



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2020/2021

Course specifications

1- Course data:		
Code: COMM 116	Title: Introduction to marketing communication	Level: 1
	No of studying units: Theoretical: 3/ practical: -	

2- Overall aims of course:	This course introduces students to the marketing mix in detail; including product and product types, place and distribution channels, price, promotion including advertising and public relations, market segmentation approach.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 List marketing mix a/2 List consumer products a/3 List business-to-business products. a/4 Describe consumer-oriented promotion. a/5 Identify and Understand the Target Audience a/6 differentiate oneself against the competition a/7 developing key messages to

	<p>address potential audience questions and concerns</p> <p>a/8select communication channels designed to reach audiences at an optimum time.</p> <p>a/9effectively connect with target audiences</p> <p>a/10compare, contrast and apply different theories and models of marketing effectiveness</p> <p>a/11listtarget market segments</p> <p>a/12 learn ways tocreative new products and services</p>
<p>b) Intellectual skills</p>	<p>b/1 explain market segmentation strategies.</p> <p>b/2 explain sales promotion.</p> <p>b/3 distinguish types of consumer products.</p> <p>b/4 distinguish types of business-to-business products.</p> <p>b/5 critically evaluate specific forms of communication for a given marketing problem or objective</p> <p>b/6 explain the process of marketing communications planning and the context in which it is undertaken</p> <p>b/7analyse how different approaches to positioning, media, creative work and communications research may influence marketing effectiveness</p> <p>b/8apply theoretical frameworks in analysing particular marketing communications situations</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 apply knowledge in course to different assignments.</p>

	<p>c/2 locate and use appropriate marketing resources to research particular issues concerning marketing theories and practices</p> <p>c/3 offer a critical account of the process and context of communications planning, informed by both academic and practitioner literature</p> <p>c/4 identify and evaluate alternative communication strategies in light of an organisation's marketing environment, objectives and target markets</p> <p>c/5 deliver their message clearly using the appropriate communication channel</p>
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d) General and transferable skills

d/1 debate course content with the lecturer.

d/2 communicate and exchange ideas in both large and small group settings

d/3 reflect on their own values with respect to ethical practice

d/4 structure, write and present marketing communications plans

d/5 work individually and as part of a team in the development of a integrated marketing communications campaign

4- Course contents:

Weeks	Topics	hours
1	Introduction to the marketing mix, consumer products.	3
2	Business-to-business products	3
3	Place and price	3
4	Price continued, market segmentation	3
5	Sales promotion	3
6	Consumer-oriented promotions	3
7	Midterm	3
8	Marketing public relations	3

	9	Advertising	3		
	10	Advertising continued	3		
	11	Hierarchy of effects model	3		
	12	Revision	3		
5- teaching and learning methods:	5/1 PowerPoint lectures. 5/2 Discussion in lectures. 5/3 Assignments. 5/4 Dividing the students into working groups using the breakout rooms on the BlackBoard Platform. 5/5 Interaction between the students through participating in class activities				
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on facebook group 6/3 Dividing them into small groups 6/4 Make the exam in braille for blind students if it's difficult for them to be examined on the BlackBoard platform.				
7- Student assessment methods:					
a) Methods used:	7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to research and investigate 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam				
b) Assessment schedule:	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Assignment</td> <td style="padding: 5px;">week</td> </tr> </table>			Assignment	week
Assignment	week				

		no.																
		Mid-Term Exam	Week 7															
		Class Work as Assignments and Participation	Week1, Week 2, Week 8, Week 9															
		Final Exam	Week 13															
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Week</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>1st week, 2nd week, 8th week & 9th week</td> <td>30%</td> </tr> <tr> <td>Midterm</td> <td>7th week</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>			Assessments	Week	Percentage	Assignments	1 st week, 2 nd week, 8 th week & 9 th week	30%	Midterm	7 th week	20%	Final exam	13 th week	50%	Total	100%	
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Total	100%																	
8- List of references:																		
a) Course notes:	Power point presentations																	
b) Essential books (text books)	Kotler, P., & Armstrong, G. (2016). Principles of marketing.																	
c) Recommended book:	Armstrong, G., Kotler, P., & Opresnik, M. O. (2020). Marketing: An introduction.																	
d) Scientific periods, websites, etc.	http://www.marketingteacher.com/																	

Course Coordinator: Dr. Samy Abdel Azeez

Head of Department: prof. Dr. Shimaa Zolfakkar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Academic year:2020/2021

course specifications

1- Course data:		
Code:COMM115	Title: introduction to radio and tv	Level: first level
	No of studying units: 3h Theoretical: theoretical 2h/ practical:2h	

2- Overall aims of course:	Familiarizing the students to the history of broadcast.Introducing students to broadcasting jobs opportunities. Demonstrate the effective interview skills among students.Recognize ethical issues related to media.Introducing the students to the basics of media research.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1) Identifying the historical background of broadcasting. a/2) Being able to recognize different types of programing. a/3) Understanding the basics of mass media effects. a/4) Gain an understanding of the stages of the

	<p>production process.</p> <p>a/5) Outlining the job responsibilities of production staff and talent.</p> <p>a/6) Handling the different broadcasting related equipment.</p> <p>a/7) Shedding light on the basics of writing news stories.</p> <p>a/8) Recognizing the methods used in managing media organizations.</p> <p>a/9) Evaluating TV programs and criticizing the content.</p> <p>a/10) Producing News Reports.</p> <p>a/11) Understanding the essence of media professionalism.</p> <p>a/12) Demonstrate an understanding of the basics of scriptwriting.</p>
<p>b) Intellectual skills</p>	<p>b/1) Creating CVs, and Portfolio.</p> <p>b/2) Ability to criticize media content</p> <p>b/3) ability to create online accounts on job websites such as LinkedIn</p> <p>b/4) Learning the basic of media ethics in order to avoid mistakes in the future.</p> <p>b/5) Achieving high level of media literacy</p> <p>b/6) Enriching the students' abilities to follow the latest technologies in the media field</p> <p>b/7) Recognizing the basics of picture composition, shot sizes, camera movements</p> <p>b/8) Illustrating the basics of TV production.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1) Interviewing skills</p> <p>c/2) Basics of communication research.</p> <p>c/3) The ability to use camera</p>

	<p>c/4) Developing news reports</p> <p>c/5) Criticizing TV programs</p> <p>c/6) Managing the production of TV reports</p> <p>c/6) Writing scripts</p> <p>c/7) the basics of reports editing</p>																										
<p>d) General and transferable skills</p>	<p>d/1) Presentation skills</p> <p>d/2) communications skills</p> <p>d/3) Team working</p> <p>d/4) writing skills</p> <p>d/5) editing skills</p>																										
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Study Hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Careers in electronic media</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Electronic media forms</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>Programming</td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>Formats of programs</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Promotion and audience feedback</td> <td>3</td> <td></td> </tr> </tbody> </table>	Week	Content	Study Hours		Theoretical	Practical	1	Careers in electronic media	3		2	Electronic media forms	3		3	Programming	3		4	Formats of programs	2	2	5	Promotion and audience feedback	3	
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	7	Promotion and audience feedback	3	
	8	Ethics and Effects	2	2
	9	Ethics and Effects	3	
	10	Technical underpinning	3	
	11	Students' presentations		6
	12	Students' presentations		6
5- teaching and learning methods:	<p>5/1) lectures</p> <p>5/2) Discussions</p> <p>5/3) Practical sessions</p> <p>5/4) Dividing students into working groups using breakouts on Blackboard platform</p>			
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam.</p> <p>6/2 Providing them with the technical facilities that they need.</p> <p>6/3 Students with limited skills are encouraged to ask for assistance from the coordinator or the assistant after the lectures or during the office hours.</p> <p>6/4- Make the exam in Braille for the blind students</p>			
7- Student assessment methods:				
a) Methods used:				

	<p>7/A/1) Assignments 7/A/2) Presentation 7/A/3) Reports 7/A/4) Mid Term 7/A/5) final Exam .</p>															
b) Assessment schedule:	<p>7/b/1) Midterm: week 6 7/b/2) Assignment 2: week 2 7/b/3) Assignment 3: week 4 7/b/4) Assignment 4: week 8 7/b/4) presentations: week 11 &12</p>															
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid-term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class work as Assignments and participation</td> <td>Week 2, 4, 6, 11, 12</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> <td>50%</td> </tr> <tr> <td>Total</td> <td colspan="2">100%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Mid-term Exam	Week 6	20%	Class work as Assignments and participation	Week 2, 4, 6, 11, 12	30%	Final Exam	Week 13	50%	Total	100%	
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8- List of references:																
a) Course notes:	Power Point Presentations															
b) Essential books (text books)	Gross, L. S., & Gross, L. S. (2010). <i>Electronic media: an introduction</i> . New York, NY: McGraw-Hill Higher Education.															
c) Recommended book:	<p>Humphris, R. (1994). <i>Television fundamentals monochrome & colour</i>. Melbourne: Royal Melbourne Institute of Technology.</p> <p>Adams, M. H., & Massey, K. K. (1995). <i>Introduction to radio: production and programming</i>. Madison, WI: Brown & Benchmark.</p>															

d) Scientific periods, websites, etc.	Journal of Computer-Mediated Communication Journal of Popular Film and Television

Course Coordinator :Dr/ **Dina Magdy**

Head of Department: Prof. Dr. Nermin Al Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM212	Title: Journalism writing and reporting	Level: Second level
No of studying units: 12 theoretical 2 / practical: 2		

2- Overall aims of course:	This course is designed to provide students with background information about the Journalism profession. Also, it attempts to identify news sources and their types, and to increase understanding of the different types of curiosity and observations questions. Additionally, it intends to expose students to the interviewing techniques and the basic elements of a news story, and teach them how to write leads.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define the impact of new media on journalism

	<p>a/2 Describe the qualities of the reporters and news sources</p> <p>a/3 Read about the news values</p> <p>a/4 Recognize the curiosity questions</p> <p>a/5 State the most important observational questions</p> <p>a/6 Indicate the basic elements of the news story</p> <p>a/7 Identify the most important elements that build up a good story</p> <p>a/8 List the different interviewing techniques</p> <p>a/9 Name the most important skills to conduct interviews</p> <p>a/10 Report about the lead</p> <p>a/11 Summarize the basic elements of the headlines</p> <p>a/12 Point out the main factors in a follow up story</p> <p>a/13 Differentiating between facts and opinions.</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish an understanding about the new media in relevance to journalism</p> <p>b/2 Confirm the ability to have curiosity questions</p> <p>b/3 Compare between the main elements that structure a follow up story</p> <p>b/4 Describe the structure of the lead</p> <p>b/5 Discuss the interviewing techniques</p> <p>b/6 Outline the main factors that by using you can have a good news story</p> <p>b/7 Locate the observational questions</p> <p>b/8 Illustrate the job of the reporter</p> <p>b/9 Illustrate the importance of the news sources</p> <p>b/10 Relate the different news values</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Conduct interviews</p> <p>c/2 Prepare lists of observational questions</p>

	<p>c/3 Analyze the importance of the news sources</p> <p>c/4 Match the different elements used to write a news story</p> <p>c/5 Order the news values</p> <p>c/6 Use the curiosity questions to write a good lead</p> <p>c/7 Develop a clear understanding about the meaning of follow up piece</p> <p>c/8 Complete the basic elements of the news story and the news pieces</p>														
<p>d) General and transferable skills</p>	<p>D/1 Improve the team work skills</p> <p>D/2 Develop critical thinking</p> <p>D/3 Enhance the relevance ability</p> <p>D/4 Improve the observational skill</p> <p>D/5 Improve the follow up ability</p> <p>D/6 Point out the news values</p> <p>D/7 Investigate the information that can be added in a news piece</p>														
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The Impact of new media on Journalism</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Reporters and news sources Assignment: Students should pick out different types of news sources from a specific</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	The Impact of new media on Journalism	2	2	2	Reporters and news sources Assignment: Students should pick out different types of news sources from a specific	2	2
Week	Content			Studying Hours											
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1	The Impact of new media on Journalism	2	2												
2	Reporters and news sources Assignment: Students should pick out different types of news sources from a specific	2	2												

	news story.		
3	News Values Assignment: Students should underline news values from a news story.	2	2
4	Curiosity Questions Assignment: Students should identify techniques for developing curiosity	2	2
5	Observations Questions	2	2
7	Basic Elements of News Story (1)	2	2
8	Basic Elements of News Story (2) Assignment: Student should write a news story based on given information.	2	2
9	Interviewing Techniques (1)	2	2
10	Interviewing Techniques (2) Assignment: Students should create an idea for an interview.	2	2
11	Summary Lead Headlines	2	2

	<table border="1"> <tr> <td data-bbox="767 190 885 264"></td> <td data-bbox="885 190 1072 264">Follow Up News Story</td> <td data-bbox="1072 190 1278 264"></td> <td data-bbox="1278 190 1444 264"></td> </tr> <tr> <td data-bbox="767 264 885 338">12</td> <td data-bbox="885 264 1072 338">Revision</td> <td data-bbox="1072 264 1278 338">2</td> <td data-bbox="1278 264 1444 338">2</td> </tr> </table>		Follow Up News Story			12	Revision	2	2
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5- teaching and learning methods:	<p>5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups using the Breakout Rooms feature in Blackboard Platform. 5/4 Interaction between the students through participating in class activities</p>								
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on Blackboard platform. 6/3 Dividing them into small groups (if they existed)</p>								
7- Student assessment methods:									
a) Methods used:	<p>7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to research and investigate 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam</p>								
b) Assessment schedule:	<p>7/b/1 -Mid-term Exam: Week 6 7/b/2 - (Assignment 1): Week 1 , 7/b/3 (Assignment 2): Week 2 , 7/b/4 (Assignment 3): Week3 7/b/5 (Assignment 4) : Week 5 7/b/ 6(Assignment 5) : week 8 7/b/7 -Final Exam: Week 13</p> <table border="1" data-bbox="719 1995 1230 2038"> <tr> <td data-bbox="719 1995 975 2038">Schedule</td> <td data-bbox="975 1995 1230 2038">Assessment</td> </tr> </table>	Schedule	Assessment						
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	Week 6	Mid-term																
	Week 1	Assignment 1																
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8- List of references:																		
a) Course notes:	Power point presentations																	
b) Essential books (text books)	Reporting for the Media- John R. Bender (Author), Lucinda D. Davenport (Author), Michael W. Drager (Author),2012																	
c) Recommended book:	Tim Harrower, Inside reporting (A practical Guide to the Craft of Journalism),McGraw-Hill, 2007 The Dynamics of News: Journalism in the 21st-Century Media Milieu By Richard M. Perloff, 2019																	
d) Scientific periods, websites, etc.	www.allacademic.com																	

Course Coordinator: Dr. Hany Mohamed Ali

Head of Department: Prof. Dr. Nermeen Al-Azrak



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Academic year: 2020-2021
Department: English section

Course specifications

1- Course data:		
Code: UNN 101	Title: leading business	Level: first level
Branch:	No of studying units: Theoretical: 3 / practical:-	

2- Overall aims of course:	By the end of this course the student should understand the concept of entrepreneurship, have knowledge of entrepreneurship and its area of study. And See the difference between entrepreneurship and small enterprise. Besides being able to measure how far the successful entrepreneur has capabilities that can lead the individual to have a pioneering enterprise.
3- Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
a) Information and concepts	a/1- identify the meaning of entrepreneurship a/2- Recognize the difference between entrepreneurship and small enterprise. a/3- Recognize the capabilities of

	<p>successful entrepreneurship</p> <p>a/4- Identify the different forms of entrepreneurship enterprises to start.</p> <p>a/5- Identify the false concepts about entrepreneurship enterprises.</p> <p>a/6- Identify how the pioneering enterprise can make its owner gratified.</p> <p>a/7- Distinguish the different types of businesses.</p> <p>a/8- Recognize practical examples of the different types of businesses.</p> <p>a/9- The meaning and essence of the concept of small enterprises.</p>
<p>b) Intellectual skills</p>	<p>b/1- discuss the concept of entrepreneurship</p> <p>b/2- investigate ways of creating entrepreneurship and small enterprise.</p> <p>b/3- distinguish how to have a successful entrepreneurship</p> <p>b/4- analyze different ways of starting entrepreneurship enterprises</p> <p>b /5- differentiate between the different types of businesses.</p> <p>b/6- differentiate between e-business and e-commerce opportunities and their circle.</p> <p>.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c\1- apply the rules of creating a successful entrepreneurship</p> <p>c\2- apply the rules of starting small enterprise</p> <p>c\3- criticize different types of businesses.</p> <p>c\4- criticize various e-business and e-commerce opportunities</p> <p>c/5- criticize various false concepts about entrepreneurship enterprises</p>

<p>d) General and transferable skills</p>	<p>D-1- Develop and enhance teamwork and time management skills D-2- Develop presentations skills D-3- Develop research and analytical skills. D-4- Improve criticizing skills D-5- Develop/Improve web surfing and computing skills D-6- Practice creative thinking and brainstorming</p>		
<p>4- Course contents:</p>	Week	Content	Hours
	1	Definition of entrepreneurship and area of study	3
	2	The process of entrepreneurship and the importance of entrepreneurship	3
	3	Define The entrepreneur and clarify the difference between entrepreneurship and small enterprises	3
	4	Examples of entrepreneurship enterprises. And clarifying false concepts about entrepreneurship enterprises and how to respond to them	3
	5	Know the characteristics and capabilities that the entrepreneur ought to have.	3
	6	The importance	3

		of the pioneering enterprise to the entrepreneur.	
	7	Become aware of the privileges and problems of establishing the pioneering enterprise and how far it can gratify the entrepreneur.	3
	8	Distinguish the different types of businesses.	3
	9	Realize the meaning and essence of the concept of small enterprises	3
	10	Recognize e-business and e-commerce opportunities and their circle.	3
	11	Describe and recognize the mobile commerce market, its characteristics, and the mobile business opportunities it can offer	3
	12	Final Presentation	3
5- teaching and learning methods:	5/1- Lecturing 5/2- discussion 5/3- dividing students into groups using the breakout rooms on the black board platform 5/4- Presentation		

<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1- providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be usable for blinds (when found). 6/2- dividing students into small work groups 6/3- if some couldn't attend the exam, there would be Make Up exams.</p>								
<p>7- Student assessment methods:</p>									
<p>a) Methods used:</p>	<p>7/a/1- Final Exam</p>								
<p>b) Assessment schedule:</p>	<table border="1"> <thead> <tr> <th data-bbox="719 864 1091 936">Assessments</th> <th colspan="2" data-bbox="1091 864 1265 936">Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 936 1091 1025">Final exam</td> <td colspan="2" data-bbox="1091 936 1265 1025">13th week</td> </tr> </tbody> </table>			Assessments	Time		Final exam	13 th week	
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<p>8- List of references:</p>									
<p>a) Course notes:</p>									
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<p>c) Recommended book:</p>									
<p>d) Scientific periods, websites, etc.</p>									

Course Coordinator : Dr. Menna Ehab

Head of Department : Prof. Dr. Shaymaa Zolfakkar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM 206	Title: Media and Society	Level: Second
No of studying units: 12 theoretical 3 / practical: -		

2- Overall aims of course:	At the end of this course, the student should be able to define society, culture and their basic features, list the functions of mass media, explain the importance of media and relate globalization to media.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 Define society; list its basic features. A/2 List the functions of mass media. A/3 Define culture, list its basic characteristics. A/4 Define social change and list its basic characteristics. A/5 Recognize different media effects. A/6 Identify media classifications. A/7 Identify the relationship between mass media and violence A/8 Describe the relationship between globalization and

	mass media
b) Intellectual skills	<p>B/1 Discuss the importance of media.</p> <p>B/2 Explain the functions of mass media.</p> <p>B/3 Relate globalization to mass media.</p> <p>B/4 Relate social change to mass media.</p> <p>B/5 Describe the effects of media violence on violence in our society.</p> <p>B/6 Classify media.</p> <p>B/7 Explain basic features of society.</p> <p>B/8 Interpret the relationship between culture and media.</p>
c) Professional and practical skills concerned to the course	<p>C/1 develop a paper about media effects.</p> <p>C/2 Apply issues related to media and society on case studies</p> <p>C/3 Produce a diary of their media consumption</p> <p>C/4 Apply the difference between cultures and media effects</p>
d) General and transferable skills	<p>D/1 Develop creative thinking and brainstorming</p> <p>D/2 Develop time management skills</p> <p>D/3 Develop internet surfing skills</p> <p>D/4 Develop critical thinking skills</p> <p>D/5 Develop teamwork skills.</p>

4- Course contents:	Week	Content	Studying Hours	
			Theoretical	practical
	1	The role of media in society and classification of mass media.	3	-
	2	Functions of mass media.	3	-
	3	Society: definition, basic features and types.	3	-
	4	Culture & mass media: definition & basic characteristics.	3	-
	5	Effects of mass media on society (agenda setting & cultivation theories).	3	-
	7	Mass media & violence.	3	-
	8	Social change and mass media.	3	-
	9	Globalization and mass media.	3	-
	10	Group presentations	3	-
	11	Group	3	-

			presentations															
	12	Revision		3		-												
5- teaching and learning methods:	<p>5/1 PowerPoint lectures.</p> <p>5/2 Students' presentations.</p> <p>5/3 Class Discussions</p> <p>5/4 Dividing students into working groups using the breakouts on the Blackboard platform</p>																	
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Giving the students a written assignments instead of practical tailoring them to their skills</p> <p>6/4 Trying to engage them more in lectures</p> <p>6/5 Power point presentations printed with the Braille style.</p> <p>6/6 Oral assignments</p> <p>6/7 Make the exam in Braille for the blind students</p>																	
7- Student assessment methods:																		
a) Methods used:	<p>7/a/1 Student Presentations.</p> <p>7/a/2 Midterm exam.</p> <p>7/a/3 Final exam.</p> <p>7/a/4 Discussions and participation.</p> <p>7/a/5 Assignments (Social Campaigns)</p> <p>7/a/6 Student Paper</p>																	
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>Week 6</td> </tr> <tr> <td>Student presentations</td> <td>Week 10 and week 11</td> </tr> <tr> <td>Student Paper</td> <td>Week 10 and week 11</td> </tr> <tr> <td>Assignments</td> <td>Week 2, 4, 7, 8</td> </tr> <tr> <td>Discussion</td> <td>Week</td> </tr> </tbody> </table>						Evaluation	Time	Midterm exam	Week 6	Student presentations	Week 10 and week 11	Student Paper	Week 10 and week 11	Assignments	Week 2, 4, 7, 8	Discussion	Week
Evaluation	Time																	
Midterm exam	Week 6																	
Student presentations	Week 10 and week 11																	
Student Paper	Week 10 and week 11																	
Assignments	Week 2, 4, 7, 8																	
Discussion	Week																	

		and Participation	1,2,3,4,5,7,8,9,10,11	
		Final exam	Week 13	
c) Weighting of assessments:				
		Evaluation	Time	Percentage
		Midterm exam	Week 6	20%
		Student presentations	Week 10 and week 11	10%
		Student Paper	Week 10 and week 11	10%
		Assignments	Week 2, 4, 7, 8	5%
		Discussion and Participation	Week 1,2,3,4,5,7,8,9,10,11	5%
		Final exam	Week 13	50%
		Total	100%	
8- List of references:				
a) Course notes:	Power point presentations			
b) Essential books (text books)				
c) Recommended book:	Media, culture & society: an introduction, 2011. By Paul Hodkinson, Sage Publications. Carah, Nicholas (2015). Media & Society: Production, content participation.			
d) Scientific periods, websites, etc.				

Course Coordinator : Dr Hayat Badr

Head of Department : Prof. Dr. Nermeen Alazrak



Course specifications

University: Cairo

Faculty: Mass Communication

Department: English Department

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 414	Title: Media Campaign	Level: Fourth level
No of studying units: 3		
Theoretical: 2 / practical: 2		

2- Overall aims of course:	To understand what is an advertising campaign, to explore the key factors involved in formulating an advertising campaign, to understand the elements involved in campaign planning framework, to be able to plan for and analyse advertising media.
3- Intended learning outcomes of course (ILOs): At the end of this course the student must be able to:	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Define advertising campaign a/2 Identify marketing mix a/3 Cite IMC key features a/4 List the steps of planning a media campaign a/5 Differentiate between the consumer research and the Product research a/6 Identify the Market Analysis and the competitive situation a/7 Describe the advertising objectives a/8 Identify the function of the advertising objectives a/9 Recognize the key inputs of objective setting a/10 Identify the target market

	<p>a/11 Define the Target market from the demographics to the psychographic lifestyle and the benefit factors</p> <p>a/12 Identify the results of the advertising campaign</p>										
b) Intellectual skills	<p>b/1 Illustrate research processes</p> <p>b/2 Classify advertising campaign planning framework</p> <p>b/3 Compute advertising budget</p> <p>b/4 Explain the strategy for the target market of the campaign</p> <p>b/5 Distinguish between different types of research</p> <p>b/6 Classify the target market</p> <p>b/7 Interpret the advertising objectives</p>										
c) Professional and practical skills concerned to the course	<p>c/1 Develop advertising plan</p> <p>c/2 Use marketing mix in advertising campaign</p> <p>c/3 Apply the advertising and marketing objectives in the campaign</p> <p>c/4 Complete all the types of research when developing a media campaign</p> <p>c/5 Analyze the results of the campaign</p>										
d) General and transferable skills	<p>d/1 Work in groups to enhance the team work</p> <p>d/2 Use the internet in collecting data about the activities of advertising agencies in planning for a media campaign</p> <p>d/3 Discuss and analyze all the new trends in marketing</p> <p>d/4 Present reports and researches about Media Campaigns</p>										
4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to Course-Team formation</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	Introduction to Course-Team formation	2	2
Week	Content			Studying Hours							
		Theoretical	Practical								
1	Introduction to Course-Team formation	2	2								

	2	Campaign Outline Situation Analysis	1	4	
	3	Audience Research Secondary and Primary Research	1	4	
	4	Objectives and Strategy : Campaign Proposal	1	4	
	5	How to design a logo	1	4	
	7	Effective Slogans	1	4	
	8	Brochures	1	4	
	9	Posters and Flyers	1	4	
	10	Launching Campaigns	1	4	
	11	Evaluation Techniques	1	4	
	12	Presentation and Evaluation		6	
	5- teaching and learning methods:	5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups			

	5/4 Watching advertising videos 5/5 PowerPoint presentations																		
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on CDs to be easily converted to Braille (for blind students) 6/3 Dividing them into small groups (if they existed)																		
7- Student assessment methods:																			
a) Methods used:	7/a/1 Research project as a Mid-Term Exam 7/a/2 Assignments to evaluate the students' ability to research and investigate 7/a/3 Discussing and participating in the lectures 7/a/4 Presentation of the research project 7/a/5 Written Final Exam																		
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Project</td> <td>6</td> </tr> <tr> <td>Assignment 1</td> <td>1</td> </tr> <tr> <td>Project Presentation</td> <td>10</td> </tr> <tr> <td>Final Exam</td> <td>13</td> </tr> </tbody> </table>	Assessment	Week	Mid-Term Project	6	Assignment 1	1	Project Presentation	10	Final Exam	13								
Assessment	Week																		
Mid-Term Project	6																		
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c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Research Project</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class Work as assignments and participation</td> <td>Week 1</td> <td>20%</td> </tr> <tr> <td>Project Presentation</td> <td>Week 10</td> <td>10%</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> <td>50%</td> </tr> <tr> <td>Total</td> <td></td> <td>100%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Research Project	Week 6	20%	Class Work as assignments and participation	Week 1	20%	Project Presentation	Week 10	10%	Final Exam	Week 13	50%	Total		100%
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Final Exam	Week 13	50%																	
Total		100%																	
8- List of references:																			
a) Course notes:	PowerPoint Presentations																		

b) Essential books (text books)	Media Campaigns Book ,written by: Prof.Dr. Samy AbdelAziz
c) Recommended book:	New Media Campaigns and the managed citizen, by Phillip N. Howard,2006
d) Scientific periods, websites, etc.	- http://www.hallaminternet.com/2014/5-social-media-campaigns/

Course Coordinator: Dr. Mahmoud Mehanna

Head of Department: Prof. Dr. Nermeen AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section.

Academic year: 2020/2021

Course specifications

1- Course data:	
Code: COMM 411	Title: Media Criticism Level: 4
	No of studying units: 3 Theoretical: 3 / practical:
2- Overall aims of course:	This courses aims to teach the students how to define media criticism is and list its basic features, list the movie criticism, TV criticism and literature criticism and explain the role of the discourse analysis in media.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 define media criticism. A/2 identify the first level of discourse analysis. A/3 writing an article to review a movie, book or a piece of art. A/4 foster critical thinking A/5 understand the development of film criticism and analysis A/6 be conversant with the major approaches to film criticism and theory A/7 describe individual films using particular theoretical approaches A/8 understand film as an aesthetic art form A/9 learn how to conduct original research using a variety of media texts

	<p>A/10 learn key methods of textual analysis in the field of media studies</p> <p>A/11 Identify and analyze the ethics and content on non-fiction narrative work and reality programming.</p> <p>A/12 Explore the societal impact of TV</p>
<p>b) Intellectual skills</p>	<p>B/1 Basic elements of the media criticism.</p> <p>B/2 writing a review article.</p> <p>B/3 knowing the different genres of media.</p> <p>B/4 assess and conduct original critical examination and research</p> <p>B/5 Criticize regulations, ethical and legal issues concerning media acts</p> <p>B/6 write critically about film in an academic tone</p> <p>B/7 analyze a piece of critical writing</p> <p>B/8 Critically evaluate the digital films and video production works</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1 Research and analyze the implications and impact of new media content and delivery</p> <p>C/2 Articulate the aesthetic elements in a media production work</p> <p>C/3 Evaluate critically the aesthetic quality of digital film and video production works</p> <p>C/4 Evaluate critically the aesthetic quality of digital film and video production works</p> <p>C/5 Distinguish the various uses of propaganda throughout media</p>
<p>d) General and transferable skills</p>	<p>D-1- Develop and enhance teamwork and time management skills</p> <p>D-2- Develop research and analytical skills.</p> <p>D-3- Improve writing skills</p> <p>D-4- Practice creative thinking and brainstorming</p>

D-5- Ability to work effectively both individually and collaboratively

4- Course contents:

Week	Topic	Number of hours
1	Definition of media criticism	3
2	Movie criticism	3
3	Movie criticism continued	3
4	TV criticism	3
5	TV criticism continued	3
6	Print criticism	3
7	Mid-Term project	3
8	Novel Criticism	3
9	Novel Criticism continued	3
10	Writing styles of criticizing a movie	3

	11	Discourse analysis	3						
	12	Revision	3						
5- teaching and learning methods:	5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups through blackboard platform 5/4 Interaction between the students through participating in class activities 5/5 PowerPoint presentations								
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on facebook group 6/3 Dividing them into small groups 6/4 Provide the course content and exam in Braille for the visually impaired students								
7- Student assessment methods:									
a) Methods used:	7/A/1 Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to research and analyze different genres of media 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam								
b) Assessment schedule:	<table border="1" data-bbox="810 1686 1165 2000"> <thead> <tr> <th data-bbox="810 1686 1027 1776">Assignment no.</th> <th data-bbox="1027 1686 1165 1776">Week</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 1776 1027 1910">Assignment 1 "review a movie"</td> <td data-bbox="1027 1776 1165 1910">Week 3</td> </tr> <tr> <td data-bbox="810 1910 1027 2000">Mid-Term Exam</td> <td data-bbox="1027 1910 1165 2000">Week 7</td> </tr> </tbody> </table>			Assignment no.	Week	Assignment 1 "review a movie"	Week 3	Mid-Term Exam	Week 7
Assignment no.	Week								
Assignment 1 "review a movie"	Week 3								
Mid-Term Exam	Week 7								

		Final Exam	Week 13	
c) Weighting of assessments:	Assessments	Week	Percentage	
	Assignments	3 rd week	30%	
	Midterm	7 th week	20%	
	Final exam	13 th week	50%	
	Total	100%		
8- List of references:				
a) Course notes:	Power point presentations			
b) Essential books (text books)	Orlik, Peter: <i>Media Criticism in a Digital Age: Professional and Consumer Considerations</i> , 2016			
c) Recommended book:	Media analysis techniques 5 edition Vande Berg, L.R., Wenner, L.A., and Gronbeck, B. E. (2004). <i>Critical approaches to television</i> (2nd ed.). Boston: Houghton Mifflin. Houghton, P. M., Houghton, T. J., and Peters, M. F. (2007). <i>APA: The Easy Way</i> . Baker College Publications			
d) Scientific periods, websites, etc.	http://www.transparencynow.com/mediacrit.htm			

Course Coordinator : DR. Hany Mohamed Ali

Head of Department : Dr Nermeen AlAzraq



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English
Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM 204	Title: Media Literacy	Level: second
No of studying units:		
Theoretical: 3	/ practical:	

2- Overall aims of course:	After finishing this course the student will be able to :
	Gain the information skills of media literacy, besides the intellectual skills of how to be media literate and have control over different media contents, also gain practical skills of how to use selective exposure, language acquisition and avoid faulty beliefs.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a.1. Explain the definitions of media literacy. a.2. Differentiate between media literacy and media education. a.3. Use media literacy key concepts. a.4. Illustrate different domains of media literacy a.5. Choose active and selective exposure. a.6. Report faulty beliefs. a.7. Develop media literacy skills a.8. Apply concepts of media literacy in daily life. a.9. Compare between literate and illiterate people. a.10. Illustrate media saturation. a.11. Enhance the foundational ideas. a.12. Know the background of media literacy.
b) Intellectual skills	<ul style="list-style-type: none"> b.1- Analyze media literacy b.2- Detect illiterate and literate people.

	b.3- measure levels of controls over media content. b.4- Examine media literacy key concepts. b.5- point out skills of media literacy. b.6- Investigate faulty beliefs.		
c) Professional and practical skills concerned to the course	c.1- Improve his skills of media literacy. c.2- Plan how to use different domains of media literacy. c.3- Improve skills and control over media. c.4- Create ways to help people be more literate. c.5- Design planning strategies of media literacy programs.		
d) General and transferable skills	d.1- Use the internet to collect data about media literacy. d.2- work within a group to enhance the spirit of team work. d.3- present reports and researches about media literacy, media content, perception and message saturation. d.4- discuss and compare literate and illiterate people and media domains and all updates.		
4- Course contents:	week	subjects	hour
	1	Media literacy (definition and background)	3
	2	Difference between media literacy and media education	3
	3	Why teach media literacy?	3
	4	Media influence in our lives and Foundational ideas	3
	5	Media literacy key concepts	3
	7	Media literacy is a multi-dimensional domain (cognitive, emotional, aesthetic and moral)	3
	8	Message saturation	3
	9	Active and selective exposure	3
	10	Faulty beliefs	3
	11	Skills of media literacy Project presentations	1.5 1.5
	12	Revision	3
5- teaching and learning methods:	5.1 Lectures 5.2 Discussions 5.3 PowerPoint presentations 5.4 class work exercises 5.5 quizzes 5.6 Dividing the students into working groups using the breakout rooms on the Blackboard Platform		
6- Teaching and learning methods for limited skills	6.1 provide the content on a CD to be easy to change it to Braille method (for blinds)		

students:	6.2 dividing them to groups (if exist) 6.3 In case of absence in midterm, provide an incomplete exam for them. 6.4 Make the exam in Braille for the blind students, if it's difficult for them to be examined on the BlackBoard Platform.		
7- Student assessment methods:			
a) Methods used:	7.1- Assignments 7.2- midterm exam 7.3- discussions in the lectures 7.4- class work and projects 7.5- Quizzes		
b) Assessment schedule:	Assignment 1 (week 2) Assignment 2 (week 3) Assignment 3 (week 4) Assignment 4 (week 8) Assignment 5 (week 9) Project (week 5 and 6) Quiz (week 10)		
c) Weighting of Assessment	Evaluation	Schedule	Percentage
	Midterm exam (project)	Week 6	20%
	Assignments and C.W and quizzes	Week 2,3,4,8,9,10	30%
	Final exam	Week 13	50%
	Total		100%
8- List of references:			
a) Course notes:	PowerPoint Presentations		
b) Essential books (text books)	Empowerment through media education an Introduction dialogue Ulla carlsson , Samy Tayie Genève jacquinot - Delaunay		
c) Recommended book:	<ul style="list-style-type: none"> - Media Literacy by Dr. W James Potter - Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology. Susan Wiesinger, 2016 		
d) Scientific periods, websites, etc.	http://mediasmarts.ca/backgrounder/media-literacy-menu-ingredients-successful-media-studies-teaching-backgrounder		

Course Coordinator : Dr. Hayat Badr

Head of Department : Dr. Nermeen AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM211	Title: Media Translation 1	Level: Second
No of studying units: 12		
Theoretical: 1 / practical: 4		

2- Overall aims of course:	Media Translation (1) course aims at developing the ability to translate from English to Arabic and to acquire language expertise. It seeks to teach the basics of writing style of news stories for newspapers and magazines in both Arabic and English languages. It helps develop the linguistic skills and teach translation rules.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Read about recent events. a/2 List international news agencies. a/3 Describe Arabic Phrasing. a/4 Recognize the main rules of Arabic Grammar. a/5 Identify the Rules and Guidelines of Good Translation. a/6 Tell the difference between Arabic and English news

	<p>writing.</p> <p>a/7 Describe how to write headlines in Arabic.</p> <p>a/8 List the basics of writing news stories in Arabic.</p>																		
b) Intellectual skills	<p>b/1 Develop The Skill to transfer an English text into a well written Arabic text.</p> <p>b/2 Recite new terms.</p> <p>b/3 Update the students' vocabulary.</p> <p>b/4 Identifying different types of information of a news story.</p> <p>b/5 Analyze the translation process</p> <p>b/6 Compare the grammatical rules in English and Arabic languages.</p>																		
c) Professional and practical skills concerned to the course	<p>c/1 Apply learned skills to translate news stories from English to Arabic.</p> <p>c/2 Develop the translated text into Arabic news stories.</p> <p>c/3 Apply Arabic language phrasing.</p> <p>c/4 Illustrate Writing headlines.</p> <p>c/5 Develop Writing datelines.</p>																		
d) General and transferable skills	<p>d/1 Using dictionaries to look up new English terms.</p> <p>d/2 Using online translation tools.</p> <p>d/3 Develop Translation skills from English to Arabic.</p> <p>d/4 Use the internet.</p>																		
4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Wee k</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretica l</th> <th>practica l</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Rules and Guidelines of Good Translation / Class Activities</td> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>Rules and Guidelines of Good Translation / Class Activities.</td> <td>1</td> <td>4</td> </tr> <tr> <td>3</td> <td>Practical Translation of English news stories</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	Wee k	Content	Studying Hours		Theoretica l	practica l	1	Rules and Guidelines of Good Translation / Class Activities	1	4	2	Rules and Guidelines of Good Translation / Class Activities.	1	4	3	Practical Translation of English news stories	1	4
Wee k	Content			Studying Hours															
		Theoretica l	practica l																
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		into Arabic / Class Activities.		
	4	Practical Translation of English news stories into Arabic / Class Activities.	1	4
	5	Translation of news headlines / Class Activities.	1	4
	7	Translation of news headlines / Class Activities.	1	4
	8	Illustration of different abbreviations for worldwide News Agencies / Class Activities.	1	4
	9	Illustration of different abbreviations for worldwide News Agencies / Class Activities.	1	4
	10	Learning the translation of Military ranks in Arabic / Class Activities.	1	4
	11	Learning the translation of Military ranks in Arabic / Class Activities.	1	4
	12	Revision	1	4

<p>5- teaching and learning methods:</p>	<p>5/1 Lectures. 5/2 Discussions. 5/3 Divide students using the Breakout Rooms feature in Blackboard Platform. 5/4 Class activities.</p>										
<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on Blackboard Platform. 6/3 Exercise more under the supervision of the professor. 6/4 In case of in-person classes, provide them with the material on a hard copy to help them see it better than on the projector. Or provide them with a soft copy so the visually impaired students can better access it on their devices.</p>										
<p>7- Student assessment methods:</p>											
<p>a) Methods used:</p>	<p>7/a/1 In class translation exercises. 7/a/2 In class translation assignments for which the students get graded. 7/a/3 Midterm Exam. 7/a/4 Final Exam.</p>										
<p>b) Assessment schedule:</p>	<table border="1" data-bbox="715 1406 1445 1921"> <thead> <tr> <th data-bbox="715 1406 1102 1451">Evaluation</th> <th data-bbox="1102 1406 1445 1451">Schedule</th> </tr> </thead> <tbody> <tr> <td data-bbox="715 1451 1102 1644">7/b/1 Class exercises</td> <td data-bbox="1102 1451 1445 1644">Week 1 Week 2 Week 3 Week 4 Week 5</td> </tr> <tr> <td data-bbox="715 1644 1102 1682">7/b/2 Mid-Term Exam</td> <td data-bbox="1102 1644 1445 1682">Week 6</td> </tr> <tr> <td data-bbox="715 1682 1102 1881">7/b/3 In-class quizzes</td> <td data-bbox="1102 1682 1445 1881">Week 2 Week 3 Week 4 Week 7 Week 8</td> </tr> <tr> <td data-bbox="715 1881 1102 1921">7/b/4 Final Exam</td> <td data-bbox="1102 1881 1445 1921">Week 13</td> </tr> </tbody> </table>	Evaluation	Schedule	7/b/1 Class exercises	Week 1 Week 2 Week 3 Week 4 Week 5	7/b/2 Mid-Term Exam	Week 6	7/b/3 In-class quizzes	Week 2 Week 3 Week 4 Week 7 Week 8	7/b/4 Final Exam	Week 13
Evaluation	Schedule										
7/b/1 Class exercises	Week 1 Week 2 Week 3 Week 4 Week 5										
7/b/2 Mid-Term Exam	Week 6										
7/b/3 In-class quizzes	Week 2 Week 3 Week 4 Week 7 Week 8										
7/b/4 Final Exam	Week 13										

c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Class exercises	Week 1	10%
		Week 2	
		Week 3	
		Week 4	
		Week 5	
	Mid-Term Exam	Week 6	20%
In-class quizzes	Week 2	20%	
	Week 3		
	Week 4		
	Week 7		
	Week 8		
Final exam	Week 13	50%	
Total	100%		
8- List of references:			
a) Course notes:	8/a/1	News stories from different news agencies.	
	8/a/2	Rules and guidelines of Translation.	
b) Essential books (text books)	Abend-David, D. (2014). <i>Media and translation: An interdisciplinary approach</i> . New York: Bloomsbury.		
c) Recommended book:	Translation and Localization by Bruce Maylath, Kirk St.Amant, 2019.		
d) Scientific periods, websites, etc.	8/d/1	International Journal of Media and Translation Studies: http://ijmts.org/	
	8/d/2	english.ahram.org.eg/	
	8/d/3	www.reuters.com	
	8/d/4	http://www.bbc.com/news/	

Course Coordinator: Prof. Walid Fathallah Barakat.

Head of Department: Prof. Nermeen Al-Azrak



Course specifications

University: Cairo
Faculty: Mass Communication
Department: English
Academic year: 2020/2021

Course specifications

1- Course data:		
Code: COMM311	Title: Media Translation 2	Level: Third Level
No of studying units: 3		
Theoretical: 1 / practical: 4		

2- Overall aims of course:	To introduce basic rules of translation, identify different abbreviations for different world's organization and construct appropriate translated articles and headlines in a journalistic way.
3- Intended learning outcomes of course (ILOs): At the end of the course the student must be able to:	
a) Information and concepts	a/1 Identify the rules of translation a/2 List different abbreviations used in the media a/3 Recognize recent news, top stories and headlines a/4 Criticize current issues a/5 Recognize common terms related to media in English and Arabic a/6 Update the students' knowledge about the new journalistic trends
b) Intellectual skills	b/1 Enhance translation skills b/2 Paraphrase the sentences in a journalistic way b/3 Develop linguistic skills and students' vocabulary b/4 Develop critical thinking b/5 Interpret news articles and headlines b/6 Distinguish the characteristics of various media

	text				
c) Professional and practical skills concerned to the course	c/1 Apply translation rules c/2 Develop reading skills of different issues c/3 Produce translated articles in a journalistic form c/4 Use abbreviation forms in the translated passages				
d) General and transferable skills	d/1 Work in groups to enhance the team work d/2 Use the internet to solve problems encountered in translation d/3 Discuss and analyze news headlines and articles as a class activity d/4 Prepare translated headlines and news articles as assignments				
4- Course contents:		Week	Content	Studying hours	
				Theoretical	Practical
		1	Rules of translation	3	
		2	Translation of news headlines	1	4
		3	Translation of news headlines (Continued)	1	4
		4	Illustration of different abbreviations used in media	3	
	5	Translation of news top stories	1	4	

	7	Translation of news top stories (Continued)	1	4
	8	Translation of news articles	1	4
	9	Translation of news articles (Continued)	1	4
	10	Illustration of different abbreviations for worldwide News Agencies	3	
	11	Translation of news passages	3	
	12	Class Activity		6
5- teaching and learning methods:	5/1 Lectures 5/2 Discussion and Participation 5/3 Dividing the students into working groups using the breakout rooms on the Blackboard Platform 5/4 PowerPoint presentations			
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on CDs to be easily converted to Braille (for blind students) 6/3 Dividing them into small groups (if they existed)			

	6/4 Make the exam in Braille for the blind students, if it's difficult for them to be examined on the BlackBoard Platform.		
7- Student assessment methods:			
a) Methods used:	7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to translate news articles 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam		
b) Assessment schedule:	Assessment	Week	
	Mid-term Exam	6	
	Assignment 1	3	
	Assignment 2	9	
	Class Work	2,3,5,7,8,9,12	
	Final Exam	13	
1. Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-Term Exam	Week 6	20%
	Class Work as Assignments and Participation	Week 3, Week 9	30%
	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	PowerPoint Presentation		
b) Essential books (text books)	Media and Translation: An Interdisciplinary Approach, by Dror Abend-David, 2014		
c) Recommended book:	On Translating Arabic & English Media Texts. Mahmoud AlTarabin, 2020		
d) Scientific periods, websites, etc.	<ul style="list-style-type: none"> International Journal of Media and Translation Studies: http://ijmts.org/ 		

- | | |
|--|---|
| | <ul style="list-style-type: none">• english.ahram.org.eg/• www.reuters.com• http://www.bbc.com/news/ |
|--|---|

Course Coordinator : Prof.Dr. Walid Fathallah

Head of Department : Prof. Dr. Nermeen Al Azraq



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 314	Title: Newspaper Layout & Design	Level: third level
No of studying units: 12 theoretical 1 / practical: 4		

2- Overall aims of course:	To identify the basic concepts of newspaper & magazine design, how to work with newspaper & magazine maquettes, and learn the basic criteria of successful newspaper/ magazine page layout.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none">a/1 Define newspaper layout and the main design elementsa/2 Identify the role of the art director in a publicationa/3 List the various elements used by art directors and in the publication designa/4 Identify the main criteria of successful publication designa/5 State the stages of newspaper layout and design.a/6 Describe the developments in newspaper layout

	<p>and design.</p> <p>a/7 Identify the different types of illustrations</p> <p>a/8 Recognize the different types of fonts and name plates used in different publications</p>
<p>b) Intellectual skills</p>	<p>b/1 Compare publications' designs</p> <p>b/2 Classify articles according to their importance and news value</p> <p>b/3 Interpret the use of suitable typefaces for the publication</p> <p>b/4 Distinguish the colors and nameplates used according to the type of publication</p> <p>b/5 Explain the overall newspaper design process</p> <p>b/6 Discuss the dos and don'ts of newspaper layout and design</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Produce a newspaper page</p> <p>c/2 Produce a nameplate</p> <p>c/3 Produce a magazine page</p> <p>c/4 Develop newspaper design criticism</p> <p>c/5 Produce an entire magazine</p> <p>c/6 Apply the concepts of balance and variety in design.</p>
<p>d) General and transferable skills</p>	<p>D/1 Develop creative thinking and brainstorming</p> <p>D/2 Develop time management skills</p> <p>D/3 Develop internet surfing skills</p> <p>D/4 Improve aesthetic value skills</p> <p>D/5 Develop critical thinking skills</p>

4- Course contents:																																																			
	<table border="1"> <thead> <tr> <th data-bbox="751 282 868 450" rowspan="2">Week</th> <th data-bbox="868 282 1070 450" rowspan="2">Content</th> <th colspan="2" data-bbox="1070 282 1445 371">Studying Hours</th> </tr> <tr> <th data-bbox="1070 371 1278 450">Theoretical</th> <th data-bbox="1278 371 1445 450">practical</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 450 868 618">1</td> <td data-bbox="868 450 1070 618">Introduction to newspaper layout & design</td> <td data-bbox="1070 450 1278 618">3</td> <td data-bbox="1278 450 1445 618">-</td> </tr> <tr> <td data-bbox="751 618 868 797">2</td> <td data-bbox="868 618 1070 797">Stages of newspaper layout & design & its development</td> <td data-bbox="1070 618 1278 797">1</td> <td data-bbox="1278 618 1445 797">4</td> </tr> <tr> <td data-bbox="751 797 868 931">3</td> <td data-bbox="868 797 1070 931">Characteristics of journalistic director.</td> <td data-bbox="1070 797 1278 931">1</td> <td data-bbox="1278 797 1445 931">4</td> </tr> <tr> <td data-bbox="751 931 868 999">4</td> <td data-bbox="868 931 1070 999">Name plates</td> <td data-bbox="1070 931 1278 999">1</td> <td data-bbox="1278 931 1445 999">4</td> </tr> <tr> <td data-bbox="751 999 868 1066">5</td> <td data-bbox="868 999 1070 1066">Cover titles</td> <td data-bbox="1070 999 1278 1066">1</td> <td data-bbox="1278 999 1445 1066">4</td> </tr> <tr> <td data-bbox="751 1066 868 1167">7</td> <td data-bbox="868 1066 1070 1167">Types of illustrations</td> <td data-bbox="1070 1066 1278 1167">1</td> <td data-bbox="1278 1066 1445 1167">4</td> </tr> <tr> <td data-bbox="751 1167 868 1301">8</td> <td data-bbox="868 1167 1070 1301">Types of illustrations (continued)</td> <td data-bbox="1070 1167 1278 1301">1</td> <td data-bbox="1278 1167 1445 1301">4</td> </tr> <tr> <td data-bbox="751 1301 868 1402">9</td> <td data-bbox="868 1301 1070 1402">Newspaper ads</td> <td data-bbox="1070 1301 1278 1402">1</td> <td data-bbox="1278 1301 1445 1402">4</td> </tr> <tr> <td data-bbox="751 1402 868 1536">10</td> <td data-bbox="868 1402 1070 1536">Newspaper ads (continued)</td> <td data-bbox="1070 1402 1278 1536">1</td> <td data-bbox="1278 1402 1445 1536">4</td> </tr> <tr> <td data-bbox="751 1536 868 1637">11</td> <td data-bbox="868 1536 1070 1637">Project assessment</td> <td data-bbox="1070 1536 1278 1637">-</td> <td data-bbox="1278 1536 1445 1637">6</td> </tr> <tr> <td data-bbox="751 1637 868 1682">12</td> <td data-bbox="868 1637 1070 1682">Revision</td> <td data-bbox="1070 1637 1278 1682">3</td> <td data-bbox="1278 1637 1445 1682">-</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	Introduction to newspaper layout & design	3	-	2	Stages of newspaper layout & design & its development	1	4	3	Characteristics of journalistic director.	1	4	4	Name plates	1	4	5	Cover titles	1	4	7	Types of illustrations	1	4	8	Types of illustrations (continued)	1	4	9	Newspaper ads	1	4	10	Newspaper ads (continued)	1	4	11	Project assessment	-	6	12	Revision	3	-
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6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on facebook																																																		

	<p>group</p> <p>6/3 Giving the students a written assignments instead of practical tailoring them to their skills</p> <p>6/4 Trying to engage them more in lectures</p> <p>6/5 Make the exam in Braille for the blind students, if it's difficult for them to be examined on the BlackBoard Platform.</p>
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7- Student assessment methods:

a) Methods used:	<p>7/A/1 Written Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to design</p> <p>7/A/3 Final Project to evaluate the students' ability to design an entire publication</p> <p>7/A/4 Discussing and participating in the lectures</p> <p>7/A/5 Written Final Exam</p>
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b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Mid-Term Exam</td> <td>Week 6</td> </tr> <tr> <td>7/b/2 Assignments</td> <td>Week 2, Week 4, Week 7, Week 8, Week 10</td> </tr> <tr> <td>7/b/3 Final Project</td> <td>Week 11</td> </tr> <tr> <td>7/b/4 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>		Evaluation	Schedule	7/b/1 Mid-Term Exam	Week 6	7/b/2 Assignments	Week 2, Week 4, Week 7, Week 8, Week 10	7/b/3 Final Project	Week 11	7/b/4 Final Exam	Week 13
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	7/b/2 Assignments	Week 2, Week 4, Week 7, Week 8, Week 10										
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7/b/4 Final Exam	Week 13											

c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Assignments, and Participation</td> <td>Week 2, Week 4, Week 7, Week 8</td> <td>15%</td> </tr> </tbody> </table>			Evaluation	Schedule	Percentage	Mid-Term Exam	Week 6	20%	Assignments, and Participation	Week 2, Week 4, Week 7, Week 8	15%
	Evaluation	Schedule	Percentage									
	Mid-Term Exam	Week 6	20%									
Assignments, and Participation	Week 2, Week 4, Week 7, Week 8	15%										

		Week 10	
	Final Project	Week 11	15%
	Final Exam	Week 13	50%
	Total	100%	

8- List of references:

a) Course notes:	Power point presentations
b) Essential books (text books)	Newspaper Layout & Design: A Team Approach by Daryl R. Moen, 2000
c) Recommended book:	Newspaper Design: Editorial Design from the World's Best Newsrooms. Javier Errea, 2018
d) Scientific periods, websites, etc.	Journalism & Mass Communication Quarterly

Course Coordinator : Dr. Nader Habib

Head of Department : Dr. Nermeen AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM422	Title: Newspaper Management and economics	Level: Forth level
Branch:1	No of studying units:12 Theoretical: 3/ practical: -	

2- Overall aims of course:	By the end of this course, students should acquire several informational, intellectual, professional and general skills including; in-depth interview as a method of data collection and describe the structure as well as the workflow in press organizations, and they have background information on newspaper organization structure and management and broad idea about their economics as well.
3- Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
a) Information and concepts	a/1 Define classical theory of Organization a/2 Describe the principles of managing newspaper organization a/3 Read about the structure of a newspaper organization a/4

	<p>Recognize the work flow within newspaper organizations</p> <p>a/5 State different theories regarding newspaper management</p> <p>a/6 Indicate management strategy of existing newspaper organization based on explained theoretical frameworks and in depth interviews with media practitioners as a part of their course.</p> <p>a/7 Identify the managerial theories</p> <p>a/8 List the different strategies' of organizational structure</p> <p>a/9 Name the most important theories of management</p> <p>a/10 Report the different examples of news organizations</p> <p>a/11 Summarize the main elements of successful management</p> <p>a/12 Point out the factors of the economical structure of news organizations</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish factors that enable successful newspaper organizations.</p> <p>b/2 Confirm issues of gender and age as affecting the management of the newspaper.</p> <p>b/3 Compare the different organizational structures in Egypt</p> <p>b/4 Describe newspaper publishing as an industry.</p> <p>b/5 Discuss the managerial theories</p> <p>b/6 Outline the elements of economical factors in news organizations</p> <p>b/7 Locate the best model of</p>

	<p>management</p> <p>b/8 Illustrate the in-depth interviews</p> <p>b/9 Illustrate the system theory</p> <p>b/10 Relate between different management strategies of press organization.</p>						
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Conduct in-depth interviews as a method of data collection.</p> <p>c/2 Prepare management theories studied on real world media organization</p> <p>c/3 Analyze relations with journalists, and see how work gets to be done.</p> <p>c/4 Match between different managerial theories</p> <p>c/5 Order the questions in the in-depth interviews</p> <p>c/6 Use research methods to conduct the interviews</p> <p>c/7 Develop the managerial thinking</p> <p>c/8 Complete the structural model of management</p>						
<p>d) General and transferable skills</p>	<p>D/1 Improve team work skills</p> <p>D/2 Develop managerial skills</p> <p>D/3 Enhance the economical vision</p> <p>D/4 Improve the presentation skills</p> <p>D/5 Improve research writing skills</p> <p>D/6 Point out the organizational skills</p> <p>D/7 Investigate the online researching skills</p>						
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="769 1825 876 1899">Week</th> <th data-bbox="876 1825 1150 1899">Content</th> <th data-bbox="1150 1825 1268 1899">Hours Theor.</th> </tr> </thead> <tbody> <tr> <td data-bbox="769 1899 876 1973">1</td> <td data-bbox="876 1899 1150 1973">Machine metaphor theory</td> <td data-bbox="1150 1899 1268 1973">3</td> </tr> </tbody> </table>	Week	Content	Hours Theor.	1	Machine metaphor theory	3
Week	Content	Hours Theor.					
1	Machine metaphor theory	3					

	2	Machine metaphor theory	3
	3	Taylor scientific management Theory	3
	4	Taylor scientific management Theory	3
	5	Fayol's Administrative theory	3
	6	Fayol's Administrative theory	3
	7	How to conduct and analyze in-depth interviews	3
	8	How to conduct and analyze in-depth interviews	3
	9	The structure of the newspaper	3
	10	System theory	3
	11	System theory	3
	12	Discussing research done by students	3
	5- teaching and learning methods:	<p>5/1- Lectures 5/2- Conducting group research 5/3- Discussions between student groups after using the Breakout Rooms feature in Blackboard Platform.</p>	
6- Teaching and learning methods for limited skills students:	<p>6/1- providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be usable for visually impaired students (when found). 6/2- dividing students into small work groups through the Breakout Rooms feature in Blackboard Platform. 6/3- if some couldn't attend the exam, there would be Make Up exams.</p>		
7- Student assessment methods:			
a) Methods used:	7/a/1-Student activity (Assignment of writing research problem, objectives, questions)		

	7/a/2- Group research (conducting in-depth interviews) 7/a/3- Final exam												
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>timing</th> </tr> </thead> <tbody> <tr> <td>Student activity</td> <td>Week 6</td> </tr> <tr> <td>Group research</td> <td>Week 12</td> </tr> <tr> <td>Final exam</td> <td>Week 13</td> </tr> </tbody> </table>	Assessment	timing	Student activity	Week 6	Group research	Week 12	Final exam	Week 13				
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8- List of references:													
a) Course notes:	Power point presentations												
b) Essential books (text books)	Fink, C. (1995), Strategic Newspaper Management, Pearson: England												
c) Recommended book:	<p>- Media Management and Digital Transformation by Arne L. Bygdås, Stewart Clegg, Aina Landsverk Hagen, 2019.</p> <p>- Principles of Newspaper Management by James E. Pollard- Paperback: 476 pages Publisher: Moran Press (March 15, 2007)</p>												
d) Scientific periods, websites, etc.	Journalism of communication												

Course Coordinator: Prof. Dr. Fatma Al-Zahraa Abdel Fattah

Head of Department: Prof. Dr. Nermeen Al-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section.

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 022	Title: Photojournalism	Level: 2
	No of studying units: 3 Theoretical: 3 / practical:	
2- Overall aims of course:	This course is designed to provide an introduction to the principles and theories of photojournalism. and to increase understanding of photography as a communication tool and to train the student to translate ideas and newsworthy information into photographic form. Students will gain an understanding of, and practice in, digital photography, camera usage, composition, exposure, as well as exposure to new technology and photographic techniques.	
3- Intended learning outcomes of course (ILOs)		
a) Information and concepts	A/1 distinguish the types of photojournalism. A/2 Know the Process Black and White traditional film. A/3 Identify technical skills and an understanding of process as required by the Black and white traditional. A/4 Distinguish the control of Exposure related to the different situation for photojournalist. A/5 Identify Exposure process A/6 Understand how to Control Depth of field	

	<p>A/7 Recognize photography Composition A/8 Memorize Digital photography techniques A/9 Name the different types of photojournalism A/10 learn key methods of textual analysis in the field of media studies A/11 list where to find news. A/12 Recognize how to produce a multimedia presentation for the web</p>
<p>b) Intellectual skills</p>	<p>B/1 Discover how huge the photojournalism related articles and sites on the global World Wide Web. B/2 realize the effect of the shutter speed on photography process. B/3 Apply the correct exposure technique. B/4 control depth of field theory B/5 Interpret the relation between a good composition and image impact B/6 Apply the features of the new technology B/7 Solve problems of planning, photographing, and editing to produce a picture story B/8 Identify current technical, legal, and aesthetic practices employed by Photojournalists</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1 choose between different types of camera C/2 perfect their control on Shutter speeds C/3 perfect their control on Aperture C/4 organize the combination between Shutter speeds and Aperture (Exposure control) C/5 compose a good photojournalism pictures</p>
<p>d) General and transferable skills</p>	<p>D-1- Improve their sense of photojournalism composition D-2- Work in teams. D-3- Apply practical skills of image selection in projects D-4- Assess and evaluate all knowledge from the Beginning photojournalism classes</p>

D-5- Ability to work effectively both individually and collaboratively

4- Course contents:

Week	Topic	Number of hours
1	What is photography?	3
2	Photography basics	3
3	Camera main functions	3
4	What is exposure?	3
5	Lenses	3
6	Depth of field theory	3
7	Mid-Term project	3
8	Composition for photography	3
9	Digital photography	3
10	Rules and codes the photographer has to follow	3
11	Ethics of photo editing	3
12	Revision	3

5- teaching and learning methods:

5/1 Powerpoint presentations
 5/2 Practical Assignments
 5/3 Facebook interactive special group

	<p>5/4 Interaction between the students through participating in class activities</p> <p>5/5 Dividing the students into working groups using the breakout rooms on the BlackBoard Platform.</p>															
6- Teaching and learning methods for limited skills students:	<p>6/1 Providing the course content on facebook group</p> <p>6/2 Open Discussions</p> <p>6/3 Make the exam in braille for blind students if it's difficult for them to be examined on the BlackBoard platform.</p>															
7- Student assessment methods:																
a) Methods used:	<p>7/A/1 Mid-Term project</p> <p>7/A/2 Assignments to evaluate the students</p> <p>7/A/3 Discussing and participating in the lectures</p> <p>7/A/4 Written Final Exam</p>															
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c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Week</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>Week 1,2,3,4,5,6,7,8,9,10,11</td> <td>30%</td> </tr> <tr> <td>Midterm project</td> <td>7th week</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>	Assessments	Week	Percentage	Assignments	Week 1,2,3,4,5,6,7,8,9,10,11	30%	Midterm project	7 th week	20%	Final exam	13 th week	50%	Total	100%	
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Final exam	13 th week	50%														
Total	100%															
8- List of references:																
a) Course notes:	Power point presentations															
b) Essential books (text books)	Kenneth Kobre, Photojournalism approach, Focal															

	Press
c) Recommended book:	Machin, D., & Polzer, L. (2015). Visual journalism
d) Scientific periods, websites, etc.	www.bjp-online.com/tag/photojournalism

Course Coordinator : Dr. Mahmoud Azmi

Head of Department : prof. Dr. Nermeen El Azraq



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English
Academic year: 2016/2017

course specifications

1- Course data:		
Code: COMM 205	Title: Public opinion (PO)	Level: second
No of studying units: 3		
Theoretical: 3	/ practical:	

2- Overall aims of course:	To gain the information skills of public opinion, besides the intellectual skills of how people form opinion and change it to public opinion, also gain practical skills of how to deal with different opinions and views ,crisis according to the case.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Explain the different definitions of Public Opinion. a/2 Express the role of public opinion in life. a/3 Compare between sociologists and political scientific view. . a/4 Compare between traditional and modern definitions of Public Opinion. a/5 Illustrate elements of Public Opinion process a/6 Demonstrate dimensions of opinion and expressions. a/7 Outline public sphere and private sphere. a/8 Describe importance of Public Opinion to citizens. a/9 Classify how to measure Public Opinion. a/10 Distinguish different types of samples. a/11 Classify the different informal ways to measure Public

	Opinion a/12 Describe the organization of Public Opinion.																																	
b) Intellectual skills	b/1 Analyze how Public Opinion is formed. b/2 Detect problems facing Public Opinion b/3 Measure samples. b/4 Examine elements and views of Public Opinion b/5 Differentiate between different theories applied on Public Opinion. b/6 Survey measuring Public Opinion. b/7 Differentiate between the informal ways of measuring Public Opinion b/8 Examine the organization of Public Opinion																																	
c) Professional and practical skills concerned to the course	c/1 Improve his way to form an opinion about any case or cause. c/2 Plan polls to measure Public Opinion. c/3 Design surveys to measure Public Opinion. c/4 Collect data about international and local Public Opinion cases. c/5 Collect data about the formal and informal ways of measuring Public Opinion																																	
d) General and transferable skills	d/1 Use the internet to collect data about Public Opinion. d/2 Work within a group to enhance the spirit of team work. d/3 Present reports and researches about cases of Public Opinion, how to solve them and how Public Opinion is formed. d/4 Practice creative thinking and brainstorming																																	
4- Course contents:	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Studying Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Public Opinion and its definitions</td> <td>3</td> </tr> <tr> <td>2</td> <td>Public Opinion and its Role in our life</td> <td>3</td> </tr> <tr> <td>3</td> <td>Political scientists and sociologists views and traditional Vs modern definitions of Public Opinion</td> <td>3</td> </tr> <tr> <td>4</td> <td>Elements of Public Opinion process</td> <td>3</td> </tr> <tr> <td>5</td> <td>Dimensions of opinion and expressions</td> <td>3</td> </tr> <tr> <td>7</td> <td>Public and private sphere.</td> <td>3</td> </tr> <tr> <td>8</td> <td>Importance of Public Opinion to citizens(how people form opinions, events, groups, identity and political actors)</td> <td>3</td> </tr> <tr> <td>9</td> <td>Agenda setting theory and framing</td> <td>3</td> </tr> <tr> <td>10</td> <td>Spiral of silence theory</td> <td>3</td> </tr> <tr> <td>11</td> <td>Sampling types and populations</td> <td>3</td> </tr> </tbody> </table>	Week	Content	Studying Hours	1	Public Opinion and its definitions	3	2	Public Opinion and its Role in our life	3	3	Political scientists and sociologists views and traditional Vs modern definitions of Public Opinion	3	4	Elements of Public Opinion process	3	5	Dimensions of opinion and expressions	3	7	Public and private sphere.	3	8	Importance of Public Opinion to citizens(how people form opinions, events, groups, identity and political actors)	3	9	Agenda setting theory and framing	3	10	Spiral of silence theory	3	11	Sampling types and populations	3
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<p>5- Teaching and learning methods:</p> <p>6- Teaching and learning methods for limited skills students:</p> <p>7- Student assessment methods:</p>	<p>5/1 Lectures</p> <p>5/2 Discussion</p> <p>5/3 Dividing the students into working groups/ through the breakouts room on the blackboard platform.</p> <p>5/4 Interaction between the students through participating in class activities</p> <p>6/1 Provide the content on a CD to be easy to change it to Braille method (for blinds)</p> <p>6/2 Dividing them to groups (if exist)</p> <p>6/3 In case of absence in midterm, provide an incomplete exam for them.</p>																		
a) Methods used:	<p>7/a/1 Written Mid-Term Exam</p> <p>7/a/2 Assignments to evaluate the students' ability to research and investigate</p> <p>7/a/3 Discussing and participating in the lectures</p> <p>7/a/4 Written Final Exam</p>																		
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>6</td> </tr> <tr> <td>Assignment 1</td> <td>2</td> </tr> <tr> <td>Assignment 2</td> <td>3</td> </tr> <tr> <td>Assignment 3</td> <td>4</td> </tr> <tr> <td>Class work activity</td> <td>5</td> </tr> <tr> <td>Assignment 4</td> <td>8</td> </tr> <tr> <td>Final Exam</td> <td>13</td> </tr> </tbody> </table>			Assessment	Week	Mid-Term Exam	6	Assignment 1	2	Assignment 2	3	Assignment 3	4	Class work activity	5	Assignment 4	8	Final Exam	13
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	C.W Final exam	Week 13	50%
	Total	100%	
d) List of references:			
e) Course notes:	PowerPoint Presentation		
f) Essential books (text books)	Public Opinion in the 21 st Century by Russell Brooker and Todd Schaefer		
g) Recommended book:	Public opinion by Walter Lippman http://books.google.com.eg/books/about/Public_Opinion.html?id=w9wsmAEACAAJ&redir_esc=y		
h) Scientific periods, websites, etc.	http://onlinelibrary.wiley.com/doi/10.1111/j.1460-2466.1974.tb00367.x/abstract		

Course Coordinator : Dr. Hanaa Farouk

Head of Department : Dr. Nermeen Elazrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section

Academic year:2021/2022

course specifications

1- Course data:		
Code: COMM106	Title: current political issues	Level: first level
	No of studying units: Theoretical: 2 / practical:1	

2- Overall aims of course:	At the end of the course the student will be able to: acquire cognitive skills related to political thinking in different stages, in addition to the identification of the state in terms of its concept, and bases, and main functions, and basic authorities, The role of political parties, civil society, and public opinion.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A / 1 to recognize the political thought in different stages A / 2 to recognize the issue of freedoms. A / 3 to investigate the role of the state in terms of its concept, and bases, and functions. A / 4 to know types of political systems. A / 5 to recognize the role of political parties in the electoral systems. A / 6 to discuss the role of lobbyists.

	<p>A/7 Define basic political concepts, and its relationship to different media studies.</p> <p>A/8 Recognize the relationship between the media and political parties.</p> <p>A/9 To differentiate between issues of Power, sovereignty, International relations, peace and conflict.</p> <p>A/10 To acquire the essential characteristics and inter-relationships of the legislature, the executive and the judiciary.</p> <p>A/11 To Identify similarities and differences between aspects of the political systems studied.</p> <p>A/12 To understand the rights and responsibilities of the individual.</p>
Intellectual skills	<p>B / 1 to compare the political systems; old, new, socialist and Islamic.</p> <p>B / 2 to realize the issue of freedom in the context of political theory.</p> <p>B / 3 to illustrate the role of the state, and its core functions.</p> <p>B / 4 to analyze the role of civil society.</p> <p>B/5 to develop an understanding of the local, national, international and global dimensions of political activity.</p> <p>B/6 to investigate the political issues affecting their own lives.</p>

<p>b) Professional and practical skills concerned to the course</p>	<p>C/1 use a wide range of sources of information to compare and contrast different political systems</p> <p>c/2 Develop an understanding of the political processes of different political systems.</p> <p>C/3 Utilize a wide range of sources of information to interpret and evaluate electoral data.</p> <p>C/4 Develop an understanding of the dominant ideas, issues and other complex factors which contribute to the electoral performance of Egyptian political parties.</p> <p>c/5 Evaluate a wide range of electoral data.</p>
<p>c) General and transferable skills</p>	<p>d/1 to use internet and databases to collect information</p> <p>d/2 present a report on electoral systems and its application in reality</p> <p>d/3 develop research and analytical skills.</p> <p>d/4 To practice creative thinking and brainstorming.</p> <p>d/5 To Improve web surfing skills.</p> <p>d/6 To enhance teamwork and time management skills.</p>
<p>4- Course contents:</p>	

	Week	Content	Studying Hours	
			Theoretical	Practical
	1	political thought: A) Old (Plato and Socrates). B) the Renaissance (Machiavelli) C) social contract.	2	1
	2	political thought: D) modern (John Stuart Mill) E) socialist (Karl Marx) F) Islamic (Ibn Khaldun)	2	1
	3	Political Theory: The issue of freedom	2	1
	4	political systems: State: a) The pillars of the state. B) State sovereignty	2	1

		C) The functions of the state.		
	5	political systems: State: D) authorities. E) types of political systems	2	1
	6	Midterm Exam	3	-
	7	Types of political systems	2	1
	8	elections and electoral systems	2	1
	9	Political parties	2	1
	10	Lobbies	2	1
	11	Civil society & public opinion	2	1
	12	Revision	3	-
	5- teaching and learning methods:	5/1 lecture 5/2 discussions 5/3 Group presentations 5/4 Dividing the students into working groups using the breakout rooms on the Blackboard platform		
6- Teaching and learning methods for limited skills students:	6/1 make the course content available on CDS to transfer it easily to Braille (Blind students). 6/2 divide them into small groups 6/3 if some of the students did not attend the mid term exam arrange another date 6/4- Providing the students with the course content on the Facebook group 6/5 Make the exam in Braille for the blind			

	students if it's difficult for them to be examined on the Blackboard platform
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7- Student assessment methods:	
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a) Methods used:	<p>7/A/1 Written mid term exam</p> <p>7/A/2 course work to assess the student's ability to research and investigation</p> <p>7/A/3 participation and discussions in the lectures</p> <p>7/A/4 written final exam</p>
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b) Assessment schedule:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Week</th> <th style="width: 50%;">Assignment</th> </tr> </thead> <tbody> <tr> <td>Week 2</td> <td>Assignment 1</td> </tr> <tr> <td>Week 6</td> <td>Midterm Project</td> </tr> <tr> <td>Week 13</td> <td>Final exam</td> </tr> </tbody> </table>	Week	Assignment	Week 2	Assignment 1	Week 6	Midterm Project	Week 13	Final exam
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c) Weighting of assessments:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">assessments</th> <th style="width: 33%;">schedule</th> <th style="width: 33%;">Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid term exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Course work</td> <td>week 8</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>Week 13</td> <td>50%</td> </tr> <tr> <td colspan="2">Total</td> <td>100%</td> </tr> </tbody> </table>	assessments	schedule	Percentage	Mid term exam	Week 6	20%	Course work	week 8	30%	Final exam	Week 13	50%	Total		100%
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Course work	week 8	30%														
Final exam	Week 13	50%														
Total		100%														

8- List of references:	
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a) Course notes:	Power point presentations
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b) Essential books (text books)	Comparative Politics
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<p>c) Recommended book:</p>	<ul style="list-style-type: none"> ☐ Hassan, A. (2015). <i>Media, revolution, and politics in Egypt: The story of an uprising.</i> ☐ Robertson, A. (2015). <i>Media and Politics in A Globalizing World.</i> ☐ Mutz, Diana C. (2015). <i>In-your-face Politics: The Consequences of Uncivil Media</i> ☐ Maarek,J,P&Wolfsfeld,G.(2003). <i>Political communication in a New Era: A Cross National Perspective.Routledge.</i> ☐ Foster,S.(2010). <i>Political Communication. Edinburgh University Press</i>
<p>d) Scientific periods, websites, etc.</p>	<ul style="list-style-type: none"> ☐ Seyd,B.(2015). <i>How do Citizens Evaluate Public Officials? The Role of Performance and Expectations on Political Trust. Political Studies, 63,73-90.</i>

Course Coordinator : Dr. Dina Talaat

Head of Department : Dr. Nermine AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English department

Academic year: 2021-2022

course specifications

• Course data:		
Code: COMM 113	Title: principles of Communication	Level: first level
	No of studying units: Theoretical: 3 / practical:-	

• Overall aims of course:	This course aims to introduce the students to the process of communication, different channels of communication, in addition to theoretical approaches to communication process.
• Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
• Information and concepts	a/1- recognize the meaning of communication. a/2- state the features of communication. a/3- identify the techniques of communication. a/4- recognize the barriers of communication. a/5- identify 7 C's of communication. a/6- define the elements of

	<p>communication process.</p> <p>a/7- define the types of communication.</p> <p>a/8- identify oral of communication.</p> <p>a/9- understand listening skills.</p> <p>a/10- Recognize the verbal & non-verbal communication.</p> <p>a/11- Identify a variety of communication styles that are sensitive to the needs and interest of diverse groups of people.</p> <p>a/12- Develop strategies for thinking about and engaging in communication based upon innovative theories and perspectives.</p>
<ul style="list-style-type: none"> • Intellectual skills 	<p>b/1- discuss the forms of communication.</p> <p>b/2- differentiate between verbal & non-verbal communication.</p> <p>b/3- summarize the barriers of communication process.</p> <p>b/4- Make sound judgements in accordance with the theories and concepts of visual communication subjects</p> <p>b/5-Communicate an understanding of the key principles of practice in written and oral presentation</p> <p>b/6- synthesis and apply research, to work independently and develop and articulate ideas.</p> <p>b/7 develop complex evaluative and critical reasoning</p> <p>b/8 develop creative thinking.</p>
<ul style="list-style-type: none"> • Professional and practical skills concerned to the course 	<p>c\1- apply communication models in the R & TV programs.</p> <p>c\2- make simulation models for the elements of communication.</p>

	<p>c\3- produce new models for communication process .</p> <p>c\4- Application of information technology to demonstrate an understanding of media, software and recognized competencies/skills.</p> <p>c\5- Make informed choices in the selection and application of existing and new technologies.</p>																								
<ul style="list-style-type: none"> • General and transferable skills 	<p>d\1- improve critical thinking.</p> <p>d\2- Communicate ideas, information, problems and solutions in visual, written and oral forms</p> <p>d\3- develop their analytical skills.</p> <p>d\4- work in team groups.</p> <p>d\5- improve presentation skills.</p>																								
<ul style="list-style-type: none"> • Course contents: 	<table border="1"> <thead> <tr> <th data-bbox="810 1001 938 1048">Week</th> <th data-bbox="938 1001 1246 1048">Content</th> <th data-bbox="1246 1001 1353 1048">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 1048 938 1160">1</td> <td data-bbox="938 1048 1246 1160">FUNDAMENTALS OF COMMUNICATION</td> <td data-bbox="1246 1048 1353 1160">3</td> </tr> <tr> <td data-bbox="810 1160 938 1272">2</td> <td data-bbox="938 1160 1246 1272">Barriers of communication</td> <td data-bbox="1246 1160 1353 1272">3</td> </tr> <tr> <td data-bbox="810 1272 938 1384">3</td> <td data-bbox="938 1272 1246 1384">7 C's of communication</td> <td data-bbox="1246 1272 1353 1384">3</td> </tr> <tr> <td data-bbox="810 1384 938 1541">4</td> <td data-bbox="938 1384 1246 1541">Elements of communication process</td> <td data-bbox="1246 1384 1353 1541">3</td> </tr> <tr> <td data-bbox="810 1541 938 1753">5</td> <td data-bbox="938 1541 1246 1753">Intrapersonal communication & Interpersonal communication</td> <td data-bbox="1246 1541 1353 1753">3</td> </tr> <tr> <td data-bbox="810 1753 938 1910">6</td> <td data-bbox="938 1753 1246 1910">group communication & Mass communication</td> <td data-bbox="1246 1753 1353 1910">3</td> </tr> <tr> <td data-bbox="810 1910 938 2020">7</td> <td data-bbox="938 1910 1246 2020">Midterm exam</td> <td data-bbox="1246 1910 1353 2020">3</td> </tr> </tbody> </table>	Week	Content	Hours	1	FUNDAMENTALS OF COMMUNICATION	3	2	Barriers of communication	3	3	7 C's of communication	3	4	Elements of communication process	3	5	Intrapersonal communication & Interpersonal communication	3	6	group communication & Mass communication	3	7	Midterm exam	3
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6	group communication & Mass communication	3																							
7	Midterm exam	3																							

	8	Non-verbal communication	3
	9	ORAL OF COMMUNICATION	3
	10	Presentations	3
	11	Presentations	3
	12	Revision	3
<ul style="list-style-type: none"> teaching and learning methods: 	5/1- Lectures 5/2- discussion 5/3- Powerpoint presentations 5/4- Class Work Exercises 5/5 Dividing the students into working groups using the breakout rooms on the Blackboard platform		
<ul style="list-style-type: none"> Teaching and learning methods for limited skills students: 	6/1- providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be usable for blinds (when found) 6/2- dividing students into small work groups 6/3- if some couldn't attend the exam, there would be Make Up exams 6/4- Make the exam in Braille for the blind students if it's difficult for them to be examined on the Blackboard platform		
<ul style="list-style-type: none"> Student assessment methods: 			
<ul style="list-style-type: none"> Methods used: 	7/a/1- Midterm exam 7/a/2- During and post evaluation through Questions 7/a/2- Class work (Assignments) 7/a/3- Final exam		
<ul style="list-style-type: none"> Assessment schedule: 	Assessment	Timing	
	Assignments	Week 3,5,9	
	Midterm exam	Week 7	
	Final-term	Week 13	

	exam		
<ul style="list-style-type: none"> Weighting of assessments: 	Assessment	Timing	%
	Assignments	Week 3,5,9	30%
	Midterm exam	Week 7	20%
	Final-term exam	Week 13	50%
<ul style="list-style-type: none"> List of references: 			
<ul style="list-style-type: none"> Course notes: 	PowerPoint presentations		
<ul style="list-style-type: none"> Essential books (text books) 	Media Effects: Advances in Theory and Research, 3rd Edition by Jennings Bryant		
<ul style="list-style-type: none"> Recommended book: 	<p>Beebe, Steven A. (2016). Communication: Principles for a lifetime</p> <p>Arora, A. (2015). Communication Media and Internet.</p> <p>R. E. Ziemer & W. H. Tranter, <i>Principles of Communications</i>, 5th Ed Wiley.</p>		
<ul style="list-style-type: none"> Scientific periods, websites, etc. 	Journal of communication		

Course Coordinator : Dr. Hanaa Saleh / Dr. Fatma AlZahraa

Head of Department : Dr. Nermin Al Azrak



Templates for course specifications

University: Cairo University
Faculty: Mass Communication
Department: English Section
Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 315	Title: Production of promotional materials	Level: 3
No of studying units: Theoretical: 2 hours / practical: 2 hours		

2- Overall aims of course:	This course aims at teaching students how to plan and execute media campaigns according to the target audience. It also aims at making students aware of the basics of marketing. It also involves a discussion of the ethical issues related to advertising and the preproduction, production and post-production stages of ads.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1- Define marketing, promotion, advertising, public relations, and understand the changes in the practice of advertising & investigating public relation programs. a/2- Identify the effective communication and promotional message, interviewing techniques and identify different types of media campaign. a/3- Define the marketing mix.

	<p>a/4- Define promotion.</p> <p>a/5- List the elements of the marketing mix.</p> <p>a/6- Identify "Place" and "Promotion" in the marketing mix.</p> <p>a/7- List the elements of the promotional mix.</p> <p>a/8- Define public relations, personal selling and advertising.</p> <p>a/9- Identify ethical issues regarding advertising.</p> <p>a/10- List the steps of the preproduction phase of ads.</p> <p>a/11- List the steps of the production phase of ads.</p> <p>a/12- List the steps of the post-production phase of ads.</p>
<p>b) Intellectual skills</p>	<p>b/1- Discuss the role of effective media messages that help change behaviors and attitudes of individuals in a society.</p> <p>b/2- Explain the purpose of promotion.</p> <p>b/3- Explain the 4Ps of the marketing mix.</p> <p>b/4- Explain the elements of the promotional mix.</p> <p>b/5- Explain public relations, personal selling and advertising.</p> <p>b/6- Criticize regulations, ethical and legal issues concerning media acts especially advertising.</p> <p>b/7- Discuss preproduction, production and post-production of ads.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Conduct a strategic media campaign and its assessment in terms of impact and return on investment.</p> <p>c/2- Apply the marketing mix.</p> <p>c/3- Apply the steps of preparing the promotional mix.</p> <p>c/4- Analyze various ads.</p> <p>c/5- Apply the stages of preproduction, production and post-production.</p>

<p>d) <i>General and transferable skills</i></p>	<p>d/1- Develop and enhance teamwork and time management skills. d/2- Develop presentations skills. d/3- Develop research and analytical skills. d/4- Practice creative thinking and brainstorming.</p>			
<p>4- <i>Course contents:</i></p>				
	Week	Topics	Studying Hours	
			Theoretical	Practical
	1	Introduction to promotion	2	2
	2	Introduction to marketing mix	2	2
	3	Elements of marketing mix (product & price)	2	2
	4	Place and promotion	2	2
	5	Elements of promotional mix (sales promotion)	2	2
6	Public relations, personal selling	2	2	

	7	Advertising	2	2
	8	Ethical issues regarding ads	2	2
	9	Preproduction phase of ads	2	2
	10	Production phase of ads	2	2
	11	Post production phase of ads	2	2
	12	Post production phase of ads – Continued	2	2
5- teaching and learning methods:	<p>5/1- PowerPoint lectures.</p> <p>5/2- Lecturer's notes.</p> <p>5/3- Projects.</p> <p>5/4 Dividing the students into working groups using the breakout rooms on the BlackBoard Platform.</p>			
6- Teaching and learning methods for limited skills students:	<p>6/1- If a student missed a midterm exam, he/she can attend a make-up exam.</p> <p>6/2- Being available to re-explain topics during the office hours, if needed.</p> <p>6/3- Dividing students into working groups.</p> <p>6/4- Providing the students with the course content on the Facebook group.</p> <p>6/5 Make the exam in braille for blind students if it's difficult for them to be</p>			

	examined on the BlackBoard platform.															
7- Student assessment methods:																
a) Methods used:	7/a/1- Midterm Project. 7/a/2- Coursework Project. 7/a/3- Final exam.															
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Midterm Project</td> <td>12th week</td> </tr> <tr> <td>Coursework Project</td> <td>8th week</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> </tr> </tbody> </table>	Assessments	Time	Midterm Project	12 th week	Coursework Project	8 th week	Final exam	13 th week							
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c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Time</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Midterm Project</td> <td>12th week</td> <td>20%</td> </tr> <tr> <td>Coursework Project</td> <td>8th week</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> <tr> <td>Total</td> <td colspan="2">100%</td> </tr> </tbody> </table>	Assessment	Time	Weighting	Midterm Project	12 th week	20%	Coursework Project	8 th week	30%	Final exam	13 th week	50%	Total	100%	
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Total	100%															
8- List of references:																
a) Course notes:	PowerPoint lectures. Lecturer's notes.															
b) Essential books (text books)	Carson, M. (2009). <i>The silent salesman: Guaranteed strategies for increasing sales and profits using promotional products.</i> New Jersey: John Wiley & Sons, Inc.															
c) Recommended book:	Mullin, R. (2018). <i>Promotional Marketing (2nd ed.).</i> Routledge.															

d) Scientific periods, websites, etc.	Tudin, R., & Ling Ling, A. (2012). Promotion mix: Level of awareness and purchase likelihood, Faculty of Economics and Business, University Malaysia Sarawak.
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Course Coordinator: Dr. Reham Salah - Dr. Dina Magdy

Head of Department: Prof. Dr. Nermeen El Azraq



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English
Academic year: 2021 /2022

course specifications

1- Course data:		
Code: COMM214	Title: Radio & TV Production	Level: Second Level
	No of studying units: 3 credits Theoretical: 2hrs/ practical: 2hrs	

2- Overall aims of course:	<p><u>After finishing this course the student will be able to :</u></p> <p>Gain the basic techniques used in Radio & Television production, besides the intellectual skills of how to evaluate various media contents, also gain practical skills of how to produce different formats of television production.</p>
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<p>a/1 Acquire an overview of the different stages of radio & TV production and required skills of the production staff.</p> <p>a/2 Identify the main camera parts and the electronic features.</p> <p>a/3 Recognize the general audio and sound techniques, including the handling of common audio problems.</p> <p>a/4 Distinguish between analog and digital production.</p> <p>a/5 Point the elements of effective visual composition.</p> <p>a/6 Understand the main camera movements.</p> <p>a/7 list the various types of lenses.</p> <p>a/8 Recognize the basic lighting characteristics.</p>

	<p>a/9 Understand the basic lighting triangle.</p> <p>a/10 Acquire the basics of video switching.</p> <p>a/11 Comprehend the basic transition devices.</p> <p>a/12List the different types of microphones.</p>
<p>1) Intellectual skills</p>	<p>b/1 Plan for the production of various radio and television formats.</p> <p>b/2 criticize the strengths and weakness of video productions</p> <p>b/3 Evaluate various formats of radio&Television production such asPSAs, radio and television ads.</p> <p>b/4 Demonstrate their understanding of the production techniques.</p> <p>b/5Develop ideas from scratch to outcomes that confirm the student's ability to select and use equipment.</p> <p>b/6Realize the main camera movements and picture composition rules used in various Television formats.</p>
<p>2) Professional and practical skills concerned to the course</p>	<p>c/1 Produce different formats of radio and television programs (public service announcement, commercial advertisements).</p> <p>c/2Utilize different production equipment effectively (cameras, lightings, microphones, switcher).</p> <p>c/3participate in the creation of news reports and interviews for TV.</p> <p>c/4 Apply the rules of picture composition while shooting.</p> <p>c/5Use the appropriate switching transitions.</p>
<p>3) General and transferable skills</p>	<p>D/1 Develop and enhance teamwork and time management skills</p> <p>D/2 Develop presentations skills</p> <p>D/3Develop/Improve web surfing skills</p> <p>D/4 Practice creative thinking and brainstorming</p> <p>D/5 Improve writing skills.</p>
<p>4- Course</p>	

contents:	Week	Content	Studying Hours	
			Theoretical	Practical
	1	Introduction to the course	2	2
	2	Stages of production and technical personnel	2	2
	3	Television Camera and principles of shooting	2	2
	4	Camera movements and shot sizes	2	2
	5	Picture composition	2	2
	6	Midterm Exam	3	-
	7	Television lenses	2	2
	8	Lighting	2	2
	9	Sound	2	2
	10	Switching	2	2
	11	Group presentations	2	2
	12	Revision	3	-
5- teaching and learning methods:	5/1 Lectures 5/2 Class Discussions 5/3 Dividing the students into working groups through the breakouts room on the blackboard platform. 5/4 practical exercise at TV studio			
6- Teaching and learning	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam.			

methods for limited skills students:

6/2 Providing them with the technical facilities that they need.
 6/3 Students with limited skills are encouraged to ask for assistance from the coordinator or the assistant after the lectures or during the office hours.
 6/4 make the exam in braille for the blind students if it's difficult for them to be examined on the BlackBoard platform.

7- Student assessment methods:

a) Methods used:

7/A/1 Written Mid-Term Exam
 7/A/2 Projects to evaluate the students' ability to produce various formats of TV Production
 7/A/3 participating in the lectures and practicing the theoretical part in the section
 7/A/4 Written Final Exam

b) Assessment schedule:

Week	Assignment
Week 1	Assignment 1
Week 2	Assignment 2
Week 4	Assignment 3
Week 6	Midterm Exam
Week 7	Assignment 4
Week 8	Assignment 5
Week 13	Final Exam

c) Weighting of assessments:

Evaluation	Schedule	Percentage
Mid-Term Exam	Week 6	20%
Class Work as Assignments and Participation	Week2, Week 3, Week 4 Week 7 Week 8	30%
Final Exam	Week 13	50%

	Total	100%
8- List of references:		
a) Course notes:	Power point presentations	
b) Essential books (text books)	Zettl, Herbert. 2006. <i>Television production handbook</i> , 9 th Ed. Belmont, California: Wadsworth Publishing Company	
c) Recommended book:	Studio Television Production and Directing: Concepts, Equipment, and Procedures. Andrew Hicks Utterback, 2016	
d) Scientific periods, websites, etc.	Panos,L.,Lacey,S.(2015). <i>The spaces of Television. Critical studies in Television,10(3),1-4.</i> http://study.com/directory/category/Communications_and_Journalism/Communication_Technology/Radio_and_Television_Broadcasting.html	

Course Coordinator :Dr. Bassant Mourad - Dr. Mennatallah AbdElhamid - Dr. Reham Salah

Head of Department : Prof. Dr. Nermeen El-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section- general

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 423	Title: Research methods in journalism	Level: fourth level
	No of studying units: 3 theoretical 2 / practical: 2	

2- Overall aims of course:	By the end of this course the students should be able to conduct specialized journalism research & applying accurately all the needed steps
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 define the background information about journalism research a/2 identify different types of research tools a/3 describe tools of collecting data a/4 list examples of researches a/5 Point the positive and negatives media influences according to contemporary

	<p>communication theories</p> <p>a/6 Indicate the development happened in the journalism research field</p> <p>a/7 Define quantitative and qualitative research</p> <p>a/8 Recognize how to use the research tools in analyzing journalism issues</p> <p>a/9 Identify ways of writing a research report</p> <p>a/10 define how to design a research</p> <p>a/11 List example of ways of conducting research</p> <p>a/12 Identify how to analyze data</p>
<p>b) Intellectual skills</p>	<p>B/1 discuss how to apply theoretical background in research representing critical review on theories</p> <p>b/2 distinguish different types of research methods</p> <p>b/3 explain how to apply research methods in journalistic fields</p> <p>b/4 express personal experience in research feild</p> <p>b/5 compare different ways of writing research reports</p> <p>b/6 explain how to analyze data</p> <p>b/7 distinguish the difference between quantitative and qualitative research</p> <p>b/8 discuss ways of conducting research</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1 apply ways of conducting the research</p> <p>c/2 develop a research proposal</p> <p>c/3 use previous literature in conducting research project</p> <p>c/4 produce different research projects done by students</p> <p>c/5 Employ ways of analyzing data</p>

d) General and transferable skills	<p>d/1 differentiate examples on researches conducted in shares related to selected research topics</p> <p>d/2- Debate team working sessions</p> <p>d/3- Examine brainstorming</p> <p>d/4 Criticize and analyze information introduced through lectures</p> <p>d/5 Infer with the lecturer</p> <p>d/6 Detect research and analytical skills</p> <p>d/7 Investigate writing skills</p>

4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to communication research</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Selecting a topic for research</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Defining the essential steps for research</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Define the methods and tools for collecting data</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>What is macro level</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>Mid term exam</td> <td>2</td> <td>2</td> </tr> <tr> <td>8</td> <td>What is</td> <td>2</td> <td>2</td> </tr> </tbody> </table>				Week	Content	Studying Hours		Theoretical	practical	1	Introduction to communication research	2	2	2	Selecting a topic for research	2	2	3	Defining the essential steps for research	2	2	4	Define the methods and tools for collecting data	2	2	5	What is macro level	2	2	7	Mid term exam	2	2	8	What is	2	2
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	7	Mid term exam	2	2																																		
	8	What is	2	2																																		

			content analysis		
	9	Define practical examples for research		2	2
	10	Problem & objective		2	2
	11	Research questions		2	2
	12	Revision		2	2
5- teaching and learning methods:	<p>5/1 Lectures</p> <p>5/2 Discussion</p> <p>5/3 Dividing the students into working groups using the breakout rooms on the BlackBoard Platform</p> <p>5/4 Interaction between the students through participating in class activities</p>				
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Dividing them into small groups (if they existed)</p> <p>6/4 Make the exam in Braille for the blind students, if it's difficult for them to be examined on the BlackBoard Platform.</p>				
7- Student assessment methods:					
a) Methods used:	<p>7/A/1 Online Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and investigate</p> <p>7/A/3 Discussing and participating in the lectures</p>				

	7/A/4 Written Final Exam		
b) Assessment schedule:		Evaluation	Schedule
	7/b/1	Mid-Term Exam	Week 6
	7/b/2	Assignment 1	Week 3
	7/b/3	Assignment 2	Week 4
	7/b/4	Assignment 3	Week 5
	7/b/5	Assignment 4	Week 7
	7/b/6	Final Exam	Week 13
c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-Term Exam	Week 6	20%
	Class Work as Assignments and Participation	Week 3, Week 4, Week 5 Week 7	30%
	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	Power point presentations		
b) Essential books (text books)	The Good Research Guide: for small-scale social research projects Paperback - August 1, 2010 by Martyn Denscombe		
c) Recommended book:	Global Journalism Research: Theories, Methods, Findings, Future 1st Edition, January 2008, by Martin Löffelholz , David Weaver and Andreas Schwarz		

d) Scientific periods, websites, etc.	Journalism & Mass Communication Quarterly

Course Coordinator : Prof. Dr. Hanaa Farouk

Head of Department : Prof. Dr. Nermeen Al-Azrak



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Academic year: 2021/2022
Department: English

course specifications

1- Course data:		
Code: Comm 433	Title: RTV research methods	Level: Fourth level
No of studying units:		
Theoretical: 2 / practical: 2		

2- Overall aims of course:	<p><u>After finishing this course the student will be able to:</u></p> <p>The students should develop a complete idea how to accomplish an academic research and write up a research proposal. They should have advanced knowledge about research procedures and conducting a research from the idea to writing and discussing results, through applying quantitative and qualitative methods to describe media content and its societal influence.</p>
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<p>a.1. Describe the main characteristics of scientific research</p> <p>a.2. cite the the elements of research</p> <p>a.3. state the levels of measurements, definitions of</p>

	<p>variables and steps of formulating hypothesis</p> <p>a.4. List the basic steps of research projects</p> <p>a.5. define the different ways of quantitative and qualitative research.</p> <p>a.6 define the basics of conducting literature review.</p> <p>a.7. cite the basic steps of writing according to APA format.</p> <p>a.8.describe the basics of editing techniques.</p> <p>a.9. list the different ways for using spss program for statistical analysis.</p> <p>a.10. Define the different types of scientific samples.</p> <p>a.11. describe the different types of methods of data collection.</p> <p>a.12. Develop Scientific Skills to study Media impact in society.</p>
<p>b) Intellectual skills</p>	<p>-b.1. describe what is meant by an academic research project.</p> <p>-b.2.Discuss the literature review in studies and previous research</p> <p>-b.3. explain academic articles and research papers.</p> <p>b.4. Examine media research key concepts</p> <p>b.5. point out skills of academic media research</p> <p>b.6. Investigate different approaches of scientific approaches</p> <p>b.7. discuss Ethnography research.</p> <p>b.8. Investigate Different research methodologies.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c.1 Applying the various steps of</p>

	<p>conducting research.</p> <p>c.2 develop the scientific research approaches in studying mass media</p> <p>c.3 demonstrate research project about a topic of interest</p> <p>c.4 improve skills of scientific thinking.</p> <p>c.5 create ways to validate information search.</p> <p>c.6. Improve skills of academic writing.</p>			
<p>d) General and transferable skill</p>	<p>-d.1.improve the ability to work effectively both independently and with supervisor.</p> <p>-d.2. asses the ability to respond to criticism.</p> <p>-d.3.disscus and compare different scientific research approaches.</p> <p>d.4. use the internet to collect data about media Research.</p> <p>d.5. improve the ability to write according to APA Style.</p> <p>D.6 asses the ability of time management.</p>			
<p>4- Course contents:</p>	<p>Week</p>	<p>Subjects</p>	<p>Hour</p>	
			<p>Theoretical</p>	<p>Practical</p>
	<p>1</p>	<p>Presentation of the course syllabus and introduction to the course</p>	<p>3</p>	
	<p>2</p>	<p>Scientific research: characteristics, elements and procedures. Reasons for</p>	<p>2</p>	<p>2</p>

		reviewing literature.		
	3	Levels of measurements, definitions of variables and steps of formulating hypothesis.	2	2
	4	Steps of information search	2	2
	5	Steps of conducting a research project	2	2
	6	Survey and questionnaire	2	2
	7	Studying communication messages: Content analysis	2	2
	8	Mid term	3	
	9	Experimental design	2	2
	10	Research ethics	2	2
	11	Presentation of final projects		4
	12	Presentation of final projects		4
	5- teaching and learning methods:	5.1 lectures 5.2 practical sections 5.3 discussion 5.4 power point 5.6 Quizzes 5.7 Dividing students into working groups using the breakout rooms feature on the Blackboard		

	platform.		
6- Teaching and learning methods for limited skills students	6.1 More practice and exercise. 6.2 provide personal assistant to them through giving them one-to-one private sections. 6.3 Make the exam in braille for blind students if it is difficult for them to be examined on the Blackboard Platform.		
7- Student assessment methods:			
a) Methods used:	7.a.1 Theoretical mid-term exam 7.a.2 Research project 7.a.3 Theoretical end-term exam. 7.a.4 presentation 7.a.5 Quizzes		
b) Assessment schedule:	Evaluation	Schedule	
	7.b.1.Mid term	Week 8	
	7.b.2.Class work	Week 1,2,3,4,5,6,7,9,& 10	
	7.b.3.Research project	Week 11& 12	
	7.b.4.Final exam	Week 13	
c) Weighting of assessments:	Evaluation	Schedule	percentage
	7.c.1Mid term	Week 8	20%
	7.c.2.Class work	Week 1,2,3,4,5,6,7,9,& 10	10%

	7.c.3.Research project	Week 11& 12the z	20%
	Final exam	Week 13	50%
8- List of references:			
a) Course notes:	Power point presentations		
b) Essential books (text books)	Denscombe, M. (2010), The good research guide. Open University press.		
c) Recommended book:	<p>Applied Communication Research Methods: Getting Stated as a Researcher by <i>Michael P. Boyle</i> (2015)</p> <p>Understanding Communication Research Methods by <i>Stephen M. Croucher</i> (2015)</p>		
d) Scientific periods, websites, etc.	<p>-Communication Research, Journalism Quarterly, Journal of Broadcasting & Electronic Media</p> <p>-www.allacademic.com</p>		

Course Coordinator: Prof. Dr. Shaimaa Zolfakkar Zoghaib

Head of Department: Prof. Dr. Nermin Al-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2020 - 2021

course specifications

1- Course data:		
Code: COMM 402	Title: Social Marketing	Level: Third level
No of studying units: 3		
Theoretical: 2 practical: 2		

2- Overall aims of course:	<p>By the end of this course the student will be able to develop social marketing strategies and to bring behavioral change for the Egyptian society. Social marketing can be used to promote merit goods, or to make a society to avoid bad actions and thus promoting well-being of the Egyptians.</p> <p>Students will be able to define the principles of social marketing and will be capable of using the techniques for conducting social marketing programs. Additionally, Students will learn how to design a social marketing plan.</p>
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A.1 Recognize guidelines for the basics of

	<p>social marketing and social change.</p> <p>A.2 Identify urgent social issues.</p> <p>A.3 identify target audiences,</p> <p>A.4 Listsocialmarketing strategies.</p> <p>A.5 understandthe 4Ps for social marketingissue.</p> <p>A.6 Describe assessment methods of social marketing campaigns</p> <p>A.7 Identify objectives and goals</p> <p>A.8 Introduce case campaigns</p> <p>A.9 Pinpoint reasons for success and failure of social marketing campaigns</p> <p>A.10 List the steps of social marketing plan</p> <p>A.11 Define social marketing research techniques</p> <p>A.12 Identify importance of budgeting and fundraising</p>
<p>b) Intellectual skills</p>	<p>B.1 Differentiate between social marketing and commercial marketing</p> <p>B.2 Analyze the success or failures of social campaigns by applying different assessment methods.</p> <p>B.3 Distinguish between different types of creative strategies</p> <p>B.4 Analyze the approach, tone of voice and appeal of campaign</p> <p>B.5 Explain internal and external influential factors</p> <p>B.6 Examine components of past campaigns on issue</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C.1 Conduct market situation analysis research</p> <p>C.2 Analyze social issue</p> <p>C.3 Design appropriate campaign objectives</p> <p>C.4 Select relevant channels for delivering the required campaign message.</p> <p>C.5 Developing the strategy and 4Ps for a</p>

	<p>chosen social marketing issue</p> <p>C.6 Evaluating social marketing campaigns</p>																												
<p>d) General and transferable skills</p>	<p>d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.</p> <p>d/2 Use the internet in collecting data about the company, previous campaign, market insights</p> <p>d/3 Discuss and analyze all the new trends in social marketing</p> <p>d/4 enhance and develop communication and presentation skills</p>																												
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="719 1070 826 1149">Week</th> <th data-bbox="826 1070 1062 1149">Content</th> <th data-bbox="1062 1070 1227 1149">Theoretical</th> <th data-bbox="1227 1070 1375 1149">Practical</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 1149 826 1285">1</td> <td data-bbox="826 1149 1062 1285">Introduction to social marketing</td> <td data-bbox="1062 1149 1227 1285">3</td> <td data-bbox="1227 1149 1375 1285"></td> </tr> <tr> <td data-bbox="719 1285 826 1473">2</td> <td data-bbox="826 1285 1062 1473">What is social marketing and 8 ps</td> <td data-bbox="1062 1285 1227 1473">3</td> <td data-bbox="1227 1285 1375 1473"></td> </tr> <tr> <td data-bbox="719 1473 826 1653">3</td> <td data-bbox="826 1473 1062 1653">Segmentation discuss ideas & groups</td> <td data-bbox="1062 1473 1227 1653">2</td> <td data-bbox="1227 1473 1375 1653">2</td> </tr> <tr> <td data-bbox="719 1653 826 1854">4</td> <td data-bbox="826 1653 1062 1854">Segmentation Approve ideas & groups</td> <td data-bbox="1062 1653 1227 1854">2</td> <td data-bbox="1227 1653 1375 1854">2</td> </tr> <tr> <td data-bbox="719 1854 826 1933">5</td> <td data-bbox="826 1854 1062 1933">IMC</td> <td data-bbox="1062 1854 1227 1933">3</td> <td data-bbox="1227 1854 1375 1933"></td> </tr> <tr> <td data-bbox="719 1933 826 2016">6</td> <td data-bbox="826 1933 1062 2016">Positioning</td> <td data-bbox="1062 1933 1227 2016">3</td> <td data-bbox="1227 1933 1375 2016"></td> </tr> </tbody> </table>	Week	Content	Theoretical	Practical	1	Introduction to social marketing	3		2	What is social marketing and 8 ps	3		3	Segmentation discuss ideas & groups	2	2	4	Segmentation Approve ideas & groups	2	2	5	IMC	3		6	Positioning	3	
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5	IMC	3																											
6	Positioning	3																											

		Objective and goals Product platform		
	7	Follow up the progress of students project		6
	8	Checked out the progress of project and gives feedback		6
	9	Follow up the progress of		6
	10	Checked out the progress of project before and during production		6
	11	Checked out the progress of project after production		6
	12	Rehearse The project presentation for festival		6
	13	Festival		6
5- teaching and learning methods:	1- Lectures 2- Discussions 3- Showing students and analyzing various social marketing campaign 4- Divide students to teams for Project			

	<p>using the breakouts on the Blackboard Platform</p> <p>5- Power point presentations</p>								
<p>6- Teaching and learning methods for limited skills students:</p>	<ul style="list-style-type: none"> - Oral assignments - Make-up midterm exams for those who miss the exam in its original date (with an acceptable excuse) - Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for blind students) - Dedicating time for questions and re- explaining parts they don't understand - Make the exam in Braille for the blind students 								
<p>7- Student assessment methods:</p>									
<p>a) Methods used:</p>	<ul style="list-style-type: none"> ● In class discussions and analysis during the lectures ● Midterm project ● Social marketing Campaign project presentation ● Written Final Exam 								
<p>b) Assessment schedule:</p>	<table border="1" data-bbox="730 1552 1377 1780"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Project</td> <td>7</td> </tr> <tr> <td>project presentation</td> <td>12</td> </tr> <tr> <td>Final Exam</td> <td>14</td> </tr> </tbody> </table>	Assessment	Week	Mid-Term Project	7	project presentation	12	Final Exam	14
Assessment	Week								
Mid-Term Project	7								
project presentation	12								
Final Exam	14								
<p>c) Weighting of assessments:</p>	<table border="1" data-bbox="742 1832 1377 2040"> <thead> <tr> <th>Evaluation</th> <th>Time</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Midterm project</td> <td>7th week</td> <td>20%</td> </tr> </tbody> </table>	Evaluation	Time	Percentage	Midterm project	7 th week	20%		
Evaluation	Time	Percentage							
Midterm project	7 th week	20%							

	Classwork (project)	4-12 Weeks	30%
	Final exam	14 th week	50%
	Total	100%	

8- List of references:	
a) Course notes:	Power point presentations summarizing the content.
b) Essential books (text books)	Social Marketing: Influencing Behaviors for Good Nancy R. Lee, Philip Kotler SAGE Publications, Oct 20, 2011 - Social Science - 502 pages
c) Recommended book:	Goldkind, Lauri (2019). Digital Social Work: Tools for Practice with Individuals, Organizations and Communities
d) Scientific periods, websites, etc.	www.socialmarketing.com

Course Coordinator : Dr. Maha Bahnasy

Head of Department :Prof Dr. Shaimaa Zolfakar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2020-2021

Course specifications

1- Course data:		
Code: COMM108	Title: Sociology of Communication	Level: First
No of studying units: 12 Theoretical: 2/ practical: 2		

2- Overall aims of course:	The course of Sociology of Communication aims to relate Mass communication to the society. It seeks to teach the students how to view different media issues from a social perspective. It works on creating an understanding of the different impacts Media have on a society. It aims to identify prosocial and antisocial effects of Mass Media.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Indicate the different types of communication. a/2 Identify the classification of Mass Media. a/3 Recognize the basic elements of communication process. a/4 Define Sociology.

	<p>a/5 State the different prominent Sociologists.</p> <p>a/6 Recognize the relationship between Sociology and other Disciplines.</p> <p>a/7 Investigate the relationship between Sociology and Communication.</p> <p>a/8 Identify functions of Mass Media.</p> <p>a/9 Describe the relationship between Mass Communication and Social Issues.</p> <p>a/10 Point out the prosocial effects of Mass Media.</p> <p>a/11 State the Antisocial effects of Mass Media.</p> <p>a/12 Identify the relationship between media and political campaigns.</p>
<p>b) Intellectual skills</p>	<p>b/1 Analyze the relationship between the current social issues and their communication education.</p> <p>b/2 Relate their performance as communicators and media persons to existing social issues.</p> <p>b/3 Compare the prosocial and antisocial effects of certain medium.</p> <p>b/4 Debate the role of effective messages that could change behaviors and attitudes of individuals in a society.</p> <p>b/5 Interpret an event in relation to the functions of media.</p> <p>b/6 Interpret the relationship between society and campaigning.</p> <p>b/7 Interpret the relationship between different sociological models of prominent sociologists and media practice.</p> <p>b/8 Analyze the relationship between politics and media.</p> <p>b/9 Investigate the influence of various social actors on media.</p>
<p>c) Professional and practical</p>	

<p>skills concerned to the course</p>	<p>c/1 Use basic production tools to create small videos. c/2 Conduct a scientific research about different social issues. c/3 Use online presentation tools. c/4 Develop verbal and non-Verbal Communication. c/5 Prepare media message that serves that desired function (entertainment, information, or education)</p>																										
<p>d) General and transferable skills</p>	<p>d/1 Use the internet. d/2 Develop and enhance teamwork and time management skills. d/3 Develop presentations skills. d/4 Develop analytical skills. d/5 Develop/Improve web surfing and computing skills. d/6 Practice creative thinking and brainstorming</p>																										
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Types of Communication</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Classification of Mass Media.</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Basic elements of Communication Process</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Verbal communication and Types of Nonverbal communication</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Definition of sociology and prominent</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	Types of Communication	2	2	2	Classification of Mass Media.	2	2	3	Basic elements of Communication Process	2	2	4	Verbal communication and Types of Nonverbal communication	2	2	5	Definition of sociology and prominent	3	0
Week	Content			Studying Hours																							
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5	Definition of sociology and prominent	3	0																								

		sociologists		
	7	Relation between Sociology and other disciplines	3	0
	8	Relationship between Sociology and Communication	2	2
	9	Functions of Mass Media	2	2
	10	Effects of Mass Media	2	2
	11	Group Presentations	0	6
	12	Group Presentations	0	6
5- teaching and learning methods:	5/1	Lectures.		
	5/2	Discussions.		
	5/3	Class activities.		
	5/4	Group presentations.		
	5/5	Divide students into working groups using breakout rooms on Blackboard online platform		
6- Teaching and learning methods for limited skills students:	6/1	If a student missed the Mid-Term exam, he/she can attend a make-up exam.		
	6/2	Providing the course content on Facebook group.		
	6/3	Exercise more under the supervision of the professor.		
	6/4	one on one classes with the teaching assistant.		
	6/5	Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard.		

7- Student assessment methods:

a) Methods used:	<p>7/a/1 Individual assignments. 7/a/2 Midterm Exam. 7/a/3 Group projects. 7/a/4 Final Exam.</p>
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b) Assessment schedule:	Evaluation	Schedule
	7/b/1 Individual Assignments	Week 2 Week 4 Week 5
	7/b/2 Mid-Term Exam	Week 6
	7/b/3 Group Projects.	Week 8 Week 9 Week 11 Week 12
	7/b/4 Final Exam	Week 13

c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Individual Assignments	Week 2 Week 4 Week 5	10%
	Mid-Term Exam	Week 6	20%
	Group Projects.	Week 8 Week 9 Week 11 Week 12	20%
	Final Exam	Week 13	50%
	Total	100%	

8- List of references:

a) Course notes:	PowerPoint Lectures.
b) Essential books (text books)	Hodkinson, P. (2010). <i>Media, culture and society: An introduction.</i>

c) Recommended book:	Carah, N., & Louw, E. (2015). <i>Media & Society: Production, Content & Participation</i> . (1 st ed.). London: Sage Publication Ltd.
d) Scientific periods, websites, etc.	8/d/1 Open Access Journals. (2016). Retrieved November 28, 2016, from http://iamcr.org/open-access-journals 8/d/2 SAGE Journals. (2016). Retrieved November 28, 2016, from http://online.sagepub.com/

Course Coordinator: Dr. Jaylan Sharaf

Head of Department: Prof. Shaimaa Zol Fakar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 401	Title: Media laws and Regulations	Level: Third
No of studying units: 3		
Theoretical: 3 / practical: -		

2- Overall aims of course:	By the end of this course, students should have broad information about laws and regulations that deal with media in certain issues such as copyrights, privacy invasion.
3- Intended learning outcomes of course (ILOs) by the end of the course the student should be able to:	
a) Information and concepts	a/1 Define the concept of copyright and defamation. a/2 Describe the privacy act, personal information. a/3 Read about remedies for violation of privacy. a/4 Recognize the invasion of privacy issues. a/5 State about the pressures on media practitioners. a/6 Indicate practitioners' self-regulation

	<p>system.</p> <p>a/7 Identify the importance of copyright issues</p> <p>a/8 List the most important cases of regulations in media</p> <p>a/9 Name the nature of the invasion of privacy situations</p> <p>a/10 Report the most drastic pressures that the media practitioners have been faced with</p> <p>a/11 Summarize the most important media regulations</p> <p>a/12 Point out the code of ethics</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish examples of each of the previous topics.</p> <p>b/2 Confirm how privacy acts should work in different situations.</p> <p>b/3 Compare between different situations of invasion of privacy</p> <p>b/4 Describe the importance of self-regulating systems.</p> <p>b/5 Discuss various frameworks of laws and regulations all around the globe with similar frames in Egypt.</p> <p>b/6 Outline the main cases of defamation</p> <p>b/7 Locate the main pressures on the media practitioners</p> <p>b/8 Illustrate the code of copyrights</p> <p>b/9 Illustrate the privacy act</p> <p>b/10 Relate the main codes of ethics with the regulation laws</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Conduct scientific research about the most famous cases of defamation</p> <p>c/2 Prepare scientific paper about a significant act of violation of privacy</p> <p>c/3 Analyze the media regulations</p>

	<p>c/4 Match the different cases presented over time</p> <p>c/5 Use the laws studied to pinpoint the pressures on the media practitioners</p> <p>c/6 Develop a clear understanding about the media environment</p>																																								
<p>d) General and transferable skills</p>	<p>D/1 Improve research skills.</p> <p>D/2 Develop their analytical skills</p> <p>D/3 Enhance their team work skills</p> <p>D/4 Improve their computer and internet skills</p> <p>D/5 Improve their critical thinking skills</p> <p>D/6 Point out the functional skills in knowing regulations</p>																																								
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th>Hours</th> </tr> <tr> <th>Theor.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>defamation</td> <td>3</td> </tr> <tr> <td>2</td> <td>Copyrights</td> <td></td> </tr> <tr> <td>3</td> <td>invasion of privacy</td> <td>3</td> </tr> <tr> <td>4</td> <td>privacy act</td> <td>3</td> </tr> <tr> <td>5</td> <td>personal information</td> <td>3</td> </tr> <tr> <td>6</td> <td>Remedies for violation of privacy</td> <td>3</td> </tr> <tr> <td>7</td> <td>pressures on media practitioners</td> <td>3</td> </tr> <tr> <td>8</td> <td>practitioners' self-regulation system</td> <td>3</td> </tr> <tr> <td>9</td> <td>practitioners' self-regulation system</td> <td>3</td> </tr> <tr> <td>10</td> <td>practitioners' self-regulation system</td> <td>3</td> </tr> <tr> <td>11</td> <td>Revision</td> <td>3</td> </tr> <tr> <td>12</td> <td>Revision</td> <td>3</td> </tr> </tbody> </table>	Week	Content	Hours	Theor.	1	defamation	3	2	Copyrights		3	invasion of privacy	3	4	privacy act	3	5	personal information	3	6	Remedies for violation of privacy	3	7	pressures on media practitioners	3	8	practitioners' self-regulation system	3	9	practitioners' self-regulation system	3	10	practitioners' self-regulation system	3	11	Revision	3	12	Revision	3
Week	Content			Hours																																					
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12	Revision	3																																							
<p>5- teaching and learning methods:</p>	<p>5/1-Power point presentation</p> <p>5/2- Discussion</p> <p>5/3- case studies.</p> <p>5/4- Printed notes</p>																																								

<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1- providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be usable for blinds (when found). 6/2- dividing students into small work groups online on Blackboard or in-class activities 6/3- if some couldn't attend the exam, there would be Make Up exams.</p>												
<p>7- Student assessment methods:</p>													
<p>a) Methods used:</p>	<p>7/a/1- During and post evaluation through Questions 7/a/2- Class work (Assignments) 7/a/3- Final exam</p>												
<p>b) Assessment schedule:</p>	<p>7/b/1- During and post evaluation Question (throughout the semester without a specified week). 7/b/2- Class work (throughout the semester without a specified week). 7/b/3- Final Exam (week 8)</p>												
<p>c) Weighting of assessments:</p>	<table border="1" data-bbox="699 1256 1238 1671"> <thead> <tr> <th>Assessment</th> <th>Week</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>During and post evaluation through Questions</td> <td></td> <td>30%</td> </tr> <tr> <td>Class work (Assignments)</td> <td>Week 3 Week 4 Week 5</td> <td>20%</td> </tr> <tr> <td>Final Exam</td> <td>Week 9</td> <td>50%</td> </tr> </tbody> </table>	Assessment	Week	%	During and post evaluation through Questions		30%	Class work (Assignments)	Week 3 Week 4 Week 5	20%	Final Exam	Week 9	50%
Assessment	Week	%											
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Class work (Assignments)	Week 3 Week 4 Week 5	20%											
Final Exam	Week 9	50%											
<p>8- List of references:</p>													
<p>a) Course notes:</p>	<p>Titled: Media laws and regulations</p>												
<p>b) Essential books (text books)</p>	<p>Media Laws, several authors from the faculty library</p>												

c) Recommended book:	Sandra Moriarty (2012) Media laws and regulations,
d) Scientific periods, websites, etc.	Media laws Quarterly, Journal of media laws

Course Coordinator: **Prof. Dr. Nermeen Alazrak**

Head of Department **Prof. Dr. Nermeen Alazrak**



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English

Academic year:2020/2021

Course specifications

Course data: -1		
Code: GEN110	Title: statistical analysis and operation research	Level: first
No of studying units: 3hours theoretical 3 / practical: 0		

Overall aims -2 of course:	Learning descriptive statistics
Intended learning outcomes of course (ILOs) -3	
Information (a) and concepts	a/1 Explain the concept of statistics a/2 Differentiate between the different types of samples a/3 Illustrate the frequency tables a/4 Apply graphical representation of data a/5 Explain descriptive statistics of central tendency a/6 Differentiate measures of dispersion a/7 Illustrate measures of skewness a/8 Explain the correlation coefficient a/9 Use the regression models
Intellectual (b) skills	b/1 Analyze data

	<p>b/2 Organize data b/3 Describe data graphically b/4 Calculate measures of central tendency b/5 Detect measures of dispersion b/6 Examine coefficient of skewness b/7 Calculate correlation coefficient b/8 Estimate regression models</p>																						
Professional (c) and practical skills concerned to the course	<p>c/1 Improve his skills in statistical analysis c/2 Plan how to use statistical programs c/3 Create measures of central tendency c/4 Design regression models</p>																						
General and (d) transferable skills	<p>d/1 work within a group to enhance the spirit of team work. d/2 Use the internet to do statistical analysis d/3 Discuss the different types of samples</p>																						
Course -4 contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Definition of statistics</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Definition of samples</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>Types of sample</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Graphical representation</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	Definition of statistics	3		2	Definition of samples	3		3	Types of sample	2	2	4	Graphical representation	2	2
Week	Content			Studying Hours																			
		Theoretical	Practical																				
1	Definition of statistics	3																					
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3	Types of sample	2	2																				
4	Graphical representation	2	2																				

	5	Measures of central tendency	2	2
	7	Measures dispersion	2	2
	8	Measures of skewness	2	2
	9	Correlation coefficient	3	
	10	Regression models	3	
	11	Class Activity		3
	12	Revision	3	
teaching -5 and learning methods:	<p>5/1 lectures 5/2 Discussion 5/3 projects 5/4 Dividing the students into working groups using the breakouts on Blackboard platform</p>			
Teaching -6 and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam. 6/2 Providing them with the technical facilities that they need. 6/3 Students with limited skills are encouraged to ask for assistance from the coordinator or the assistant after the lectures or during the office hours. 6/4- Make the exam in Braille for the blind students</p>			
Student assessment methods: -7				
Methods (a used:	<p>7/A/1 quizzes 7/A/2 assignments 7/A/3 midterm exam 7/A/4 final exam</p>			

Weighting of (b assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>First</td> <td>Quize 1</td> <td>10%</td> </tr> <tr> <td>second</td> <td>Mid term</td> <td>20%</td> </tr> <tr> <td>third</td> <td>Assignment and project</td> <td>20%</td> </tr> <tr> <td>fourth</td> <td colspan="2">Final exam 50%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	First	Quize 1	10%	second	Mid term	20%	third	Assignment and project	20%	fourth	Final exam 50%	
	Evaluation	Schedule	Percentage													
	First	Quize 1	10%													
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	third	Assignment and project	20%													
fourth	Final exam 50%															
List of references: -8																
Course notes: (a	PowerPoint presentations															
Essential (b books (text books)	Business Statistics : For Contemporary Decision Making. Ken Black, 2007															
Recommende (c d book:	Beginning Statistics: An Introduction for Social Scientists. Ian Diamond & Julie Banton, 2001															
Scientific (d periods, websites, etc.	Journal of statistical research															

Course Coordinator: Dr/ Vivian Mourad

Head of Department: Prof. Dr. Shaimaa Zolfakar



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English
Academic year: 2021/2022

course specifications

1- Course data:		
Code: Comm 333	Title: Radio and TV EDITING	Level: Third level
	No of studying units: Theoretical: 1 / practical:4(2)	

2-Overall aims of course:	To teach the students rules and the concepts and technicality of Audio and video editing and the practical usage of nonlinear editing, through acquiring an overview of the different stages TV production.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a.1.State the basic rules of video signal and the different between them. a.2 describe The basic ways of creating and scanning Picture a.3 cite the kinds or TV system DV-HDV a.4 Identify the different between Linear and Non-linear editing system

	<p>a.5 Cite how to use the rules of editing</p> <p>a.6 state a fine art through the editing program.</p> <p>a.7 investigate different editing concepts</p> <p>a.8 define the main shortcuts used in final cut as an editing software.</p> <p>a.9. investigate the differences between editing transitions.</p> <p>a.10. state the steps s of editing music.</p> <p>a.11. investigate steps of exporting</p> <p>a.12. cite the steps of converting materials.</p>
<p>b) Intellectual skills</p>	<p>b. 1 distinguishes how to use raw material to modify it and edit it to produce a fine sequence.</p> <p>b. 2 Describe the problems which an editor might face it through the work.</p> <p>b. 3 Explanation of the main theories of editing.</p> <p>b. 4 Illustrating a full sequence starting from importing the raw material and ends by exporting a short movie as a graduation project.</p> <p>B.5 Distinguish the main editing tools.</p> <p>B.6. Explain FCP7 and its tools.</p> <p>B.7. distinguish the differences between EDITING soft wares</p> <p>B.8. illustrate the steps of building scene.</p>

<p>c) Professional and practical skills concerned to the course</p>	<p>C.1 apply editing software on the PC. C.2 develop the professional practical skills of video editing C.3 employ full edited sequences through the course time plan. C.4. apply the general steps of editing different media genres. C.5. Develop the professional practical skills of audio editing C.6. . Develop the professional practical skills of color grading.</p>														
<p>d) General and transferable skills</p>	<p>D.1 analyze the students' skills work as team work to share their knowledge and opinions D.2 improve the students' ability to accept others opinions D.3 improve the students' ability to work all together to deliver the best masterpiece. D.4 Assess the student ability to use the internet to bring footage and archive material. D.5. improve the students' ability to criticize movies. D.6. improve the students' ability to Think feely and broaden his mind.</p>														
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">lecture</th> <th rowspan="2">topics</th> <th colspan="2">hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Installing and Setting up F.C.P.7</td> <td>1</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table>	lecture	topics	hours		Theoretical	Practical	1	Installing and Setting up F.C.P.7	1	1				6
lecture	topics			hours											
		Theoretical	Practical												
1	Installing and Setting up F.C.P.7	1	1												
			6												

	2	Project ,Sequences and Clips		6
	3	Project ,Sequences and Clips		6
	4	Capturing Video		6
	5	Importing Digital Media		6
	6	Basic Editing in the TimeLine		6
	7	Audio Tools and Techniques.		6
	8	Midterm		6
	9	Visual Effects and Compositing.		6
	10	Titles and Generator.		6
	11	Color correction		6
	12	Capture		6
	5- teaching and learning methods:	5.1 Lectures 5.2.Disscusions 5.3 Dividing students into working groups through the breakouts room on the blackboard platform. 5.4. practical training 5.5. quizzes		
6- Teaching and learning methods for limited skills	6.1.Extra no. of lectures			

students:	<p>Longer period of practical training.</p> <p>6. 2. Joining them with other students projects to work as a group.</p> <p>6.3 make the exam in braille for the blind students if it's difficult for them to be examined on the BlackBoard platform.</p>
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7- Student assessment methods:

a) Methods used:	<p>7.a.1 Theoretical mid-term exam</p> <p>7.a.2 Monitoring the practical training.</p> <p>7.a.3 Final Project.</p> <p>7.a.4 Theoretical end-term exam.</p>
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b) Assessment schedule:	evaluation	Schedule	
	7.b.1 theoretical mid-term exam	Week 8	
	7.b.2 Course Work evaluation	Week 4, 9&10	
	7.b.3 Theoretical end-term exam.	Week 13	

c) Weighting of assessments:	evaluation	Schedule	percent
	7.c.1 theoretical mid-term exam	Week 8	20.00%
	7.c.2 Course Work evaluation	Week 4, 9&10	30.00%
	7.c.3 Theoretical end-term exam.	Week 13	50.00%

8- List of references:

a) Course notes:	Power point presentations
b) Essential books (text books)	Brenneis, L. (2012), Final Cut Pro 7 Handbook. Peachpit press: Canada.
c) Recommended book:	Dynamics of Media Editing, Vincent F Filak, 2020
d) Scientific periods, websites, etc.	https://vimeo.com/17853140

Course Coordinator : Dr Tomador Naguib

Head of Department : Prof. Dr. Nermeen El-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM 201	Title: Word Processing	Level: Second
No of studying units: 3 theoretical 2 / practical: 2		

2- Overall aims of course:	The aim of this course is to create a mass communication student well able to create and promote an online journalistic content mastering different technology.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 identify the different types of software. a/2 define information technology a/3 identify the basic features of word processing a/4 Describe the basics of creating a blog. a/5 describe how to promote your blog. a/6 Describe the developments in word processing and social media. a/7 describes the developments in web design and web marketing a/8 state different social and ethical issues

<p>b) Intellectual skills</p>	<p>b/1 Explain Different ways of Social networking and social network marketing b/2 Explain the best ways of creating a blog b/3 interpret Website Performance b/4 compare information on different media platforms b/5 Discuss the void between online and offline word processing b/6 discuss ethical considerations related to word processing</p>														
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Produce content for different media platforms. c/2 Develop a marketing strategy for online content. c/3 Develop a way to fill the void between newspapers and online news websites and blogs. c/4 Create a blog c/5 develop a critical eye for online content.</p>														
<p>d) General and transferable skills</p>	<p>D/1 Develop creative thinking and brainstorming D/2 Develop time management skills D/3 Develop internet surfing skills D/4 Develop critical thinking skills</p>														
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Hours</th> </tr> <tr> <th>Theo.</th> <th>Prac.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The parts of an information system: people, procedures, software, hardware, data, and the Internet.</td> <td>2</td> <td>4</td> </tr> <tr> <td>2</td> <td>Difference between system software and application</td> <td>2</td> <td>4</td> </tr> </tbody> </table>	Week	Content	Hours		Theo.	Prac.	1	The parts of an information system: people, procedures, software, hardware, data, and the Internet.	2	4	2	Difference between system software and application	2	4
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		software.		
	3	Difference between the three kinds of system software programs.	2	4
	4	General-purpose, specialized, and mobile applications.	2	4
	5	The four types of computers and the five types of personal computers.	2	4
	Midterm			
	7	The different types of computer hardware, including the system unit, input, output, storage, and communication devices.	2	4
	8	The different types of computer hardware, including the system unit, input, output, storage, and communication devices.	2	4

	9	Definition of data and description of document, worksheet, database, and presentation files.	2	4
	10	Computer connectivity, the wireless revolution, the Internet, cloud computing, and IoT.	2	4
	11	Computer connectivity, the wireless revolution, the Internet, cloud computing, and IoT.	2	4
	12	Revision	2	4
5- teaching and learning methods:	5/1 Lectures 5/2 Presentations 5/3 Class discussions 5/4 Dividing students into working groups through the breakouts room on the blackboard platform.			
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on Blackboard. 6/3 Giving the students a written and practical assignments tailoring them to their skills 6/4 Trying to engage them more in lectures			
7- Student assessment methods:				
a) Methods used:	7/A/1 Mid-Term Project 7/A/2 Assignments to evaluate the students' ability to create online journalistic content (Social media			

	posts and blogs) 7/A/3 written/online exams 7/A/4 Discussion and participation 7/A/5 Presentations 7/A/6 Written Final Exam																					
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Mid-Term Project</td> <td>Week 6</td> </tr> <tr> <td>7/b/2 Assignments</td> <td>Week 2, Week 4, Week 7, Week 8, Week 10</td> </tr> <tr> <td>7/b/3 Discussion and Participation</td> <td>Week 1,2,3,4,5,7,8,9,10,11</td> </tr> <tr> <td>7/b/4 Presentations</td> <td>Week 3, Week 9, Week 11</td> </tr> <tr> <td>7/b/5 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>	Evaluation	Schedule	7/b/1 Mid-Term Project	Week 6	7/b/2 Assignments	Week 2, Week 4, Week 7, Week 8, Week 10	7/b/3 Discussion and Participation	Week 1,2,3,4,5,7,8,9,10,11	7/b/4 Presentations	Week 3, Week 9, Week 11	7/b/5 Final Exam	Week 13									
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8- List of references:																						
a) Course notes:	Power point presentations																					
b) Essential books (text	Audio Chapters: " The Practice of Online Journalism: Journalism Now"																					

books)	https://itunes.apple.com/us/itunes-u/practice-online-journalism/id380130877?mt=10
c) Recommended book:	Track changes: a literary history of word processing, Matthew G. Kirschenbaum, 2016
d) Scientific periods, websites, etc.	

Course Coordinator : Dr Mostafa Yaqoub

Head of Department : Prof. Dr. Nermeen Elazrak



Templates for course specifications

University: Cairo University
Faculty: Mass Communication
Department: English Section
Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM 443	Title: Writing for Public Relations and Advertising	Level: 4
No of studying units: Theoretical: 2 hours / practical: 2 hours		

2- Overall aims of course:	This course is expected to give the students an understanding of Public Relations and Advertising. In addition to the theoretical knowledge, this course is expected to develop the students' practical skills through simulations of press conferences as well as analyzing Integrated Marketing Communication and Public Relations campaigns of various companies. The course gives them the basic knowledge to be able to compete in the media market.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1- Define advertising. a/2- Define public relations and understand the changes in the practice of advertising & investigating public relation programs.

	<p>a/3- List the stages of Public Relations management.</p> <p>a/4- Identify Public Relations as an element of the promotional mix.</p> <p>a/5- Define Marketing Public Relations.</p> <p>a/6- List the functions of Marketing Public Relations.</p> <p>a/7- Identify the process of public relations.</p> <p>a/8- Define Public Relations audience and publics.</p> <p>a/9- Identify Advertising types.</p> <p>a/10- List the factors affecting brand building.</p> <p>a/11- List the stages of the marketing communication plan .</p> <p>a/12- Identify advertising agency departments.</p>
<p>b) Intellectual skills</p>	<p>b/1- Distinguish between Advertising and Public Relations.</p> <p>b/2- Discuss Public Relations management stages.</p> <p>b/3- Discuss Public Relations as an element of the promotional mix.</p> <p>b/4- Discuss Marketing Public Relations and its functions.</p> <p>b/5- Investigate the role and influence of various society actors and relevant stakeholders.</p> <p>b/6- Discuss advertising types and advertising agency departments.</p> <p>b/7- Discuss brand building and the marketing communication plan.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Analyze various types of promotional materials (ads, press releases,...etc.).</p> <p>c/2- Analyze the stages of Public Relations management.</p> <p>c/3- Conduct a simulation of a press conference.</p>

c/4- Conduct research on different companies and different public figures.
c/5- Manage the image of a company that faced a communication crisis.

d) *General and transferable skills*
d/1- Develop presentations skills.
d/2- Develop research and analytical skills.
d/3- Improve writing skills.
d/4- Practice creative thinking and brainstorming.

4- *Course contents:*

Week	Topics	Studying Hours	
		Theoretical	Practical
1	Advertising	2	2
2	Definition of Public Relations	2	2
3	Public Relations management stages	2	2
4	Integration of Public Relations into the promotional mix	2	2

	5	Marketing Public Relations	2	2	
	6	Functions of Marketing Public Relations	2	2	
	7	The process of public relations	2	2	
	8	Public Relations publics and audience	2	2	
	9	Advertising types	2	2	
	10	The definition of a "brand" and Brand building	2	2	
	11	Marketing communicatio n plan	2	2	
	12	Advertising agency departments	2	2	
	5- teaching and learning methods:				
	5/1- PowerPoint Lectures. 5/2- Press conference simulation by students.				

	<p>5/3- Presentations by students.</p> <p>5/4- Dividing students into working groups using the breakout rooms on Blackboard platform.</p>															
<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1- If a student missed a midterm exam, he/she can attend a make-up exam.</p> <p>6/2- Dividing students into working groups.</p> <p>6/3- Providing the students with the course content on the Facebook group.</p> <p>6/4- Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.</p>															
<p>7- Student assessment methods:</p>																
<p>a) Methods used:</p>	<p>7/a/1- Midterm project.</p> <p>7/a/2- Coursework project.</p> <p>7/a/3- Final exam.</p>															
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<p>8- List of references:</p>																

a) Course notes:	- PowerPoint lectures.
b) Essential books (text books)	- Belch, George E. & Belch, Michael A. (2003). <i>Advertising and Promotion, an integrated marketing perspective, sixth edition</i> . New York: McGraw Hill.
c) Recommended book:	- Newsom, D., & Haynes, J. (2008). <i>Public Relations Writing: Form & Style, International edition</i> . Australia: Thomson/ Wadsworth. - Technical Writing (Laplante, Phillip A, 2019). - The definitive guide to strategic content marketing (Dzamic, Lazar, 2018).
d) Scientific periods, websites, etc.	- Skard, S. & Thorbjørnsen, H. (2014). Is Publicity Always Better than Advertising? The Role of Brand Reputation in Communicating Corporate Social Responsibility. <i>Journal of Business Ethics</i> , 124 (1), 149 - 160. doi: 10.1007/s10551-013-1863-3.

Course Coordinator: Dr. Hayat Badr.

Head of Department: Prof.Dr. Nermeen El-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM215	Title: Writing for radio & TV	Level: Second

2- Overall aims of course:	At the end of this course , the students will gain the basics of script writing for various formats of television production and also will write script for commercials, PSAs, and reports.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<p>A/1 Outline basic steps of writing different formats for broadcast media.</p> <p>A/2 Define essential visual elements used in the various writing formats.</p> <p>A/3 Define essential audio production elements used in the various writing formats.</p> <p>A/4 Describe stories effectively using natural sounds and words.</p> <p>A/5 Identify the different formats of writing the script.</p> <p>A / 6 Identify the various radio and television formats, and its characteristics.</p> <p>A/7 Acquire an overview of the different stages of radio & TV</p>

	<p>production and required skills of the production staff.</p> <p>A/8 Distinguish between the verbal and visual elements of television.</p> <p>A/9 Recognize advertising commercial and newswriting styles/formats.</p> <p>A/10 Recognize broadcasting terminology.</p> <p>A/11 Understand script formatting style.</p> <p>A/12 Understand interviewing techniques for broadcast media.</p>
<p>b) Intellectual skills</p>	<p>B/1 Differentiate between writing for video and audio formats.</p> <p>B/2 Criticize already written material.</p> <p>B/3 Evaluate various formats of radio and television programming.</p> <p>B /4 Propose new ideas for different formats of radio and Television.</p> <p>B/5 Illustrate critical standards for writing for broadcasting.</p> <p>B/6 Develop the skills related to writing different formats for Television and Radio.</p>
<p>c) Professional and</p>	

<p>practical skills concerned to the course</p>	<p>C/1 Apply the rules of the translation from Arabic into English and vice versa in writing radio and television news.</p> <p>C/2 Write different formats of radio and television programs (reportage, news story, public service announcement, commercial advertisements).</p> <p>C/3 Use different types of cameras and conduct materials using them (documentaries, interviews, reports and PSAs).</p> <p>C/4 Apply the rules of the Arabic language in writing for and presenting in radio and television.</p> <p>C/5 Perfect in writing basics of news story and understand the nature of news sources.</p> <p>C/6 Write a commercial within specified time limits.</p> <p>C/7 Write a clear and concise commercial, public service announcement, create a story-board, and a pitch.</p> <p>C/8 Apply interviewing techniques for broadcast media.</p>
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<p>d) General and transferable skills</p>	<p>D/1 Develop and enhance teamwork and time management skills.</p> <p>D/2 Develop presentations skills.</p> <p>D/3 Improve writing skills</p> <p>D/4 Improve English language and translation.</p> <p>D/5 Practice creative thinking and brainstorming.</p> <p>D/6 Improve web surfing skills.</p>
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4- Course contents:

Week	Content	Studying Hours	
		Theoretical	practical
1	Steps for script	2	1

	preparation		
2	Basic elements of TV production	2	1
3	Format & Style	2	1
4	writing broadcast news	2	1
5	Commercials	2	1
6	Midterm Exam	3	-
7	Interviews	2	1
8	Talk shows	2	1
9	Features	2	1
10	Documentaries	2	1
11	Special events and reality programs	2	1
12	Revision	3	-

5- teaching and learning methods:

5/1 Lectures
 5/2 Applications on script writing
 5/3 Class discussions
 5/4 Dividing the students into working groups through the breakouts room on the blackboard platform.
 .

6- Teaching and learning methods for limited skills students:

6/1 Making the content accessible to the blind students through using assistive technologies.
 6/2 Dividing them into subgroups
 6/3 Making make up exams for students who have excuses.
 6/4 Extra materials for explanation.
 6/5 make the exam in braille for the blind students if it's difficult

for them to be examined on the BlackBoard platform.

7- Student assessment methods:

a) Methods used:
 7/A/1 Written Mid-Term Exam
 7/A/2 Projects to evaluate the students' ability to write various video formats such as PSAs, Commercials, reports&interviews.
 7/A/3 participating in the lectures.
 7/A/4 Written Final Exam.

Assessment
 schedule:

Assessment	Week
Midterm Exam	6
Assignment 1	7
Assignment 2	9
Interview	12
Final Exam	13

b) Weighting of
 assessments:

Evaluation	Timing	Percentage
Midterm Exam	Sixth week	20%
Classwork	2th week, 4th week & 8th week	30%
Final exam	Week 13	50%
Total		100%

8- List of references:

a) Course
 notes:

Students are provided with power point presentations

b) Essential
 books (text
 books)

Writing for Television, Radio, and New Media, 7Edition, Robert L. Hilliard, Wadsworth/Thomason Publishing.

c) Recommend

Scriptwriting for Film, Television, and New Media, Alan C Heuth, 2019

ed book:	
d) Scientific periods, websites, etc.	<ul style="list-style-type: none">➤ Geiger, S.R., & Lampinen, A. (2014). Old Against New, or a Coming of Age? Broadcasting in an Era of Electronic Media. <i>Journal of Broadcasting & Electronic Media</i>, 58(3), 333-341.➤ http://www.tandfonline.com/loi/hbem20

Course Coordinator: Dr. Mennatallah AbdElhamid

Head of Department : Prof. Dr. Nermeen El-Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section- general

Academic year: 2020/2021

course specifications

1- Course data:		
Code: COMM 114	Title: Introduction to journalism	Level: First level
	No of studying units: 3 theoretical 2 / practical: 2	

2- Overall aims of course:	By the end of the course we want to introduce the concept of journalism and analyze the difference between the editorial side and business side of news organization also to criticize ethics of journalism
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 define what is meant by news a/2 describe the major elements of the newsroom a/3 point the 5ws and H a/4 identify the process of newsgathering a/5 define the role of the journalist a/6 investigate the history of the Egyptian journalism a/7 Identify news values

	<p>a/8 describe the hierarchy of the editorial side of the news organization</p> <p>a/9 point the different types of editors</p> <p>a/10 investigate the hierarchy of the business side of the news organization</p> <p>a/11 draw the ways of planning for editorial meetings</p> <p>a/12 cite the main ethics of working in journalism field</p>
<p>b) Intellectual skills</p>	<p>b/1 confirm what is meant by news</p> <p>b/2 compare the difference between the editorial and business side of newspaper</p> <p>b/3 interpret the process of newsgathering</p> <p>b/4 Explain the different roles of the journalist</p> <p>b/5 distinguish the aim of journalism as a mission</p> <p>b/6 express code of ethics regarding media</p> <p>identify the role of the internet in journalism</p> <p>b/7 distinguish the ways of planning for editorial meetings</p> <p>b/8 Illustrate the different types of editors</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Prepare the student to be a skilled journalist</p> <p>c/2 demonstrate different opinions</p> <p>c/3 develop the students' knowledge about history of journalism</p> <p>c/4 draw the student's sense of journalism</p> <p>c/5 develop writing basics of news story and illustrate the nature of news sources</p>
<p>d) General and transferable skills</p>	<p>d/1- analyze and enhance teamwork and time management skills</p> <p>d/2- examine presentations skills</p> <p>d/3- Measure writing skills</p> <p>d/4- Debate creative thinking and brainstorming</p>

4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>What is News</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Newsroom elements</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>5 Ws and H</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Process of newsgathering</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Role of Journalist</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>History of the Egyptian journalism</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>News values</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>Hierarchy of news organization</td> <td>2</td> <td>2</td> </tr> <tr> <td>10</td> <td>Types of Editors</td> <td>2</td> <td>2</td> </tr> <tr> <td>11</td> <td>Ethics of journalism</td> <td>2</td> <td>2</td> </tr> <tr> <td>12</td> <td>Revision</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	What is News	2	2	2	Newsroom elements	2	2	3	5 Ws and H	2	2	4	Process of newsgathering	2	2	5	Role of Journalist	2	2	7	History of the Egyptian journalism			8	News values	2	2	9	Hierarchy of news organization	2	2	10	Types of Editors	2	2	11	Ethics of journalism	2	2	12	Revision	2	2
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a) Methods used:	<p>7/A/1 Written Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and investigate</p> <p>7/A/3 Discussing and participating in the lectures</p> <p>7/A/4 Written Final Exam</p>																								
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a) Course notes:	Power point presentations																								
b) Essential books (text books)	Fleming, C., Hemmingway, E., Moore, G., & Welford, D. (2006). <i>An introduction to journalism</i> . SAGE Publications																								
c) Recommended book:	Introduction to journalism, Jun 19, 2012, by James Glen Stovall																								

d) Scientific periods, websites, etc.	

Course Coordinator : Dr Hany Mohamed Ali / Dr Rehab Hany

Head of Department : Prof. Dr. Shaimaa Zolfakar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section- general

Academic year: 2021/ 2022

Course specifications

1- Course data:		
Code: COMM 323	Title: Magazine writing and reporting	Level: third level
	No of studying units: 3 theoretical 2 / practical: 2	

2- Overall aims of course:	At the end of this course, the student should be able to distinguish the difference between magazines and newspapers and the difference between reporting for magazines and newspapers and also demonstrate the effective interview skills and recognize the basics of reporting.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define what a magazine is. a/2 Identify different genres of magazines. a/3 Point the writing skills for magazines. a/4 Describe how to do an interview. a/5 List the different types of questions.

	<p>a/6 point the different types of interviews</p> <p>a/7 indicate the importance of the cover of the magazine.</p> <p>a/8 recognize feature writing</p> <p>a/9 List skills of feature writing</p> <p>a/10 define reportage</p> <p>a/11 Identify skills of reportage writing</p> <p>a/12 Point the main features that differentiate magazine from newspaper.</p>
<p>b) Intellectual skills</p>	<p>b/1 Explain the magazine characteristics.</p> <p>b/2 Classify the right questions for an interview.</p> <p>b/3 Outline the preparation for an interview.</p> <p>b/4 discuss the cover of the magazine.</p> <p>b/5 Illustrate how to choose a topic for the magazine.</p> <p>b/6 Distinguish who to interview for a magazine.</p> <p>b/7 Illustrate how to write a report.</p> <p>b/8 outline the way of writing feature and reportage</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Prepare the student to be a skilled journalist</p> <p>c/2 demonstrate the ability of the student to make an interview</p> <p>c/3 Prepare the student for the journalistic environment.</p> <p>c/4 Employ roles</p> <p>c/5 develop the student's sense of choice</p>
<p>d) General and transferable skills</p>	<p>D/1- Debate and detect teamwork and time management skills</p> <p>D/2- Criticize different magazines</p>

D/3- Analyze magazines reports and covers.
 D/4- Examine reports and researches about latest magazines in the market

4- Course contents:

Week	Content	Studying Hours	
		Theoretical	practical
1	Magazine definitions	2	2
2	Genres of magazines	2	2
3	Round Reporting 1	2	2
4	Round Reporting 2	2	2
5	Interview 1	2	2
6	Revision 1	2	2
7	Midterm Exam	2	2
8	Interview 2	2	2
9	Interview 3	2	2
10	Interview 4	2	2
11	Practice Test on Interview	2	2
12	Revision 2	2	2

5- teaching and learning methods:

5/1 Lectures
 5/2 Discussion
 5/3 Dividing the students into working groups using the breakout rooms on the Blackboard Platform

	5/4 Interaction between the students through participating in class activities																					
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Dividing them into small groups (if they existed)</p> <p>6/4 make the exam in Brille Format for the visually impaired students</p>																					
7- Student assessment methods:																						
a) Methods used:	<p>7/A/1 Written Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and investigate</p> <p>7/A/3 Discussing and participating in the lectures</p> <p>7/A/4 Written Final Exam</p>																					
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	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	Power point presentations		
b) Essential books (text books)	Feature Writing: The Pursuit of Excellence (7th Edition) (My search lab Series for Communication) Paperback - March 1, 2010 by Edward Jay Friedlander (Author), John D. Lee		
c) Recommended book:	The Magazine from Cover to Cover 3rd Edition, by Sammye Johnson and , Patricia Prijatel		
d) Scientific periods, websites, etc.			

Course Coordinator : Dr Hany Mohamed Ali

Head of Department : Prof. Dr. Nermine Al Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section- general

Academic year: 2021 / 2022

Course specifications

1- Course data:		
Code: COMM 421	Title: Press translation	Level: Fourth level
	No of studying units: 3 theoretical 1 / practical: 4	

2- Overall aims of course:	At the end of this course the student should be able to introduce editing skills to students through translation of news stories
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 identify different media idioms in Arabic and English news stories a/2 define different ways of translating news stories a/3 describe basics of translation a/4 indicate examples of translation tools a/5 Recognize various forms of communication skills

	<p>a/6 update general knowledge skills on the political, economic and social level</p> <p>a/7 Draw experience of translation in short time</p> <p>a/8 Tell knowledge of translation from different media platforms</p>
<p>b) Intellectual skills</p>	<p>b/1 discuss different social, political issues through translating different topics</p> <p>b/2 distinguish translation from both languages</p> <p>b/3 explain how to apply translation tools in different news stories</p> <p>b/4 discuss personal experience in translation field</p> <p>b/5 Illustrate how to translate effectively in short time</p> <p>b/6 describe different political , economical and social events in society through translating various kinds of topics.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 apply editing skills in both Arabic and English news stories</p> <p>c/2 develop coherent translation of news stories</p> <p>c/3 use editing skills in translating from different sources</p> <p>c/4 produce different translation topics done by students</p> <p>c/5 complete skills of translation in minimum of amount of time.</p>
<p>d) General and transferable skills</p>	<p>d/1 analyze the practical experience through working in media field</p> <p>d/2- Criticize and analyze information introduced through lectures.</p> <p>d/3- Debate with the lecturer</p>

d/4 Examine team working sessions

4- Course contents:

Week	Content	Studying Hours	
		Theoretical	practical
1	Why do we translate and how we do it?	1	4
2	Transcription of audio material	1	4
3	Training on Local news	1	4
4	Training on Foreign news	1	4
5	Training on Sports news	1	4
6	Mid term exam	1	4
7	Shifting from English to Arabic translation	1	4
8	Special languages of headlines	1	4
9	How to write one news story from different sources	1	4
10	Translate the same news story from different agencies	1	4
11	Translate	1	4

			from multi sources (English and Arabic)																				
	12	Revision		1	4																		
5- teaching and learning methods:	<p>5/1 Lectures</p> <p>5/2 Discussion</p> <p>5/3 Dividing the students into working groups on Blackboard Platform</p> <p>5/4 Interaction between the students through participating in class activities</p>																						
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Dividing them into small groups (if they existed)</p>																						
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7/b/6	Assignment 5	Week 5
7/b/7	Assignment 6	Week 7
7/b/8	Assignment 7	Week 8
7/b/9	Assignment 8	Week 9
7/b/10	Assignment 9	Week 10
7/b/11	Final Exam	Week 13

c) Weighting of assessments:

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Total	100%	

8- List of references:

a) Course notes:	Powerpoint presentations
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b) Essential books (text books)	Ketelaar, paul (2019) Soft Skills for the New Journalist
c) Recommended book:	Lost in Translation: An Illustrated Compendium of Untranslatable Words from Around the World Hardcover , By Ella Frances Sanders, September 16, 2014
d) Scientific periods, websites, etc.	

Course Coordinator : Dr Hany Mohamed Ali

Head of Department : Prof. Dr. Nermin Al Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Academic year: 2021/2022

Course specifications

1- Course data:		
Code:COMM412	Title:Webcasting	Level:fourth level
	No of studying units: 3	
	Theoretical: 2theoretical / practical:2	

2- Overall aims of course:	At the end of the course the students acquire the basic knowledge skill to be able to produce a webcast. The students are capable to select a topic for a webcast, write a script, and market the webcast with low budget, after being exposed to examples of successful and unsuccessful webcast and knowing the steps of creating a webcast and market it.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1) Recognizing the concept of webcasting. a/2) Understanding the types of webcasting. a/3) Obtaining the knowledge of the

	<p>difference between webcasting and podcasting</p> <p>a/4) Learning the steps of creating a successful webcast.</p> <p>a/5) Knowing the obstacles of webcasts.</p> <p>a/6) Making brainstorm to select an idea for a webcast.</p> <p>a/7) Understanding the effects of webcasting</p> <p>a/8) Acquiring knowledge of the future of webcasting</p> <p>a/9) learning how to stream live media content.</p> <p>a/10) Recognizing the possible effects of webcasting in the society.</p> <p>a/11) learning about the obstacles of webcasting in Egypt</p> <p>a/12) Learning about the best webcasting websites.</p>
<p>b) Intellectual skills</p>	<p>b/1) Analyzing the best and worst webcasts</p> <p>b/2) selecting an idea suitable for a webcast</p> <p>b/3) Analyzing the process of scriptwriting for a webcast</p> <p>b/4) Recognition of the tools of marketing a webcast.</p>

	<p>b/5) Analyzing the different types of webcasting.</p> <p>b/6) Differentiating between the podcasting and webcasting</p> <p>b/7) Analyzing webcasting websites</p> <p>b/8) analyzing international webcasting standards.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1) Acquiring examples of webcasts.</p> <p>C/2) Capability to produce a webcast with low budget.</p> <p>C/3) Constructing a marketing strategy for a webcast</p> <p>C/4) Recognition of flaws in webcasts and finding solutions.</p> <p>C/5) Understanding the timing factor in producing a webcast.</p> <p>C/6) Realizing the budget aspect of producing a webcast.</p> <p>C/7) Obtaining the skill to write a script professionally for a webcast.</p>

<p>d) General and transferable skills</p>	<p>D/1) Scriptwriting skills. D/2) Marketing skills. D/3) Criticizing webcasts skills. D/4) Presentation skills D/5) Time keeping and framing skills D/6) Budgeting skills for webcasting</p>			
<p>4- Course contents:</p>	Week	Content	Study Hours	
			Theoretical	Practical
	1	The concept of webcasting.	3	
	2	Types of webcasting	3	
	3	The fields using webcasting.	3	
	4	The process of podcasting from subscription to upload.		6
	5	The obstacles of webcasting	3	
	6	The steps of creating a webcast		6
	7	How to make a successful webcast for free	1	4

	8	The effects of webcasting on the future of webcasting	6	
	9	Students' presentations of the best and worst webcasting sites		6
	10	Students' presentations of their final scripts and how they tailored them for webcasting		6
5- teaching and learning methods:	5/1) Lectures 5/2) Discussion 5/3) workshops 5/4) presentation (individual) 5\5) Dividing the students into working groups using the breakout rooms on the BlackBoard Platform			
6- Teaching and learning methods for limited skills students:	6/1) Content on CD 6/2) Gathering in groups with special needs students 6/3) Mid term makeup for absence excuse reason. 6/4 Make the exam in braille for blind students if it's difficult for them to be examined on the BlackBoard platform.			
7- Student assessment methods:				
a) Methods used:	7/a/1) Assignments to assess.			

	<p>7/a/2) Presentation to assess.</p> <p>7/a/3) Mid Term</p> <p>7/a/4) final Exam</p> <p>7/a/5) Participation</p>															
b) Assessment schedule:	<p>7/b/1) Assignment to identify the webcasting fields :week 3</p> <p>7/b/2) Presentation of best and worst webcasting sites: week 11</p> <p>7/b/3) Presentation of the final script for the webcast: week 12</p>															
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b) Essential books (text books)	Gulie, S.W. (2002). QuickTime for the Web: Second Edition. Morgan Kaufmann Publishers.															
c) Recommended book:	<p>Adair, S., & Eagle, S. (1999). <i>Information sources for the press and broadcast media</i>. London: Bowker-Saur.</p> <p>Adair, S., & Eagle, S. (1999). <i>Information sources for the press and broadcast media</i>. London: Bowker-Saur.</p>															

d) Scientific periods, websites, etc.	Journal of Internet and Information Systems
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Course Coordinator: Dr. Mahmoud Mehanna

Head of Department: Dr. Nermeen El-Azraq