Relations</i> , London: Pearson Education Theaker, A. (Ed.). (2020). <i>The public relations handbook</i> . Routledge.		

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- | |
|--|
| <ul style="list-style-type: none"> • The subject uses internationally recognized academic textbooks • Writing skills are important for writing a good dissertation but also for writing texts in general |
|--|

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Correct answers, creativity in the essay item, analysis skills,	Test with closed items and essay items	60%
	Quality of content and presentation, creativity, reasoning, analysis and synthesis.	Individual homework (2 assignments/student)	20%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	20%
10.4 Minimum performance standard			
<ul style="list-style-type: none"> ▪ Minimum 50% attendance to course and seminar activities ▪ Uploading in Google Classroom in due time 2 of the 12 assignments proposed to the end of each course ▪ Obtaining the « admitted » qualification in seminar 			



- Solving correctly half of the closed items

Date

20.09.2022

Signature of the course

instructor

Prof. univ. dr. Diana-Maria

Cismaru

Signature of the seminar

instructor

Date of approval

30.09.2022

Signature of the Head of

Department

Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION PUBLIC SPEAKING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Public Speaking					
2.2 Course Instructor		Alexandru I. Cârlan					
2.3 Seminar Instructor		Alexandru I. Cârlan					
2.4 Year of study	I	2.5 Semester	II	2.6 Type of assessment	V	2.7 Course curricular category	Obl., DC

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					21
Additional library documentation, field documentation, internet documentation					10
Preparing for seminars/labs, writing papers, essays, etc.					-
Tutorials					-
Examinations					10
Other activities: presentations, simulations, games, etc.					69
3.7. Number of hours for individual study					56
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Academic research and writing abilities

5. Conditions (if applicable)

5.1. for course	Video-projector / Google Classroom
5.2. for seminar/lab	Video-projector / Google Classroom

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none">• to know the elements of the rhetorical situation;• to distinguish between the modes of persuasion;• to know the fundamental rhetorical genres under a classical and a contemporary conceptualization;• to know the Toulmin structure of the argument ;• to list the qualities and features of style;• to define and exemplify standard rhetorical figures;• to know the fundamental theories of humour;• to understand the basic principles of storytelling for public address;
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none">• to explain the rhetorical force of a presentation in a particular situation;• to critically evaluate the employment of persuasive devices in a presentation or a discourse appealing to the relevant theoretical framework;• to problematize upon the impact of emerging media on communication practices centered on public speaking;
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none">• to analyze a rhetorical situation through a particular theoretical framework;• to elaborate a discourse that is adequate both for the situation and for the speaker's purposes;• to produce, for a certain thesis, arguments that employ different modes of persuasion;• to translate a speech in various stylistic registers;• to chose various types of humour, adequate for a particular rhetorical situation;• to find and adapt for purposes of presentation various elements of story-telling, instrumental for rhetorical purposes;



	<ul style="list-style-type: none"> to illustrate a presentation with adequate visual support;
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> to develop openness to dialogue; to develop abilities of active listening; to develop critical thinking skills; to enrich intermedial imagination;
Transversal competences	<ul style="list-style-type: none"> the competence to see, for any given case, the available means of persuasion; the competence to find discursive means for mediation of problems that require resolution through team work;

7. Subject objectives

7.1 General objective	The student will be able to elaborate and deliver a speech adequate for the situation and purposes of participants;
7.2. Specific objectives	<ul style="list-style-type: none"> The student will understand the peculiarities of various rhetorical situations, their configuring factors and potential dynamics; The student will propose realistic communication objectives for various rhetorical situations; The student will be capable to find the relevant content of the speech; The student will be capable to structure the content of the speech in an felicitous order; The student will be capable to chose the best stylistic devices for his speech; The student will be able to manage elements of humour and storytelling for rhetorical purposes; The student will be able to produce adequate visual support for speeches, relative to situation and speaker's purposes; The student will adequately handle Q&A sessions for various scenarios; The student will be capable to critically evaluate the rhetorical force of speeches in various situations;

8. Contents

8.1. Course	Teaching methods	Observations
1. Introductory meeting: explaining syllabus and evaluation. A case study	Lecture & micro-case studies;	
2. Public speaking, rhetoric, oratory, what else?	Lecture & micro-case studies;	
3. Kairos: situations, occasions, exigencies;	Lecture & micro-case studies;	



4. Classical rhetoric: canons & genres;	Lecture & micro-case studies;	
5. Classical rhetoric: persuasive appeals;	Lecture & micro-case studies;	
6. Invention: content & force; A rhetorical concept of argument;	Lecture & micro-case studies;	
7. Deliberation: what's in it for me? Us!	Lecture & micro-case studies;	
8. Story-telling: there's no such thing as a mere story!	Lecture & micro-case studies;	
9. Performing values, forging communities: the epideictic	Lecture & micro-case studies;	
10. In style: micro. Figures I: substance & order; Figures II: meaning & argument;	Lecture & micro-case studies;	
11. Delivery - engaging audiences: energy, voice, presence, and identification;	Lecture & micro-case studies;	
12. Humour: a serious approach	Lecture & micro-case studies;	
13. Multimodality and embodiment: visual support for presentations;	Lecture & micro-case studies;	
14. Back to square one: From public speaking back to rhetoric: a critique of the neoliberal paradigm;	Lecture & micro-case studies;	
8.2. Seminar/lab	Teaching methods	Observations
1. What does it mean <i>public</i> in "Public speaking"?	Debate over standardized rhetorical situations;	
2. Rhetorical analysis: a model and case-studies;	Rhetorical analysis: models and case-studies;	
3. Arguing in situation: the role of audience-designed argument;	Rhetorical analysis: models and case-studies;	
4. A classical model of speech: Gorgias – <i>Encomium to Helen</i> ;	Rhetorical analysis: models and case-studies;	
5. Steering change through deliberative speech: Martin Luther King's 'Letter from Birmingham Jail'	Rhetorical analysis: models and case-studies;	
6. Forging communities through epideictic speech: ceremonies and celebrity speeches;	Rhetorical analysis: models and case-studies;	
7. Forensic speech: more than what one encounters in tribunals;	Rhetorical analysis: models and case-studies;	

References

Anderson, C. (2016). *TED talks: The official TED guide to public speaking*. Houghton Mifflin Harcourt.

Aristotle, (2006). *On rhetoric: A theory of civic discourse*. Translation: Kennedy, G. A., OUP.



- Bitzer, Loyd F. (1968/1999): "The rhetorical situation", in (eds.) Lucaites, Condit, Caudill: *Contemporary Rhetorical Theory: a Reader*, New York, London: Guilford Press, 1999; (published initially in *Philosophy and Rhetoric*, 1 (1968).
- Campbell K. H., Huxman S.S., Burkholder, T.R.(2015). *The Rhetorical Act: Thinking, Speaking, and Writing Critically*. 5th Edition. Cengage Learning.
- Cockcroft, R., & Cockcroft, S. (2013). *Persuading People: An introduction to rhetoric*. Palgrave Macmillan.
- Fahnestock, J., Harris, R.A., (Eds.) (2022) *The Routledge Handbook of Language and Persuasion*. London: Routledge;
- Goldstein, J. (2018). *Public Speaking: A Meta-Communicative Approach*. Routledge: Oxon, New York.
- Hart, R. P., Daughton, S. M., & LaVally, R. (2017). *Modern rhetorical criticism*. Routledge.
- Hauser, G., A., (2010). *Introduction to rhetorical theory*. 2nd Edition. Long Grove: Waveland Press.
- Ihlen, O., Heath, Robert L.(2018) *The Handbook of Organizational Rhetoric and Communication*. Wiley Blackwell.
- Jasinski, J. (2001). *Sourcebook on rhetoric*. London: Sage.
- Jordan, L. (2021). *Techniques of Visual Persuasion: Create powerful images that motivate*. San Francisco: Pearson Ed.
- Jost, W., & Olmsted, W. (Eds.). (2008). *A companion to Rhetoric and Rhetorical Criticism*. London: John Wiley & Sons.
- Kuypers, J. A. (Ed.). (2021). *Rhetorical criticism: Perspectives in action*. 3rd Ed. Lexington Books.
- Leff, Michael (2003): "Rhetoric and dialectic in Martin Luther King's *Letter from Birmingham Jail*" in (eds.) Van EEMEREN, Frans H. & all *Anyone who has a view: Theoretical Contributions to the Study of Argumentation*, Dordrecht: Kluwer Academic Publishers, pp. 255-268;
- Lundsford, Andrea A., Wilson Kirt H., Eberly Rosa A. (Eds.) *The SAGE Handbook of Rhetorical Studies*, Thousand Oaks: Sage Publications, 2008;
- Meyer, J. C. (2015). *Understanding Humor Through Communication: Why be Funny, Anyway?* Lexington Books.
- Nickerson, R. S. (2021) *Argumentation: The Art Of Persuasion*. Cambridge, NY. Cambridge.
- Parry-Giles, S. J., & Hogan, J. M. (Eds.). (2010). *The handbook of rhetoric and public address*. John Wiley & Sons.
- Perelman, C., & Olbrechts-Tyteca, L. (1969). *The New Rhetoric. A treatise on argumentation*. trans. John Wilkinson and Purcell Weaver. Notre Dame: University of Notre Dame Press.
- Rossette-Crake, F. (2019). *Public Speaking and the New Oratory. A Guide for Non-native Speakers*. Palgrave MacMillan: Cham.
- Selzer, Jack (1992): "More Meanings of Audience" in (eds.) White, Nakadate & Cherry: *A Rhetoric of doing: essays on written discourse in honor of James L. Kinneavy*, SIU Press;
- Simmons, Herbert & Jones, Jean(2017): *Persuasion in Society* (3rd ed.), London: Routledge;
- Sheard, Cynthia M. (1996): "The Public Value of Epideictic Rhetoric" in *College English*, 58(7) / 1996;
- Sloane, T. O. (2001). *Encyclopedia of rhetoric*. Oxford University Press.



Vatz, Richard E (1973) “The Myth of the Rhetorical Situation” in (eds.) Lucaites, Condit, Caudill: *Contemporary Rhetorical Theory: a Reader*, New York, London: Guilford Press, 1999; (published Initially in *Philosophy and Rhetoric*, 6 (1973).

Vatz, Richard E. (2009) “The Mythical Status of Situational Rhetoric: Implications for Rhetorical Critics’ Relevance in the Public Arena” *The Review of Communication*, 9/2009.

Wahl, Shawn T., Morris, Eric, (2022), *Persuasion in Your Life*, 3rd. Edition. NY: Routledge.

Zarefsky, David (2017): *Public Speaking: Strategies for success*. Boston: Pearson Ed.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The student will be able to elaborate and deliver presentations for civic projects, business proposals, management meetings and will be able to take part or direct Q & A sessions;

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Presentation of speech in seminar	The capacity to elaborate and deliver a speech in seminar according to specific situational and thematic constraints;	Evaluare în seminar;	35%
Participation in Seminar	Feed-back and participation in Q&A session in seminars	Monitoring of active participation, based on preparation for seminar;	30%
Final paper - with oral defense;	Analysis of the discursive construction of persuasiveness in a particular speech	Defending a project with an established topic and structure;	35%

10.4 Minimum performance standard

Students need to attend at least 4 seminars with corresponding applications, including delivering a speech in seminar;

Defending a project which proves basic reach of analytical objectives, proving basic knowledge of the theoretical framework through adequate analysis;

Date
23.09.2022

Signature of the course
instructor
Alexandru I Cârlan

Signature of the seminar
instructor



Școala Națională de Studii Politice și Administrative

Facultatea de Comunicare și Relații Publice

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION

RESEARCH METHODS IN COMMUNICATION SCIENCES

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Studies
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Research methods in communication sciences						
2.2 Course Instructor	Senior Lecturer Raluca Buturoiu						
2.3 Seminar Instructor	Senior Lecturer Raluca Buturoiu						
2.4. Year of study:	II	2.5. Semester	III	2.6. Type of assessment	V	2.7. Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	5	3.2. course	2	3.3. seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5. course	28	3.6. seminar/lab	42
Distribution of hours					ore
Studying handouts, textbooks, reading recommended bibliography					10
Additional library documentation, field documentation, internet documentation					35
Preparing for seminars/labs, writing papers, essays, etc.					35
Tutorials					-
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					80
3.8. Number of hours in the curriculum					70
3.8. Number of hours per semester					150
3.10. Number of ECTS points					6

4. Preconditions (if applicable)

4.1. curriculum	N/A
4.2. competences	Abilities to use a computer and/or other similar device

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector



6. Specific skills and knowledge acquired in class

Professional competencies	<ol style="list-style-type: none"> 1. Knowledge and understanding <ol style="list-style-type: none"> a. Knowing and understanding the stages and general principles of research approach; b. Knowledge of the principles and rules of construction of various research instruments (e.g., questionnaire, content analysis grid, interview guide, focus group guide) and the particularities of research; c. Understanding the factors underlying the decision to use one research method over others, depending on the research objectives; d. Understanding the elements that define and differentiate the use of the qualitative/quantitative approach in research; e. Understanding the fundamental principles of analysis and interpretation of quantitative and qualitative data.
	<ol style="list-style-type: none"> 2. Explaining and interpreting <ol style="list-style-type: none"> a. Explaining and differentiating between the quantitative and the qualitative approach in research; b. Identifying the particularities, advantages and disadvantages of different research methods; c. Explaining the limits of the research according to the design of the research and the context of the study; d. Interpreting the data obtained and explaining how they can be used and integrated in the construction of strategic communication decisions.
	<ol style="list-style-type: none"> 3. Instrumental-Applicative <ol style="list-style-type: none"> a. Designing some research tools: questionnaire, interview guide, category scheme; b. Creation of databases (data entry and coding); c. Writing research reports.
	<ol style="list-style-type: none"> 4. Attitudinal competences <ol style="list-style-type: none"> a. Respecting ethics in research; b. Promoting a high degree of openness and acceptance towards differences of opinion and freedom of expression, as fundamental democratic values in research.
Transversal competences	<ol style="list-style-type: none"> a. Understanding and integrating research as a component of professional activity; b. Approaching and managing in a realistic way (both theoretically and practically) some usual professional situations, with the aim of their effective and deontological solution; c. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts.

7. Subject objectives

7.1. General	Acquiring the capacity and skills to carry out a research (quantitative or
--------------	--



objective	qualitative) in the field of communication and public relations, using the new online resources accessible to the field of research in social and human sciences.
7.2. Specific objectives	<ul style="list-style-type: none"> • Knowing the stages of a research approach; • Knowing the rules for constructing questionnaires and designing a questionnaire-based research; • The ability to build an experimental design; • Knowledge of the specifics of qualitative research methods (interview, focus group); • Familiarization with the method of analyzing the content of communication.

8. Contents

8.1. Course	Teaching methods	Observations
1: Research methods for the social sciences: an introduction	Interactive teaching and applications	
2: Introduction to quantitative research. Research questions and research hypotheses	Interactive teaching and applications	
3: Questionnaire based survey (I)	Interactive teaching and applications	
4: Questionnaire based survey (II)	Interactive teaching and applications	
5: Content analysis as a research method	Interactive teaching and applications	
6: Experiments: how to conduct an experiment	Interactive teaching and applications	
7: Visualizing quantitative data	Interactive teaching and applications	
8: Writing a research report based on quantitative data	Interactive teaching and applications	
9: Introduction to qualitative research. Research hypotheses	Interactive teaching and applications	
10: Conducting interviews (I)	Interactive teaching and applications	
11: Conducting interviews (II)	Interactive teaching and applications	
12: Particularities of focus groups	Interactive teaching and applications	
13: Netnography: qualitative social media research	Interactive teaching and applications	
14: Writing a research report based on qualitative data	Interactive teaching and applications	
Bibliography Croucher, S. M., & Cronn-Mills, D. (2018). <i>Understanding communication research methods: A theoretical and practical approach</i> . Routledge. Treadwell, D., & Davis, A. (2019). <i>Introducing Communication Research: Paths of inquiry</i> . Sage.		
8.2. Seminar/lab	Teaching methods	Observations



1: Introduction. Research design. Building research objectives, questions, and hypotheses	General presentation, syllabus, discussions	
2: Questionnaire design and administration	Debates, examples and applications	
3: Content analysis schema and codebook building	Debates, examples and applications	
4: Steps for planning, conducting and analyzing data from experiments	Debates, examples and applications	
5: Interviews: how to build an interview guide and conduct an interview	Debates, examples and applications	
6: Focus-groups: guidelines and simulation	Debates, examples and applications	
7: Concluding seminar	Recap, discussions about final project	

Bibliography

- Alam, M. A., Uddin, A. I., Uddin, M. A., Begum, S., Nahar, H., Raihan, T., & Khan, A. G. (2022). Mental health of students amidst the COVID-19 pandemic: An empirical study. *Heliyon*, 8(3), e09111.
- Bastick, Z. (2021). Would you notice if fake news changed your behavior? An experiment on the unconscious effects of disinformation. *Computers in human behavior*, 116, 106633.
- Christodoulou, J., & Lac, A. (2022). Examining the communication of gender roles to parents: a quantitative content analysis of online birth congratulations cards. *Psychology & Sexuality*, 13(3), 640-651.
- Craft, S., Ashley, S., & Maksl, A. (2016). Elements of news literacy: A focus group study of how teenagers define news and why they consume it. *Electronic News*, 10(3), 143-160.
- Dumas, T. M., Maxwell-Smith, M. A., Tremblay, P. F., Litt, D. M., & Ellis, W. (2020). Gaining likes, but at what cost? Longitudinal relations between young adults' deceptive like-seeking on instagram, peer belonging and self-esteem. *Computers in Human Behavior*, 112, 106467.
- Goyanes, M., & Demeter, M. (2022). Beyond positive or negative: Understanding the phenomenology, typologies and impact of incidental news exposure on citizens' daily lives. *new media & society*, 24(3), 760-777.
- Hammons, A., Olvera, N., Teran-Garcia, M., Villegas, E., & Fiese, B. (2021). Mealtime resistance: Hispanic mothers' perspectives on making healthy eating changes within the family. *Appetite*, 159, 105046.
- Harvey, A. M., Thompson, S., Lac, A., & Coolidge, F. L. (2019). Fear and derision: A quantitative content analysis of provaccine and antivaccine internet memes. *Health Education & Behavior*, 46(6), 1012-1023.
- Mastro, D., & Figueroa-Caballero, A. (2018). Measuring extremes: A quantitative content analysis of prime time TV depictions of body type. *Journal of Broadcasting & Electronic Media*, 62(2), 320-336.
- Scherr, S., & Wang, K. (2021). Explaining the success of social media with gratification niches: Motivations behind daytime, nighttime, and active use of TikTok in China. *Computers in Human Behavior*, 124, 106893.
- Swart, J. (2021). Tactics of news literacy: How young people access, evaluate, and engage with news on social media. *new media & society*, 14614448211011447.
- Vendemia, M. A., & DeAndrea, D. C. (2018). The effects of viewing thin, sexualized selfies on Instagram: Investigating the role of image source and awareness of photo editing practices. *Body image*, 27, 118-127.



Vendemia, M. A., & DeAndrea, D. C. (2021). The effects of engaging in digital photo modifications and receiving favorable comments on women's selfies shared on social media. *Body Image*, 37, 74-83.

Wenhold, H., & Harrison, K. (2021). Interviews exploring emerging adults' everyday life gender norm experiences, media gender norm perceptions, and future gender norm expectations. *Journal of Adult Development*, 28(3), 207-220.

Wolfers, L. N. (2021). Parental mobile media use for coping with stress: A focus groups study. *Human Behavior and Emerging Technologies*, 3(2), 304-315.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

Research represents a fundamental stage in the development of professionals in communication sciences, which is why understanding the fundamental principles underlying the design, management, and analysis of research approaches is an important competitive advantage both at the individual level (on the labor market) and at the organizational level. This course offers students a theoretical basis and aims to develop some general skills related to the actual realization of a research approach in the field of communication, bringing into discussion research designs that respond to current technological developments.

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade (%)
Course and seminar	- the ability to design a research approach using the studied techniques - the understanding of the principles underlying the correct construction of a research instrument	Two individual assignments (each representing 25% of the final grade), which involve the design of some research tools (questionnaire, category schemes, interview or focus group guides), on a freely chosen topic. Each assignment will be graded from 1 to 10.	50%
	- capacitatea de concepere a unui deisgn de cercetare (analiza literaturii de specialitate, formularea obiectivelor și întrebărilor de cercetare, analiza datelor)	Individual project based on a real research, on a freely chosen topic. The project will be evaluated with a grade from 1 to 10.	50%
10.4 Minimum performance standard:			
<ul style="list-style-type: none"> Minimum 50% attendance at the seminar activities (minimum 4 attendances at the seminar) 			



- Completion of individual projects/assignments and their delivery according to the deadlines established in this respect
- Obtaining at least a grade of 5 (out of 10) for each assignment/project

Date: 23.09.2022
Signature of the course instructor
Lect. univ. dr. Raluca Buturoiu

Signature of the seminar instructor
Lect. univ. dr. Raluca Buturoiu

Date of approval:
30.09.2022

Signature of the Head of Department:
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION

METHODS AND TECHNIQUES FOR DISSERTATION WRITING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor studies
1.6 Program/Qualification	Digital Communication and Innovation

2. Information on the subject

2.1 Course title		Social media and civic participation					
2.2 Course Instructor		Associate Professor Florin Abraham					
2.3 Seminar Instructor		Assistant Professor Florența Toader					
2.4 Year of study	II	2.5 Semester	IV	2.6 Type of assessment	E.	2.7 Course curricular category	Opt.

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminar/lab	1
3.4 Number of hours in the curriculum	42	3.5 course	28	3.6 seminar/lab	14
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					21
Additional library documentation, field documentation, internet documentation					30
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					4
Examinations					8
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					83
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5

4. Preconditions (if applicable)

4.1. curriculum	It's not necessary
4.2. competences	Knowledge of the English language (at least intermediate level)

5. Conditions (if applicable)

5.1. for course	Equipping the classroom with video projector, computer with internet access
5.2. for seminar/lab	Equipping the classroom with a flipchart, video projector and computer with internet access



6. Specific skills and knowledge acquired in class

Professional competences	<ul style="list-style-type: none"> Identifying and using the language, methodologies and specialized knowledge in the field of political sciences/communication sciences Understanding the complex and contradictory nature of human societies Knowing the main elements of new media/social media Developing the ability to explain how digital platforms have influenced civic participation Acquiring essential information about civic participation in the conditions of globalization The multiple perspectives from which it can be analysed, depending on the tools of each discipline in the socio-political area Facilitating access to the essential bibliography in the field of communication sciences/political sciences, in order to deepen the field
Transversal competences	<ul style="list-style-type: none"> Formation of an open attitude towards scientific fields close to communication sciences Formation of the ability to critically interpret the theories, concepts and methods of social media analysis Self-assessment of the need for professional training for the purpose of insertion and adaptation to the requirements of the labour market Solving in a realistic way - with both theoretical and practical arguments - some usual professional situations, in order to solve them effectively and ethically Formation of a civic attitude, based on the need for social involvement of citizens

7. Subject objectives

7.1 General objective	The objective of this course is to provide students with an integrative view of the fundamental changes brought about by social media in the field of civic participation. The course is composed of lectures, mandatory seminars and individual projects. If during the lectures the emphasis falls on the presentation of concepts, theories and major thematic fields, during the seminars some of the main themes are deepened.
7.2. Specific objectives	<ul style="list-style-type: none"> a. Learning the main notions, theories and concepts from the vast field of communication studies; b. Training the skills to process a large amount of information, in order to easily synthesize it; c. The development of the critical spirit in relation to the central themes in the communication studies; d. Improving the skills to write scientific papers and, in the alternative, to use the critical apparatus.

8. Contents

8.1 Course	Teaching methods	Observations
1 Introduction	Lecture	-
2 Fundamental concepts. Social media tools	Lecture	-
3 Post-democracy, e-democracy and new forms of civic participation	Lecture	-
4 Social media: an instrument of conflict	Lecture	-



5 Post-truth and fake news in the social media bubble (I)	Lecture	-
6 Post-truth and fake news in the social media bubble (II)	Lecture	-
7 Global politics and social media	Lecture	-
8 Populism, extremism and social media	Lecture	-
9 Anti-globalization and anti-inequality movements and the use of social media	Lecture	-
10 Social media and US political life	Lecture	-
11 European politics and social media	Lecture	-
12 Arab Spring and protest movements in the Middle East and Asia	Lecture	-
13 Social media and civic participation in authoritarian regimes	Lecture	-
14 The future of politics and civic participation	Lecture	-
References		
<ol style="list-style-type: none"> Arce, Moisés; Rice, Roberta (eds), <i>Protest and Democracy</i>, Calgary: University of Calgary Press, 2019. Bruns, A.; Enli, G.; Skogerbø, E.; Larsson, A. O.; Christensen, C., <i>The Routledge companion to social media and politics</i>, New York, NY: Routledge, 2016. Ceron, Andrea, <i>Social Media and Political Accountability. Bridging the Gap between Citizens and Politicians</i>, London: Palgrave Macmillan, 2017. Cosentino, Gabriele, <i>Social Media and the Post-Truth World Order The Global Dynamics of Disinformation</i>, Cham: Palgrave Macmillan, 2020. Dennis, James, <i>Beyond Slacktivism. Political Participation on Social Media</i>, Cham: Palgrave Macmillan, 2019. Kenski, Kate; Jamieson, Kathleen Hall (eds), <i>The Oxford Handbook of Political Communication</i>, Oxford: Oxford University Press, 2017. Lipschultz, Jeremy Harris, <i>Social Media Communication. Concepts, Practices, Data, Law and Ethics</i>, Second Edition, London: Routledge, 2018. Pedro-Carañana, Joan; Broudy, Daniel; Klaehn, Jeffery (eds), <i>The Propaganda Model Today: Filtering Perception and Awareness</i>, London: University of Westminster Press, 2018. Smith, Trevor Garrison, <i>Politicizing Digital Space: Theory, the Internet, and Renewing Democracy</i>, London: University of Westminster Press, 2017. Woolley, Samuel C.; Howard, Philip N. (eds), <i>Computational Propaganda. Political Parties, Politicians, and Political Manipulation On Social Media</i>, Oxford: Oxford University Press, 2019. 		
8.2 Seminar/lab		
	Teaching methods	Observations
1. The network society and social media as participatory culture	Thematic debate, essay and continuous assessment	-
2. Online civic engagement and the public sphere. Rethinking the public sphere	Thematic debate, essay and continuous assessment	-
3. Media fragmentation and democracy in the digital age. Citizen journalism	Thematic debate, essay and continuous assessment	-
4. Political communication and democracy in the social media era	Thematic debate, essay and continuous assessment	-
5. Social media and civic engagement. Youth civic engagement	Thematic debate, essay and continuous assessment	-
6. Social media and social movements	Thematic debate, essay and continuous assessment	-
7. Social media and fake news. The polarizing of discourse on social media	Thematic debate, essay and continuous assessment	-



References

1. Baum, M. A., & Potter, P. B., „Media, public opinion, and foreign policy in the age of social media”, in *The Journal of Politics*, 81(2), 2019, pp. 747-756.
2. Bimber, B., & Gil de Zúñiga, H., „The unedited public sphere”, in *New Media & Society*, 22(4), 2020, pp. 700-715.
3. Castells, M., *The network society A cross-cultural perspective*. Edward Elgar, 2004.
4. Dahlgren, P., *The Political Web Media, Participation and Alternative Democracy*. New York: Palgrave Macmillan, 2013.
5. Fraser, N., „Rethinking the public sphere: A contribution to the critique of actually existing democracy”, in *Social text*, 25(26), 1990, pp. 56-80.
6. Glenn, C. L., „Activism or “Slacktivism?”: digital media and organizing for social change”, in *Communication Teacher*, 29(2), 2015, pp. 81-85.
7. Kim, Y., & Lowrey, W.. „Who are Citizen Journalists in the Social Media Environment? Personal and social determinants of citizen journalism activities”, in *Digital Journalism*, 3(2), 2015, pp. 298-314.
8. Mancini, P., „Media fragmentation, party system, and democracy”, in *The International Journal of Press/Politics*, 18(1), 2013, pp. 43-60.
9. Uldam, J. & Vestergaard, A. (eds). *Civic Engagement and Social Media. Political Participation Beyond Protest*. New York: Palgrave Macmillan, 2015.
10. Valenzuela, S., Halpern, D., Katz, J. E., & Miranda, J. P., „The paradox of participation versus misinformation: Social media, political engagement, and the spread of misinformation”, in *Digital Journalism*, 7(6), 2019, pp. 802-823.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The course aims to provide the essential theoretical knowledge from an important number of subfields of communication studies.

The seminar activities are oriented towards the acquisition of skills necessary for the training of communication specialists. During the seminars, the information transmitted during the lectures is deepened and detailed, and their interactive character is intended to determine a greater interest in deepening the field of communication studies.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	The degree of knowledge of notions, concepts and theories related to the fundamentals of social media.	Written assessment (the exam consists of three subjects established from the topics of the lectures and seminars: a micro-essay on an important topic - 5 points; presentation of a theory, digital communication tool, etc. - 2 points; definition of a concept, phenomenon or event -	70%



		2 points; one point is granted ex officio)	
Seminar	The level of participation and involvement in the activities of the seminar	The individual evaluation form of the presence and activity within the seminar	20%
	The correctness of using the bibliography in the essay. The originality of writing and presenting the essay.	The bibliographic sources of the essay are checked in accordance with academic writing. The evaluation took into account: the correctness of the scientific writing; the quality of the argumentation and the internal structure of the essay; the originality of the writing and the way of presentation.	10%
10.4 Minimum performance standard			
<ul style="list-style-type: none">• Participation in at least 50% of the course and seminar hours. Writing an essay of 3,000-3,500 words from the course theme and presenting it at the seminar. Obtaining a grade of 5 (five) for the seminar activity and from the essay assessment/presentation.• Obtaining at least a grade of 5 (five) in the final written examination			

Date
30 September 2022

Signature of the course instructor

Signature of the seminar instructor

Date of approval
.....

Signature of the Head of Department
.....



COURSE DESCRIPTION SOCIAL MEDIA LISTENING

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title		Social media listening					
2.2 Course Instructor		Lector univ. dr. Monica Bîră					
2.3 Seminar Instructor		Lector univ. dr. Monica Bîră					
2.4 Year of study	II	2.5 Semester	III	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					40
Additional library documentation, field documentation, internet documentation					29
Preparing for seminars/labs, writing papers, essays, etc.					25
Tutorials					25
Examinations					-
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					175
3.9. Number of ECTS points					7



4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	Public relations basics, writing skills for online communication and PR

5. Conditions (if applicable)

5.1. for course	Classroom - computer with internet connexion; video projector
5.2. for seminar/lab	Classroom - computer with internet connexion; video projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge of specific concepts related to public relations activities in digital media. • In-depth knowledge of specific concepts related to social media listening. • Acquaintance with the main models used in analyzing online communication content (media monitoring, media listening) • Acquaintance with paradigms and international standards in the field of measurement in communication and public relations applicable in digital media and social media listening
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • The ability to analyze the results obtained in social media listening process. • Formulating solutions to improve social media listening activity in various contexts. • Identifying opportunities for increasing the efficiency of social media listening activity in various contexts
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • formulating communication objectives according to the Barcelona Principles • using keyword lists for social media listening / and tags for organizing measurement results • use of data provided by monitoring platforms for building communication objectives • the use of social media listening tools;
	<p>4. Attitudinal competences</p>



	<ul style="list-style-type: none"> • Respecting ethics in carrying out academic activities • Showing interest in the perspectives offered by social media listening and opening the field to AI • Identification and use of specific elements of deontology and social responsibility
Transversal competences	<ul style="list-style-type: none"> • Solving in a realistic way - with both theoretical and practical arguments - some usual professional situations: writing some posts for different platforms • Assuming roles in teams and working groups • The capacity for self-control and continuous learning • The ability to transfer knowledge from other fields

7. Subject objectives

7.1 General objective	The course aims to transmit relevant knowledge about the field of communication measurement in the digital environment as well as the training of critical thinking skills (understanding the context, measuring communication through a mix of tools) and creative thinking focused on the development of analytical skills, adjusting and designing communication in a dynamic context.
7.2. Specific objectives	At the end of the course, students will know the principles of measurement in PR as defined by the representative organizations for practice in the field and will have the necessary skills to be able to propose an integrated system for measuring a brand / a campaign using a mix of tools that it builds on the Barcelona Principles and combines "classic" monitoring tools and social media listening tools. Students will know and be able to apply a series of media listening tools. They will also have the ability to integrate the results of social media listening so that they can deliver contextualized recommendations and planning

8. Contents

8.1 Course	Teaching methods	Observations
Introduction to social media listening	Presentation. Discussions. Exercises	
Using the PESO model to understand the current digital communication environment	Presentation. Discussions. Exercises	
Barcelona Principles & social media listening basics	Presentation. Discussions. Exercises	
AMEC framework & social media listening basics	Presentation. Discussions. Exercises	



Web apps for social media listening. General notions on web architecture.	Presentation. Discussions. Exercises	
Online tools to reach and work with earned media	Presentation. Discussions. Exercises	
Media monitoring tools	Presentation. Discussions. Exercises	
Online tools to reach and work with shared media	Presentation. Discussions. Exercises	
Social media listening tools	Presentation. Discussions. Exercises	
Community management through social media listening tools	Presentation. Discussions. Exercises	
Sentiment analysis	Presentation. Discussions. Exercises	
Brand health	Presentation. Discussions. Exercises	
Social media listening trends	Presentation. Discussions. Exercises	
Online reputation management through social media listening	Presentation. Discussions. Exercises	
References		
<ul style="list-style-type: none"> ✓ Berthon, P. R., & Pitt, L. F. (2018). Brands, truthiness and post-fact: managing brands in a post-rational world. <i>Journal of Macromarketing</i>, 38(2), 218-227. ✓ Buhmann, A., Macnamara, J., & Zerfass, A. (2019). Reviewing the ‘march to standards’ in public relations: A comparative analysis of four seminal measurement ✓ Crawford, K. (2009). Following you: Disciplines of listening in social media. <i>Continuum</i>, 23(4), 525-535. ✓ Ducange, P., Fazzolari, M., Petrocchi, M., & Vecchio, M. (2019). An effective Decision Support System for social media listening based on cross-source sentiment analysis models. <i>Engineering Applications of Artificial Intelligence</i>, 78, 71-85. ✓ Macnamara, J. (2013). Beyond voice: audience-making and the work and architecture of listening as new media literacies. <i>Continuum</i>, 27(1), 160-175. ✓ Macnamara, J. (2018). Toward a theory and practice of organizational listening. <i>International Journal of Listening</i>, 32(1), 1-23. ✓ Reinikainen, H., Kari, J. T., & Luoma-Aho, V. (2020). Generation Z and organizational listening on social media. <i>Media and Communication</i>, 8(2), 185-196. ✓ Watson, T. (2012). The evolution of public relations measurement and evaluation. <i>Public relations review</i>, 38(3), 390-398 		
8.2 Seminar/lab	Teaching methods	Observations
1. Analysis of online communication context	Exercises. Discussions. Student presentations. Teamwork	



2. Planing for online social media listening (1)	Exercises. Discussions. Student presentations. Teamwork	
3. Media monitoring	Exercises. Discussions. Student presentations. Teamwork	
4. Planing for online social media listening (2)	Exercises. Discussions. Student presentations	
5. Social-media listening – data analysis	Exercises. Discussions. Student presentations	
6. Social media listening project	Exercises. Discussions. Student presentations	
7. Analysis of online communication context	Exercises. Discussions. Student presentations	

References

- ✓ AMEC, AMEC’s Social Media Measurement Framework – Users guide.
- ✓ AMEC, Social media measurement frameworks – menu of potential metrics
- ✓ Macnamara, J., Lwin, M., Adi, A., & Zerfass, A. (2016). ‘PESO’ media strategy shifts to ‘SOEP’: Opportunities and ethical dilemmas. *Public Relations Review*, 42(3), 377-385.
- ✓ Misirlis, N., & Vlachopoulou, M. (2018). Social media metrics and analytics in marketing–S3M: A mapping literature review. *International Journal of Information Management*, 38(1), 270-276.
- ✓ Scott, D. M. (2011). Online Thought Leadership to Brand Your Organization as a Trusted Resourceîn *The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly*. John Wiley & Sons. p. 168-178.
- ✓ Scott, D. M. (2011). You are what you publish, îin *The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly*. John Wiley & Sons. p. 139-168.
- ✓ The Institute for Public Relations (2009). Guidelines for Setting Measurable Public Relations Objectives: An Update

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- ✓ The subject is developed on the basis of scientific materials (articles) recognized by the academic community and on the basis of good practice guidelines made by international organizations.
- ✓ Tools used in class (course and seminars) are currently used in public relations practice at the national and international level

10. Evaluation



Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Basic knowledge needed to build an integrated PR activity measurement system Theoretical knowledge regarding the principles and models applied in the field of measurement Basic knowledge required to use measurement platforms and tools and social media listening	The final exam consists of solving some theoretical and practical topics based on the concepts and exercises in the course and the seminar	40%
Seminar	Getting involved in seminar activities	Participating in and solving exercises/individual or group applications	20%
	Capacity to understand, apply and adapt concepts and instruments	Team project: integrated system for measuring the communication activity of an organization. How to use a series of analysis tools	40%
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; final grade 5			

Date
23.09.2022

Signature of the course
instructor
Lector . univ. dr. Monica Bîră

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



COURSE DESCRIPTION SOCIAL PSYCHOLOGY OF COMMUNICATION

1. Information on the program

1.1. University	National University of Political Studies and Public Administration
1.2. College	College of Communication and Public Relations
1.3. Department	Public Relations
1.4. Field of study	Communication Sciences
1.5. Level of qualification	BA Program
1.6. Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1. Course title	Social Psychology of Communication						
2.2. Course Instructor	Conf. univ. dr. Oana Ștefăniță						
2.3. Seminar Instructor	Conf. univ. dr. Oana Ștefăniță						
2.4. Year of study	I	2.5. Semester: II	II	2.6. Type of assessment:	V	2.7. Course curricular category:	C

3. Time estimation (hours per semester for teaching activities)

3.1. Number of hours per week	4	3.2. course	2	3.3. seminar/lab	2
3.4. Number of hours in the curriculum	56	3.5. curs	28	3.6. seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional documentation in the library, on specialized electronic platforms and in the field					30
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					
Examinations					14
Other activities: presentations, simulations, games, etc.					
3.7. Number of hours for individual study					94
3.8. Number of hours in the curriculum					56
3.9. Number of hours per semester					150
3.10. Number of ECTS points					6

4. Preconditions (if applicable)

4.1. curriculum	
4.2. competences	



5. Conditions (if applicable)

5.1. for course	Lecture room with video projector
5.2. for seminar/lab	Lecture room with video projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding (knowledge and adequate use of subject-specific notions)</p> <ul style="list-style-type: none">• Knowledge of the main theoretical orientations in social psychology.• The use of some terms from social psychology and the psychology of advertising to explain the effects of advertisements on the behavior of individuals.• Formulation of a study/research problem along the lines of some psychological paradigms.• Describes the different types of audience / public involved in communication.• Use of new information and communication technologies (ICT).• Identification and use of language, methodologies, and specialized knowledge in the field of communication sciences.• Integrated use of specific concepts and methodologies for explaining and interpreting communication situations and specialized problems.
	<p>2. Explanation and interpretation (explanation and interpretation of ideas, projects, processes, as well as the theoretical and practical contents of the discipline)</p> <ul style="list-style-type: none">• Identifies and analyzes psychological and psychosocial factors (interpersonal relationships, psychosocial climate, leadership styles etc.) on perception and processing in advertising.• Design experiments regarding the role of psychological and/or psychosocial factors in explaining the behaviors of social actors.• Critically analyzes research data published in specialized publications or in the media.
	<p>3. Instrumental-applicative (the design, management and evaluation of specific practical activities: the use of investigation and application methods, techniques and tools)</p> <ul style="list-style-type: none">• Students can develop individually or in teams research projects that highlight the role of psychological and/or psychosocial factors in advertising.• Students can develop advertising campaigns individually or in teams.



	<p>4. Attitudinal (manifestation of a positive and responsible attitude towards the scientific field/centered on values and democratic relations/promotion of a system of moral and civic cultural values/optimal and creative exploitation of one's own potential in scientific activities/involvement in institutional development and in the promotion of scientific innovations / engaging in partnership relations with other persons-institutions with similar responsibilities / participating in one's own professional development).</p> <ul style="list-style-type: none"> • Acquiring the ethical code of social research. • Students are familiar with the principles of scientific research and know its advantages in relation to speculative, intuitive knowledge. • Students respect the ethical norms in the research activity, being interested in personal and professional development. • Willingness to put into practice the techniques presented in the discipline in research activities and advertising analysis carried out within the college, universities, or research institutes.
Transversal competences	<ul style="list-style-type: none"> • Experiments useful for the general understanding of the experimental method are critically analyzed. • Exemplary research useful for the development of scientific knowledge and the understanding of human behaviors are discussed. • Deontological aspects that have general value for the field of advertising are discussed. • Solving in a realistic way - with both theoretical and practical arguments - some usual professional situations, in order to solve them efficiently and ethically. • Application of efficient work techniques in the multidisciplinary team with the performance of certain tasks on hierarchical levels. • Self-assessment of the need for professional training for the purpose of insertion and adaptation to the requirements of the labor market. • Autonomously and independently performing complex professional tasks, by identifying and critically evaluating relevant information, by developing and operationalizing decisions, in new, highly complex social contexts;

7. The objectives of the discipline (resulting from the grid of specific skills accumulated)

7.1. General objective	<p>Presentation and appropriation of the conceptual apparatus specific to the social psychology of advertising.</p> <p>Understanding the theoretical and methodological framework of the social psychology of advertising in relation to other social sciences.</p> <p>Understanding the fundamental theories and methods of the social psychology of advertising and their application in the field of communication/advertising/marketing/public relations.</p>
7.2. Specific objectives	<p>Exploring the utility of concepts for advertising analysis and research.</p>



	<p>Knowledge of the psychic, intergroup and interpersonal processes that accompany the process of developing an advertisement.</p> <p>The ability to use the information from the course for the practical-applicative activity in the field of advertising.</p> <p>Socializing students using field reference readings.</p>
--	--

8. Contents

8.1. Course	Teaching methods	Observations
Social psychology – introductory course	Oral presentation + video projector + multimedia content	
Social cognition & perception	Oral presentation + video projector + multimedia content	
Attraction, affiliation and love	Oral presentation + video projector + multimedia content	
Interpersonal communication: disclosure, conflict and cooperation	Oral presentation + video projector + multimedia content	
Stereotypes & prejudice	Oral presentation + video projector + multimedia content	
Self and impression management	Oral presentation + video projector + multimedia content	
Social psychology in action (I): health-nutrition, body image, mental health	Oral presentation + video projector + multimedia content	
The self & dissonance reduction	Oral presentation + video projector + multimedia content	
Fake news and selective exposure	Oral presentation + video projector + multimedia content	
Social influence: conformity and obedience	Oral presentation + video projector + multimedia content	
Social psychology in action (II): (emerging) media addiction; managing addictions	Oral presentation + video projector + multimedia content	
Attitudes and attitudes change	Oral presentation + video projector + multimedia content	



Cyberbullying and hate speech	Oral presentation + video projector + multimedia content	
Recapitulation	Oral presentation + video projector + multimedia content	

References

Aronson, E., with Aronson, J. (2018). *The social animal* (12th ed.). New York: Worth.

Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. (2016). *Social psychology* (9th ed.). Boston: Pearson.

Cialdini, R. B. (2001). *Influence: Science and practice* (4th edition). Boston: Allyn & Bacon.

Fennis, Bob M. & Stroebe, Wolfgang. (2010). *The Psychology of Advertising*. New York: Psychology Press.

Goffman, Erving. (1956). The Presentation of Self in Everyday Life. Available at https://monoskop.org/images/1/19/Goffman_Erving_The_Presentation_of_Self_in_Everyday_Life.pdf

Gass, Robert H. & Seiter, John S. (2009). *Persuasion: Social Influence and Compliance Gaining* (5th edition). London: Routledge.

Kahneman, D. (2011) *Thinking, Fast and Slow*. NY: Farrar, Straus and Giroux.

Sammut, G. (2021). *The Psychology of Social Influence*. Cambridge.

8.2. Seminar/laborator		
Social psychology – introductory class	Practical exercises and debate	
Attraction, affiliation and love	Practical exercises and debate	
Stereotypes & prejudice	Practical exercises and debate	
Social psychology in action (I): health-nutrition, body image, mental health	Practical exercises and debate	
Fake news and selective exposure	Practical exercises and debate	
Social psychology in action (II): (emerging) media addiction; managing addictions	Practical exercises and debate	
Cyberbullying and hate speech	Practical exercises and debate	

References

Seminar 1

Aronson, E., Wilson, D. T., Akert, R.M., & Sommers, S. (2016). *Social Psychology* (9th edition). Boston: Pearson/ Chapter 1 – Introducing social psychology

Seminar 2

Tokunaga, Robert. (2015). Interpersonal surveillance over social network sites. *Journal of Social and Personal Relationships*. 10.1177/0265407514568749.



Fox, J., & Warber, K. M. (2014). Social Networking Sites in Romantic Relationships: Attachment, Uncertainty, and Partner Surveillance on Facebook. *Cyberpsychology, Behavior, and Social Networking*, 17(1), 3–7. doi:10.1089/cyber.2012.0667

Wong, D., Amon, K. L., & Keep, M. (2019). Desire to Belong Affects Instagram Behavior and Perceived Social Support. *Cyberpsychology, Behavior, and Social Networking*, 22(7), 465–471. doi:10.1089/cyber.2018.0533

Seminar 3

Kay, J. B. (2019). Introduction: anger, media, and feminism: the gender politics of mediated rage. *Feminist Media Studies*, 19(4), 591–615. doi:10.1080/14680777.2019.1609197

Aronson, E., Wilson, D. T., Akert, R.M., & Sommers, S. (2016). *Social Psychology* (9th edition). Boston: Pearson/ Chapter 13 – Prejudice. Causes, Consequences, and Cures

Seminar 4

Butkowski, C. P., Dixon, T. L., & Weeks, K. (2019). Body Surveillance on Instagram: Examining the Role of Selfie Feedback Investment in Young Adult Women’s Body Image Concerns. *Sex Roles*. doi:10.1007/s11199-018-0993-6

Pilgrim, K., & Bohnet-Joschko, S. (2019). Selling health and happiness how influencers communicate on Instagram about dieting and exercise: mixed methods research. *BMC Public Health*, 19(1). doi:10.1186/s12889-019-7387-8

Schmuck, D., Karsay, K., Matthes, J., & Stevic, A. (2019). “Looking Up and Feeling Down”. The influence of mobile social networking site use on upward social comparison, self-esteem, and well-being of adult smartphone users. *Telematics and Informatics*, 42, 101240. doi:10.1016/j.tele.2019.101240

Seminar 5

Tandoc, E. C., Lim, Z. W., & Ling, R. (2017). Defining “Fake News.” *Digital Journalism*, 6(2), 137–153. doi:10.1080/21670811.2017.1360143

Winter, S., Metzger, M. J., & Flanagin, A. J. (2016). Selective Use of News Cues: A Multiple-Motive Perspective on Information Selection in Social Media Environments. *Journal of Communication*, 66(4), 669–693.

Seminar 6

Kırcaburun, K., & Griffiths, M. D. (2018). Problematic Instagram Use: The Role of Perceived Feeling of Presence and Escapism. *International Journal of Mental Health and Addiction*. doi:10.1007/s11469-018-9895-7

Spekman, M. L. C., Konijn, E. A., Roelofsma, P. H. M. P., & Griffiths, M. D. (2013). Gaming addiction, definition and measurement: A large-scale empirical study. *Computers in Human Behavior*, 29(6), 2150–2155.

Longstreet, P., Brooks, S. (2017). Life satisfaction: A key to managing internet & social media addiction, *Technology in Society*, 50,73-77.

Seminar 7

Navarro, J. N., & Jasinski, J. L. (2012). Going cyber: Using routine activities theory to predict cyberbullying experiences. *Sociological Spectrum*, 32, 81–94.

Hawdon, J., Oksanen, A., & Räsänen, P. (2017). Exposure to online hate in four nations: A cross-national consideration. *Deviant Behavior*, 38, 254–266.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field



- The subject of the course is elaborated on the basis of internationally recognized papers and articles.
- Most of the topics covered in the course and seminars are part of the actuality of the needs and interests of study and research in the field
- The teaching staff has research experience in the field of study to which the discipline of Social Psychology of Communication is circumscribed (*Social Psychology of Communication*).

10. Evaluation

Activity type	10.1. Evaluation criteria	10.2. Evaluation methods	10.3. Contribution to the final grade (%)
Course /Exam	- Knowledge and understanding of fundamental concepts	Exam	50%
Seminar	- knowledge and understanding. - the ability to explain and interpret. - complete and correct resolution of requirements.	Class activities – 40% exercises and 60% giving a presentation	50%
10.4. Minimum performance standard: Minimum grade - 5 in the seminar and minimum 5 in the exam.			
To be able to take the exam, attendance at the course and seminar must be at least 50%. In order to pass, the student must know the main theoretical orientations in the psychosociology of communication, be able to analyze them critically, know the reference authors in the field.			

Date
23.09.2022

Signature of the course instructor

Signature of the seminar instructor

Conf. univ. dr. Oana Ștefăniță

Date of approval
30.09.2022

Signature of the Head of Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION STRATEGIC COMMUNICATION

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	<i>Communication and emerging media</i>

2. Information on the subject

2.1 Course title		Strategic communication					
2.2 Course Instructor		Prof. univ. dr. Alina Bârgăoanu					
2.3 Seminar Instructor		Conf. univ. dr. Flavia Durach					
2.4 Year of study	III	2.5 Semester	VI	2.6 Type of assessment	E	2.7 Course curricular category	Obl., DS

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	56
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					50
Additional library documentation, field documentation, internet documentation					30
Preparing for seminars/labs, writing papers, essays, etc.					20
Tutorials					0
Examinations					5
Other activities: presentations, simulations, games, etc.					0
3.7. Number of hours for individual study					105
3.8. Number of hours per semester					175
3.9. Number of ECTS points					7



4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	-

5. Conditions (if applicable)

5.1. for course	Classroom with video projector
5.2. for seminar/lab	Classroom with video projector

6. Specific skills and knowledge acquired in class

Professional competences	1. Knowledge and understanding The student: <ul style="list-style-type: none">• Can identify and use the language and specialized knowledge in the field of communication sciences, especially in the area of strategic communication• Has in-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area Communication Sciences, by assimilating specific paradigms and methodologies from: strategic communication in the emerging media, and their adequate use in professional communication;• Can identify and use the strategies, methods and techniques of strategic communication in the broader context of public relations• Knows and understands the entire communication context and repertoire in the European Union (provisions and regulations, policies, institutional actors, fundamental documents)• Is able to operate conceptual distinctions between: strategic communication, persuasion, propaganda, online disinformation, information warfare, hybrid threats• Knows and understands the new digital information ecosystem relevant to strategic communication and can use this knowledge to analyze a social problem and practical situation• Knows the regulatory framework for countering online disinformation existing at EU/Romanian level
	2. Explaining and interpreting The student:



	<ul style="list-style-type: none"> • Can develop case studies, using specific tools and research methods and techniques in the field of strategic communication • Can apply a model of analysis specific to the European communication ecosystem, using specific tools and research methods and techniques in the field of strategic communication • Has the ability to evaluate the communication actions of various social actors in the field of strategic communication
	<p>3. Instrumental-Applicative</p> <p>The student:</p> <ul style="list-style-type: none"> • Can operationalize the concepts associated with the topics of the course in order to build analysis/communication tools applicable in practice • Has the ability to identify and analyze specific situations of disinformation/misinformation • Has the ability to design and implement strategies to counter disinformation/misinformation • Is capable to identify and use relevant techniques and indicators for monitoring and evaluating strategic communication; • Is capable to develop professional projects, using established principles and methods in the field of strategic communication.
	<p>4. Attitudinal competences</p> <p>The student:</p> <ul style="list-style-type: none"> • Acquiring a positive attitude towards research in the field of communication; • Acquiring the specific objectivity of the researcher in the development of a case study on a problem specific to the field of study. • The ability to listen actively, engage in dialogue and negotiate in any situation of difference of opinion • the ability to present information, points of view, concepts and projects in relation to the features of the relevant audience, in direct or mediated communication situations;
<p>Transversal competences</p>	<p>1. To find viable solutions – using both theoretical and practical arguments – to some frequent professional issues, while ensuring effectiveness and following professional and ethical standards</p>



	2. To analyze and synthesize information, the ability to interpret information
--	--

7. Subject objectives

7.1 General objective	<ul style="list-style-type: none"> • Awareness of the role of strategic communication in the context of European communication • Understanding the mechanisms for the creation and proliferation of fake news and disinformation in the digital environment • Understanding the role of strategic communication in countering disinformation
7.2. Specific objectives	<ul style="list-style-type: none"> • Understanding the context of strategic communication at European level (regulations, policies, actors, fundamental documents) • Understanding the concept of strategic communication at the European level • Understanding key concepts in the field of mass communication relevant to strategic communication (persuasion, propaganda, disinformation, information warfare, cyber threats, hybrid warfare) • Understanding the fundamental theories of media effects relevant to strategic communication • Familiarization with the new digital ecosystem relevant to the area of strategic communication (news organizations, emerging media, state, non-state, political, economic and private actors) • Developing the ability to analyze the informational ecosystem specific to emerging media • Learning the tools and techniques to counter fake news and disinformation in the digital environment

8. Contents

8.1 Course	Teaching methods	Observations
1. Introductory lecture: the emerging media and strategic communication	- lecture, discussion	-
2. Communication disorders: disinformation 2.0, misinformation, fake news, toxic narratives. Conceptual clarifications, definitions, typology	- lecture, discussion	



3. The structural deficiencies of the digital media ecosystem. The role and impact of the digital platforms	- lecture, discussion	
4. Computational persuasion and propaganda: aims, means, effects	- lecture, discussion	
5. Selective exposure to information: filter bubbles and echo chambers	- lecture, discussion	
6. The viralization mechanisms of disinformation 2.0: trolls, bots, regular people, techniques for the artificial amplification of engagement. Motivations for the creation and dissemination of disinformation.	- lecture, discussion	
7. The psychology of disinformation	- lecture, discussion	
8. The technology of disinformation (AI, deep fakes, algorithms). Digital tools to identify disinformation produced/enhanced by technological means	- lecture, discussion	
9. The role of media and information literacy interventions	- lecture, discussion	
10. Influencing the public opinion through strategic communication: case studies (1)	- lecture, discussion	
11. Influencing the public opinion through strategic communication: case studies (2)	- lecture, discussion	
12. European initiatives to counter disinformation	- lecture, discussion	
13. The regulatory framework of the digital media ecosystem	- lecture, discussion	
14. Concluding lecture	- lecture, discussion	
References		



1. Bârgăoanu, A. (2018). *#FAKENEWS. Noua cursă a înarmării* [#FAKENEWS. The new arms race]. Bucharest: Evrika Publishing
2. Durach, F., Bârgăoanu, A., Nastasiu, C. (2020). Tackling Disinformation: EU Regulation of the Digital Space. *Romanian Journal of European Affairs*, vol. 20, no 1 (June), pp. 5-20. ISSN 15828271, 18414273
3. Ghosh, D. (2020). *Terms of Disservice: How Silicon Valley is Destructive by Design*. Brookings Institution Press.
4. Hameleers, M. (2022). Disinformation as a context-bound phenomenon: toward a conceptual clarification integrating actors, intentions and techniques of creation and dissemination. *Communication Theory*. qtac021
5. Phillips, W., & Milner, R. M. (2021). *You are here: A field guide for navigating polarized speech, conspiracy theories, and our polluted media landscape*. MIT Press.
6. Singer, P. W., & Brooking, E. T. (2018). *LikeWar: The weaponization of social media*. Eamon Dolan Books.
7. Sunstein, C. R. (2018). *# Republic: Divided democracy in the age of social media*. Princeton University Press.
8. Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news” A typology of scholarly definitions. *Digital Journalism*, 6(2), 137–153.
9. Wardle, C., & Derakhshan, H. (2017). *Information Disorder: Toward an interdisciplinary framework for research and policymaking*. Council of Europe report, DGI (2017), 9.
10. Weikmann, T., & Lecheler, S. (2022). Visual disinformation in a digital age: A literature synthesis and research agenda. *new media & society*, 14614448221141648.

8.2 Seminar/lab	Teaching methods	Observations
1. Introductory seminar. Presentation of key topics, bibliography, evaluation method	Overview of the course, presentation of syllabus, discussions	
2. Communication disorders: exercises for the identification of different forms of disinformation 2.0	- critical analysis of some key texts in the field - practical exercises on real-life situations	
3. The structural deficiencies of the digital media ecosystem. Computational propaganda; filter bubbles and echo chambers; viralisation mechanisms	- didactic debate on the edge of a documentary film - analysis of case studies - applications	
4. The psychology of disinformation	- critical analysis of some key texts in the field - practical exercises on real-life situations	



5. The role of media and information literacy interventions	- discussions - case studies - practical applications	
6. The regulatory framework of the digital media ecosystem	- debate: what is the best regulatory option?	
7. Concluding seminar: project presentations	Presentation of projects and discussion	

References

11. Bârgăoanu, A. (2018). *#FAKENEWS. Noua cursă a înarmării* [#FAKENEWS. The new arms race]. Bucharest: Evrika Publishing
12. Durach, F., Bârgăoanu, A., Nastasiu, C. (2020). Tackling Disinformation: EU Regulation of the Digital Space. *Romanian Journal of European Affairs*, vol. 20, no 1 (June), pp. 5-20. ISSN 15828271, 18414273
13. Ghosh, D. (2020). *Terms of Disservice: How Silicon Valley is Destructive by Design*. Brookings Institution Press.
14. Hameleers, M. (2022). Disinformation as a context-bound phenomenon: toward a conceptual clarification integrating actors, intentions and techniques of creation and dissemination. *Communication Theory*. qtac021
15. Phillips, W., & Milner, R. M. (2021). *You are here: A field guide for navigating polarized speech, conspiracy theories, and our polluted media landscape*. MIT Press.
16. Singer, P. W., & Brooking, E. T. (2018). *LikeWar: The weaponization of social media*. Eamon Dolan Books.
17. Sunstein, C. R. (2018). *# Republic: Divided democracy in the age of social media*. Princeton University Press.
18. Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news” A typology of scholarly definitions. *Digital Journalism*, 6(2), 137–153.
19. Wardle, C., & Derakhshan, H. (2017). *Information Disorder: Toward an interdisciplinary framework for research and policymaking*. Council of Europe report, DGI (2017), 9.
20. Weikmann, T., & Lecheler, S. (2022). Visual disinformation in a digital age: A literature synthesis and research agenda. *new media & society*, 14614448221141648.

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- The student will be able to use the main paradigms and theories in the field of mass communication and strategic communication to build tools for analysis
- The student will be able to design communication strategies suitable for real-life professional situations



10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	<ul style="list-style-type: none">➤ level of theoretical knowledge➤ Capacity to analyze and synthesize➤ 3. capacity to apply acquired knowledge to practical situations	Final exam	50%
Seminar	<p>Team project</p> <ul style="list-style-type: none">➤ relevance and novelty of the proposal➤ quality of the aims, objectives and sustainability plan,➤ relevance and quality of the detailed proposal	Research project	50%
10.4 Minimum performance standard			
Students need to attend at least 4 seminars; seminar grade 5; written exam grade 5			

Date
23.09.2022

Signature of the course
instructor
Prof. univ. dr. Alina
Bârgăoanu

Signature of the seminar
instructor
Conf. univ. dr. Flavia Durach

Date of approval
30.09.2022

Signature of the Head of
Department
Conf. univ. dr. Loredana Vladu



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



COURSE DESCRIPTION THESIS WRITING TUTORIAL

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	BA Program
1.6 Program/Qualification	Communication and Emerging Media

2. Information on the subject

2.1 Course title	Thesis Writing Tutorial						
2.2 Course Instructor	Lecturer Madalina Botan						
2.3 Seminar Instructor	Lecturer Madalina Botan						
2.4 Year of study	III	2.5 Semester	I	2.6 Type of assessment	V I	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					40
Additional library documentation, field documentation, internet documentation					40
Preparing for seminars/labs, writing papers, essays, etc.					10
Tutorials					4
Examinations					

Other activities: Research project	
3.7. Number of hours for individual study	94
3.8. Number of hours per semester	150
3.9. Number of ECTS points	6

4. Preconditions (if applicable)

4.1. curriculum	<i>Not applicable</i>
4.2. competences	<i>Not applicable</i>

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/labo	Projector

6. Specific skills and knowledge acquired in class

6.1. Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods in the field of media studies and public opinion. • Understanding key concepts about research in communication studies and their impact on the today society. • Proficiency of main research methods used in communication, advertising and political sciences. • Understanding and avoiding plagiarism, fabrication and misrepresentation of data.
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Critical analysis of a) the role of communication research in the today society, b) the way media ecosystems evolve and c) the dynamic relation between technologies and communication. • Fostering analytical competencies in order to develop research designs and methodologies for interpreting communication research. • Applying analytical tools in order to interpret various research methods. • Deep understanding of both qualitative and quantitative research methods when applying theoretical concepts to relevant case studies and examples.

	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Strong command of academic writing skills. • Building analytical instruments valid from a scientific point of view in order to interpret and produce communication research. • Identification and constant updating of relevant references for the dissertation. • Writing academic texts, meeting the requirements of the specific academic context.
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Confidence in undertaking research and applying various quantitative and qualitative methodologies for analysing media and their role in fostering healthy societies and effective democracies. • Facilitating students access to media and research institutions. • Offering a common platform to both students and various practitioners from the media and journalistic field by inviting them to courses and seminars. • Encouraging critical thinking and analytical creativity by encouraging students to write original essays and provide personal reflections.
6.2. Transversal competences	<ul style="list-style-type: none"> • Building analytical and interpretation competencies for understanding academic writing. • Understanding the importance of intellectual property when using data. • Proficiency in various research methodologies used in social sciences and media studies.

7. Subject objectives

7.1 General objective	<ul style="list-style-type: none"> • Understanding key concepts and techniques writing academic texts. • Fostering critical thinking when writing and interpreting communication texts and data. • Developing academic writing skills and adequate analytical and methodological framework.
7.2. Specific objectives	<p>Upon graduation students need to be capable of:</p> <ul style="list-style-type: none"> • Analysing various case studies by applying key theoretical concepts. • Presenting main research findings from relevant studies. • Using relevant methods and techniques for academic writing. • Undertaking an original research for their final dissertation.

8. Contents

8.1 Courses & Seminars	Teaching methods	Observations
1. Introduction	Lecture	

2. General guidance for academic writing	Lecture	
3. Academic writing skills	Discussion and applications	
4. Using sources in academic writing	Discussion and applications	
5. Formulating hypothesis and research questions for academic writing	Discussion and applications	
6. Using citations in academic writing	Lecture	
7. Presenting an academic text and interpreting its redaction style	Discussion and applications	
8. Presenting a sample of a personal academic text (Part I)	Discussions	
9. Presenting a sample of a personal academic text (Part II)	Discussion	
10. Guidance and feedback for academic writing	Examples and applications	
11. Guidance and feedback for academic writing	Examples and applications	
12. Academic text final presentation	Discussion and applications	
13. Academic text final presentation	Discussions and feedback	
14. Overall evaluation on the course & status report on their final dissertations	Discussions and feedback	

References

- Bui, Y. N. (2019). *How to Write a Master's Thesis* (Third). SAGE Publications, Inc.
- Cooley, R. (2021). *Mastering 7th Edition APA Style Formatting For Students : A Quick Reference Guide to Understanding and Using the 7th Edition APA Formatting For Students (2021 Release)*.
- Dougherty, M. V. (2020). *Disguised Academic Plagiarism: A Typology and Case Studies for Researchers and Editors*. Springer Publishing.
- Eaton, S. E. (2021). *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity*. ABC-CLIO.
- Mahajan, R., & Singh, T. (2021). *Thesis Writing: The T, H, E, S, I, S Approach*. Macmillan Publishers.
- Meyers, K., & Bauer, S. W. (2020). *Who Said What?: A Writer's Guide to Finding, Evaluating, Quoting, and Documenting Sources (and Avoiding Plagiarism)* (Illustrated). The Well-Trained Mind Press.
- Murphy, P. (2023). *Academic Writing: Mastering Citation and Referencing*. Prosperity Education.

Nygaard, L. P. (2020). *Strategies for Writing a Thesis by Publication in the Social Sciences and Humanities (Insider Guides to Success in Academia)* (1st ed.). Routledge.

Parija, S. C., & Kate, V. (2018). *Thesis Writing for Master's and Ph.D. Program*. Springer Publishing.

Publishers, A. (2022). *APA Manual 7th Edition Simplified for Easy Citation: Concise APA Style Guide for Students*. Macmillan Publishers.

Thomson, P. (2022). *Refining Your Academic Writing (Insider Guides to Success in Academia)* (1st ed.). Routledge.

Wallwork, A., & Southern, A. (2020). *100 Tips to Avoid Mistakes in Academic Writing and Presenting*. Springer Publishing.

***Manual of the American Psychological Association, Seventh Edition (2020)
<https://apastyle.apa.org/products/publication-manual-7th-edition>

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

The course offers a general theoretical background for academic writing for students in the field of communication with the intent to guide them in structuring and writing their final dissertations.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
10.4 Course and seminar evaluation	1. Capacity to conduct an independent research. 2. Capacity to write an academic text and to correctly use a referencing system. 3. Capacity to synthesize and build arguments	1. Conducting an original research by applying either a qualitative or quantitative method or submitting a chapter of the final thesis.	100%
10.6. Minimum performance standard			
<ul style="list-style-type: none"> • Students need to attend at least 60% of the courses and seminars • Final (original) project submitted and graded with a minimum of 5 points 			

Date
23.09.2022

Lecturer Madalina Botan

Date of approval
30.09.2022

Signature of the Head of Department
Conf. univ. dr. Loredana Vladu



COURSE DESCRIPTION VISUAL COMMUNICATION

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Public Relations
1.4 Field of study	Communication sciences
1.5 Level of qualification	BA
1.6 Program/Qualification	Communication and emerging media

2. Information on the subject

2.1 Course title		Visual communication					
2.2 Course Instructor		Reader Elena Negrea-Busuioc					
2.3 Seminar Instructor		Reader Elena Negrea-Busuioc					
2.4 Year of study	III	2.5 Semester	E	2.6 Type of assessment	E	2.7 Course curricular category	C

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	5	3.2 course	2	3.3 seminar/lab	3
3.4 Number of hours in the curriculum	70	3.5 course	28	3.6 seminar/lab	42
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					30
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					18
Tutorials					10
Examinations					2
Other activities: presentations, simulations, games, etc.					-
3.7. Number of hours for individual study					80
3.8. Number of hours per semester					150
3.9. Number of ECTS points					6



4. Preconditions (if applicable)

4.1. curriculum	-
4.2. competences	-

5. Conditions (if applicable)

5.1. for course	Projector
5.2. for seminar/lab	Projector

6. Specific skills and knowledge acquired in class

Professional competences	<p>1. Knowledge and understanding</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of fundamental concepts, theories and methods in the specialization area: Communication Sciences • Knowledge of relevant theories from the field of visual communication and understanding of the context in which they developed • Knowledge of the methodological approaches to visual communication
	<p>2. Explaining and interpreting</p> <ul style="list-style-type: none"> • Critical interpretation of different theoretical approaches to visual communication • Analysis and explanation of visual content from various media fields (e.g., advertising, memes, art and photography)
	<p>3. Instrumental-Applicative</p> <ul style="list-style-type: none"> • Identification and selection of theoretical frameworks to analyze visual communication from various emerging media • Operationalization of visual communication-related concepts to be used for analyzing different types of visual content • Identification and analysis of visual content from advertising, social media, art&photography
	<p>4. Attitudinal competences</p> <ul style="list-style-type: none"> • Understanding of the power of images in consolidating and conveying different personal/societal/cultural values • Active listening and engagement in conversation on visual communication topics • Respect for social and cultural values conveyed visually
Transversal competences	<p>1. Autonomously and independently performing complex professional tasks, by identifying and critically evaluating</p>



	<p>relevant information, by developing and operationalizing decisions, in new, highly complex social contexts</p> <ol style="list-style-type: none"> 2. Understanding of the importance of professional deontology and intellectual property 3. Open attitude towards combining and integrating various types of content and online and offline, academic and professional sources
--	--

7. Subject objectives

7.1 General objective	To explain core theories and concepts from visual communication and to critically discuss applications of these theories to visual content in digital media
7.2. Specific objectives	<p>Upon graduation students should be able to:</p> <ul style="list-style-type: none"> • read, understand, critically analyze theoretical approaches to visual communication • analyze visual imagery, unfold and interpret meaning in art, film, advertising, comics and digital images • discuss, present and develop ideas about visual communication

8. Contents

8.1 Course	Teaching methods	Observations
1. Introduction to visual communication. Course overview, syllabus, assignments, evaluation	Lecture, examples, class discussion	
2. How we see: Visual understanding. Eyes and brains. The physiology and psychology of vision	Lecture, examples, class discussion	
3. How we see: Theoretical and methodological approaches to visual communication	Lecture, examples, class discussion	
4. How we see: Sensory theories. The gestalt principles	Lecture, examples, class discussion	
5. How we see: Perceptual theories. Semiotics	Lecture, examples, class discussion	
6. How we see: Perceptual theories. Cognitive theory	Lecture, examples, class discussion	



7. What we see: Art and photography	Lecture, examples, class discussion	
8. Why we look: Visual structure and conceptual complexity in art & photography	Lecture, examples, class discussion	
9. What we see: Memes	Lecture, examples, class discussion	
10. Why we look: Visual structure and conceptual complexity in memes	Lecture, examples, class discussion	
11. What we see: Advertising	Lecture, examples, class discussion	
12. Why we look: Visual structure and conceptual complexity in advertising	Lecture, examples, class discussion	
13. Why we look: The objectifying gaze	Lecture, examples, class discussion	
14. Evolving visual communication. Course wrap-up	Lecture, examples, class discussion	

References

Aiello, G., & Van Leeuwen, T. (2022). Michel Pastoureau and the history of visual communication. *Visual Communication*, 0(0). Online first. <https://doi.org/10.1177/14703572221126517>

Lester, P.M. (2020). *Visual Communication: Images with Messages* 8th edition. Dallas: Lex Publishing, 2020, Ch 3 pp. 48-75.

Rose, G. (2016). *Visual Methodologies: An Introduction to Researching Visual Materials*. London: SAGE, 2016, 4TH EDITION, Ch 6 pp. 106-146 & Ch 11 pp. 288-306.

Shifman, L. (2014). *Memes in digital culture*. MIT press.

Van Weelden, L., Maes, F., & Schilperoord, J. (2018). How visual form affects metaphoric conceptualization. In Steen, G. J. (Ed.) *Visual metaphor: Structure and process* (Vol. 18) (pp. 147- 161). John Benjamins Publishing Company.

8.2 Seminar/lab	Teaching methods	Observations
1. Discussion: What role does visual communication play in our lives?	Debate in groups	
2. Sensorial and perceptual approaches to visual communication	Discussion and applications	
3. What do we see when we look at a picture? Application: Art and pics	Debate, examples and applications	



4. What do we see when we look at a picture? Application: Memes	Debate, examples and applications	
5. What do we see when we look at a picture? Application: Ads	Debate, examples and applications	
6. Image manipulation	Discussion and examples	
7. Group assignment presentations	Oral presentations, discussions	

References

Berger, J. (1972). *Ways of seeing*. London: Penguin.

Karsay, K., Matthes, J., Platzer, P., & Plinke, M. (2018). Adopting the objectifying gaze: Exposure to sexually objectifying music videos and subsequent gazing behavior. *Media Psychology* 21, no. 1, 27-49.

Nissenbaum, A. & Shifman, L. (2017). Internet memes as contested cultural capital: The case of 4chan's /b/ board, *New Media & Society*, 19(4), 483-501.

Schilperoord, J., & Cohn, N. (2021). Let there be . . . visual optimal innovations: making visual meaning through Michelangelo's *The Creation of Adam*. *Visual Communication*, 0(0). Online first <https://doi.org/10.1177/14703572211004994>

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

- | |
|--|
| <ul style="list-style-type: none"> • The subject uses internationally recognized academic textbooks • Theoretical and methodological approaches discussed in class are relevant to current preoccupations in the field of visual communication |
|--|

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Capacity to explain and discuss core concepts relevant to visual communication	Written exam	50%
Seminar	Getting involved in seminar activities	Actively participating in and solving exercises/individual or group applications	20%
	Group work	Capacity to work in groups in order to analyze a visual content applying a	20%



		framework of analysis discussed in class	
	Reading notes	Writing a synthesis/summary of the a recommended reading (max. 2 pages)	10%
10.4 Minimum performance standard			
Students need to attend at least 7 meetings; final grade 5			

Date
23.09.2022

Signature of the course
instructor
Conf. univ. dr. Elena Negrea-
Busuioc

Signature of the seminar
instructor

Date of approval
30.09.2022

Signature of the Head of
Department
Prof. univ. dr. Diana Cismaru



Școala Națională de Studii Politice și Administrative
Facultatea de Comunicare și Relații Publice



COURSE DESCRIPTION WORKING IN DIGITAL MEDIA TEAMS

1. Information on the program

1.1 University	National University of Political Studies and Public Administration
1.2 College	College of Communication and Public Relations
1.3 Department	Communication
1.4 Field of study	Communication Sciences
1.5 Level of qualification	Bachelor Program
1.6 Program/Qualification	Communication and emerging media

2. Information on the subject

2.1 Course title	Working in digital media teams						
2.2 Course Instructor	Assistant Professor Dan Stănescu						
2.3 Seminar Instructor	Assistant Professor Dan Stănescu						
2.4 Year of study	III	2.5 Semester	V	2.6 Type of assessment	V	2.7 Course curricular category	Opt

3. Time estimation (hours per semester for teaching activities)

3.1 Number of hours per week	4	3.2 course	2	3.3 seminar/lab	2
3.4 Number of hours in the curriculum	56	3.5 course	28	3.6 seminar/lab	28
Distribution of hours					H
Studying handouts, textbooks, reading recommended bibliography					20
Additional library documentation, field documentation, internet documentation					20
Preparing for seminars/labs, writing papers, essays, etc.					25
Tutorials					-
Examinations					4
Other activities: presentations, simulations, games, etc.					
3.7. Number of hours for individual study					69
3.8. Number of hours per semester					125
3.9. Number of ECTS points					5



4. Preconditions (if applicable)

4.1. curriculum	Not applicable
4.2. competences	Not applicable

5. Conditions (if applicable)

5.1. for course	Lecture hall/seminar with video projector; markers; post it;
5.2. for seminar/lab	Lecture/seminar room with video projector; scissors; staplers; staples; tube glue; tape; colored A4 sheets; crayons; paper adhesive tape; 30cm ruler; flipchart sheets etc.

6. Specific skills and knowledge acquired in class

Professional competences	1. Knowledge and understanding <ul style="list-style-type: none"> • Can operate with relevant theories, concepts, and models in the field • Can critically use acquired knowledge • Knows the main diagnostic tools in the field of teamwork • Knows and understands the optimization and intervention mechanisms in this field
	2. Explaining and interpreting <ul style="list-style-type: none"> • Can use the main tools in the diagnosis of teamwork • It can identify the main problems it may face
	3. Instrumental-Applicative <ul style="list-style-type: none"> • Can operationalize the concepts associated with each topic covered • Can operate with research tools in the diagnosis of teamwork
	4. Attitudinal competences <ul style="list-style-type: none"> • Acquiring the specific neutrality of the researcher in the design, development and implementation of an analysis project
Transversal competences	<ol style="list-style-type: none"> 1. Application of effective work techniques in the multidisciplinary team 2. Taking on roles and leadership in professional teams and groups, mediating conflicts and organizing multi-professional teams for solving new social and communication problems 3. Case studies in the field are critically analyzed for the development of scientific knowledge and the understanding of associated behaviors



7. Subject objectives

7.1 General objective	The course aims to address the main aspects of team work. The main group processes and phenomena are also treated. Aspects related to the roles within the team as well as the stages of team development will be discussed in detail. Also, as a complementary point to technical skills and abilities, the problem of group thinking and group decision will be addressed.
7.2. Specific objectives	The course aims to familiarize students with the theoretical and basic infrastructure tools, which are dedicated to teamwork. In addition, the course tends to the formation of practical, applied skills and abilities, especially in the area of interpersonal interaction and specific roles within teams. Finally, the graduate of this course should stand out by knowing the various approaches, paradigms and relevant theories in the treatment of topics related to teamwork. He must also be able to analyse, compare and interpret the different central concepts of the discipline, be able to analyse, compare and interpret texts by prominent authors in the field, operate with the tools and analysis methods specific to the study of team work, and operationalize the framework theoretically presented and discussed at the course and at the seminar.

8. Contents

8.1 Course	Teaching methods	Observations
The group. Group definition. Joining the group. The objectives of the groups	Case studies, role play, debate, brainstorming, videos, guests	Each theme will be covered in 2 classes
Group behavior. Typology of groups. Status and role in the group	Case studies, role play, debate, brainstorming, videos, guests	
Processes and phenomena related to the group	Case studies, role play, debate, brainstorming, videos, guests	
Groupthink. Group decision	Case studies, role play, debate, brainstorming, videos, guests	
Team. Stages of team development	Case studies, role play, debate, brainstorming, videos, guests	
Teamwork. Roles within the team	Case studies, role play, debate, brainstorming, videos, guests	



Diagnosis of teamwork	Case studies, role play, debate, brainstorming, videos, guests	
8.2 Seminar/lab	Teaching methods	Observations
The seminars will take place exclusively in a practical, gamified way, with practical exercises in small groups, in plenary, dyads, etc.	Exercises and case studies with students and critical analysis of the consulted bibliography, individual or group presentations	
<p>References</p> <p>Arnold, J., Silvester, J., Patterson, F., Robertson, I., Cooper C., & Burnes, B. (2005). <i>Work psychology: understanding human behaviour in the workplace</i>, Harlow: Pearson Education.</p> <p>Barling, J. & Cooper, C.L. (2008). <i>Organizational behavior – Volume 1</i>, London: Sage.</p> <p>Gibson, J. L., Ivancevich, J. M., Donnelly, J. H. Jr. & Konopaske, R. (2009). <i>Organizations: behavior, structure, processes</i>, NY: McGraw-Hill.</p> <p>Greaves, J., & Watkins, E. (2022). <i>Team Emotional Intelligence 2.0. The Four Essential Skills of High Performing Teams</i>, Talentsmart.</p> <p>Judge, T. A. & Robbins, S. P. (2013). <i>Organizational behavior 15th Edition</i>, NJ: Pearson Education.</p> <p>Krzywdzinski, M. & Greb, M. (2022). Teamwork. From Self-Managed to Lean and Agile Teams, in Lisa Herzog, Bénédicte Zimmermann, (eds.) <i>Shifting Categories of Work</i>, NY: Routledge.</p> <p>Landy, F.J. & Conte, J.M. (2013). <i>Work in the 21st Century</i>, NJ: John Wiley & Sons, Inc.</p> <p>Schermerhorn, J.R. Jr., Hunt, J.G., & Osborn, R.N. (2002). <i>Organizational behavior 7th Edition</i>, NJ: John Wiley & Sons, Inc.</p> <p>Spector, P.E. (2012). <i>Industrial and Organizational Psychology</i>, NJ: John Wiley & Sons, Inc.</p>		

9. Corroboration of subject contents with the expectations of the epistemic community, professional associations, and representative employers in the field

<ul style="list-style-type: none"> • The discipline is developed on the basis of internationally recognized manuals and materials of a scientific nature • The course holder is a practicing psychologist and has been teaching continuing education courses for adults for more than 20 years. He also carried out numerous researches in the field.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Contribution to the final grade (%)
Exam	Correct and reasoned answer to the exam subjects.	The final exam will include both closed, grid-type questions and open questions	40%



Seminar	Getting involved in seminar activities	The grade for the activity during the seminar takes into account the individual/group project and the active presence during the seminars	60%
10.4 Minimum performance standard			
Minimum final grade 5			

Date
22.09.2022

Signature of the course instructor
Assistant Professor Dan
Stănescu

Signature of the seminar
instructor
Assistant Professor Dan
Stănescu

Date of approval
30.09.2022

Signature of the Head of
Department
Assistant Professor Loredana
Vladu