



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM321	Title: Advanced newspaper reporting	Level: third level
No of studying units: 12 theoretical 2 / practical: 2		

2- Overall aims of course:	This course is designed to provide students with in-depth background information about using different reporting skills, and to increase understanding of the different skills of using quotations and attributions, as well as exposure to the new phenomena of investigative journalism.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define Quotations a/2 Describe Levels of quotations a/3 Read about attributions a/4 Recognize the nature of interviews a/5 State the main factors of informal polls a/6 Indicate the key elements in investigative report a/7 Identify the structure of the investigative report a/8 List the main points to build a good interview



	<p>a/9 Name the elements and questions in news piece</p> <p>a/10 Report the main key factors in the investigative reports</p> <p>a/11 Summarize the basic variables in statistical information</p> <p>a/12 Point out the necessity of using statistics in the news piece</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish a clear understanding of the necessity of quotations</p> <p>b/2 Confirm the ability of processing interviewing questions</p> <p>b/3 Compare between different political pieces</p> <p>b/4 Interpret the structure of the investigative reports</p> <p>b/5 Discuss the factors of informal polls</p> <p>b/6 Outline the questions need to be answered in statistical information</p> <p>b/7 Locate the most important factors in the investigative report</p> <p>b/8 Illustrate what makes a good interview</p> <p>b/9 Illustrate the structure of informal polls</p> <p>b/10 Relate the political issues to the investigative reporting</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Conduct investigative reports</p> <p>c/2 Prepare lists of questions for the sources in interviews</p> <p>c/3 Analyze the political news</p> <p>c/4 Match the information provided for investigative pieces</p> <p>c/5 Order the information given</p> <p>c/6 Use the quotations you have to build up a good story</p> <p>c/7 Develop a clear understanding of informal polls</p> <p>c/8 Use the social media to gather information that can help build up a investigative piece</p>
<p>d) General and transferable skills</p>	<p>D/1 Improve presentation skills</p> <p>D/2 Develop interviewing skills</p> <p>D/3 Enhance online researching skills</p> <p>D/4 Practice critical thinking</p> <p>D/5 Improve the ability to find information</p> <p>D/6 Point out the necessity to connect ideas and information together</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>Quotations</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Attributions</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Using statistics</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Informal polls</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Interviews</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>Interviews continued</td> <td>2</td> <td>2</td> </tr> <tr> <td>8</td> <td>Investigative Journalism</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>Investigative Journalism continued</td> <td>2</td> <td>2</td> </tr> <tr> <td>10</td> <td>Investigative Journalism continued</td> <td>2</td> <td>2</td> </tr> <tr> <td>11</td> <td>Investigative Journalism continued</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	Quotations	2	2	2	Attributions	2	2	3	Using statistics	2	2	4	Informal polls	2	2	5	Interviews	2	2	7	Interviews continued	2	2	8	Investigative Journalism	2	2	9	Investigative Journalism continued	2	2	10	Investigative Journalism continued	2	2	11	Investigative Journalism continued	2	2	12	Revision	2	2
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<p>5- teaching and learning methods:</p>	<p>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</p>																																																		



	<p>- Class activity.</p> <ol style="list-style-type: none"> 1. Writing notices about how the journalist uses statistics in writing news stories. 2. Writing news stories based on results of informal polls. 3. Select different ideas suitable for conducting investigative reports. 																
<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 facebook group 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.</p>																
<p>7- Student assessment methods:</p>																	
<p>a) Methods used:</p>	<p>7/A/1 Online 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>																
<p>b) Assessment schedule:</p>	<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): Week4 7/b/5 (Assignment 4) : Week 7 7/b/ 6(Assignment 5) : week 8 7/b/7 -Final Exam: Week 13</p> <table border="1" data-bbox="651 1465 1154 1843"> <thead> <tr> <th>Schedule</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>Week 6</td> <td>Mid-term</td> </tr> <tr> <td>Week 1,</td> <td>Assignment 1</td> </tr> <tr> <td>Week 3,</td> <td>Assignment 2</td> </tr> <tr> <td>Week 5</td> <td>Assignment 3</td> </tr> <tr> <td>Week 7</td> <td>Assignment 4</td> </tr> <tr> <td>Week 9</td> <td>Assignment 5</td> </tr> <tr> <td>Week 13</td> <td>Final exam</td> </tr> </tbody> </table>	Schedule	Assessment	Week 6	Mid-term	Week 1,	Assignment 1	Week 3,	Assignment 2	Week 5	Assignment 3	Week 7	Assignment 4	Week 9	Assignment 5	Week 13	Final exam
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c) Weighting assessments: of																
	<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 1, Week 3, Week 5 Week 7 Week 9</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 1, Week 3, Week 5 Week 7 Week 9	30%	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:	Power point presentations															
b) Essential books (text books)	Tim Harrower, Inside reporting (A practical Guide to the Craft of Journalism),McGraw-Hill, 2007															
c) Recommended book:	<ul style="list-style-type: none">- Tim Harrower, Inside reporting (A practical Guide to the Craft of Journalism),McGraw-Hill, 2009- The Entrepreneurial Journalist's Toolkit. Sara Kelly, 2015															
d) Scientific periods, websites, etc.	www.allacademic.com															

Course Coordinator: Dr. Hany Mohamed Ali

Head of Department: Prof. Dr. Nermeen Alazrak



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Course data: -١		
Code: COMM322	Title: Advanced newspaper writing	Level: Third
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Intended Learning Outcomes (ILOs)

a) Information and concepts

- a/1 Define interview conduction
- a/2 Describe politics topics'
- a/3 Read politics pieces
- a/4 Recognize the nature of speech telling
- a/5 State the main factors of speech writing
 - a/6 Indicate the key elements in sports writing
 - a/7 Identify the structure of the sports news
 - a/8 List the main points to build a science story
 - a/9 Name the elements and questions in crime piece
 - a/10 Report the main key factors in the news piece
 - a/11 Summarize the basic variables in a news photo
 - a/12 Point out the necessity of photo captions

b) Intellectual skills

- b/1 Distinguish a clear understanding of conducting an interview
- b/2 Confirm the ability of processing politics topics
- b/3 Compare between different politics pieces
- b/4 Interpret the structure of the speeches
- b/5 Discuss the factors of speech writing
- b/6 Outline the questions need to be answered in news piece
- b/7 Locate the most important factors in the news piece
- b/8 Illustrate what makes a good photo
- b/9 Illustrate the structure of catchy caption
- b/10 Relate the caption with the photo

c) Professional and practical skills concerned to the course

- c/1 Conduct interviews
- c/2 Prepare lists of questions for the sources
- c/3 Analyze the political news
- c/4 Match the information provided for news piece
- c/5 Order the information given
- c/6 Use the questions you have to build up a story
- c/7 Develop a clear understanding of writing crime story
- c/8 Use the social media to gather information that can help build up a news piece

d) General and transferable skills

- D/1 Improve presentation skills
- D/2 Develop interviewing skills
- D/3 Enhance online researching skills
- D/4 Practice critical thinking
- D/5 Improve the ability to find information
- D/6 Point out the necessity to connect ideas and information together

Course

Content:

Interviews

Writing politics



Writing politics continued
Writing speeches
Writing speeches continued
Writing Sports
Writing Science
Writing crimes
News Pictures
Writing Photo caption

Revision

Teaching and learning methods:

5/1 Lectures, 5/2 Discussion, 5/3 Dividing the students into working groups using the Breakout rooms feature on Blackboard platform, 5/4 Interaction between the students through participating in class activities.

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 platform.
6/3 Dividing them into small groups (if they existed)

Student assessment methods:

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

Course Coordinator: Dr/ Hany Mohamed Ali

Head of Department: Prof. Dr. Nermin Al Azrak



توصيف مقرر دراسي

جامعة: القاهرة
كلية: الإعلام
القسم: شعبة اللغة الانجليزية
العام الدراسي: ٢٠٢٠/٢٠٢١

١- بيانات المقرر:	
الرمز الكودي:	اسم المقرر: لغة عربية 1 COMM100
التخصص: عام	عدد الوحدات الدراسية: نظري: ٣ / عملي:

٢- هدف المقرر:	بنهاية هذا المقرر يكون الطالب قادرا على أن: التعرف على ضوابط تحرير النصوص والكتابة الصحيحة، والتعرف على بعض الموضوعات الأدبية مع إدراك توظيف مهارات القراءة والاستماع في إتقان الكتابة والتحدث بالعربية.
٣- المستهدف من تدريس المقرر: بنهاية هذا المقرر يكون الطالب قادرا على أن:	
أ- المعلومات والمفاهيم:	١/ يتعرف قواعد اللغة العربية الأساسية ٢/ يتعرف كيفية توظيف معرفته بقواعد اللغة العربية في كتابة المقالات بأنواعها. ٣/ يتعرف على طريقة تحليل النصوص الأدبية الشعرية. ٤/ يتعرف على كثير من الأخطاء اللغوية والنحوية والإملائية الشائعة. ٥/ يتعرف ضوابط تحرير النصوص وطرق الكتابة الإملائية السليمة الخالية من الأخطاء اللغوية والإملائية والأسلوبية. ٦/ يتعرف على كيفية قراءة النصوص الإعلامية قراءة جهرية صحيحة. ٧/ يتعرف على كيفية صياغة العبارات العددية بشكل صحيح. ٨/ يتعرف على قواعد رسم الهمزات. ٩/ التعرف على الأخطاء الشائعة في الكتابة الصحفية.
ب- المهارات الذهنية:	ب/١ يستنتج الأخطاء الإملائية و الأسلوبية و التركيبية الواردة في النصوص يصححها.

<p>ب/٢ استنتاج ضوابط تحرير النصوص وطرق الكتابة الإعلامية السليمة.</p> <p>ب/٣ يستنبط مواضع الأخطاء الشائعة في العمل الإعلامي.</p> <p>ب/٤ يستخرج الأفكار الرئيسية في المقالات و الأخبار و المواد الإعلامية لتلخيصها و إعادة صياغتها.</p> <p>ب/٥ يستنبط استراتيجيات الاقناع في العمل الإعلامي.</p>																																								
<p>ج/١ يطبق قواعد الكتابة الصحيحة في العمل الإعلامي.</p> <p>ج/٢ يصوب الكتابات و المواد الإعلامية بطريقة علمية صحيحة.</p> <p>ج/٣ يصوغ العبارات العددية بشكل صحيح ويطبق قواعد رسم الهمزات في العمل الإعلامي.</p> <p>ج/٤ يطبق مهارات التعرف على الأخطاء الشائعة في الكتابة الصحفية.</p> <p>ج/٥ يوظف المهارات اللغوية في إنتاج أو تحرير مادة إعلامية</p> <p>ب/٦ يوظف مهارات التلخيص و إعادة الصياغة في إعداد مادة إعلامية.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر:</p>																																							
<p>د/١ العمل بكفاءة ضمن فريق العمل.</p> <p>د/٢ استخدام مهارات الاتصال.</p> <p>د/٣ إدارة الوقت المتاح بكفاءة.</p> <p>د/٤ تطوير مهارات الكتابة في تخصصة في المجتمع.</p> <p>د/٥ تنمية التفكير الإبداعي و العصف الذهني.</p>	<p>د- المهارات العامة:</p>																																							
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عصف ذهني. ٣/١ الواجبات المنزلية. ٤/١ البحث عبر الإنترنت. ٥/١ تقسيم الطلاب إلى مجموعات عمل باستخدام غرف الاستراحة على منصة BlackBoard ٦/١																
١/٦- توفير المحتوى الدراسي على CD لسهولة تحويلها بطريقة برايل (طلاب مكفوفين). ٢/٦ تقسيمهم إلى مجموعات صغيرة (إن وجدوا). ٣/٦ في حالة تغيب البعض عن امتحان المنتصف يحدد لهم موعدًا آخر. ٤/٦ إجراء الاختبار بطريقة برايل للطلاب المكفوفين إذا كان من الصعب عليهم إجراء الاختبار على منصة BlackBoard.	٥- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة:															
٧- تقويم الطلاب:																
١/٧- الاختبار التحريري لمنتصف الفصل الدراسي ٢/٧- التكاليف الدراسية لتقييم قدرة الطالب على البحث والتقصي ٣/٧- المناقشة والمشاركة في المحاضرة ٤/٧- اختبار تحريري في نهاية الفصل الدراسي	أ- الأساليب المستخدمة:															
<table border="1"><thead><tr><th>التقييم</th><th>التوقيت</th></tr></thead><tbody><tr><td>التكاليف</td><td>تكليف ١: الأسبوع الرابع. تكليف ٢: الأسبوع الثامن.</td></tr><tr><td>الميدترم</td><td>الأسبوع السادس</td></tr><tr><td>اختبار نهاية الفصل الدراسي</td><td>الأسبوع ١٣</td></tr></tbody></table>	التقييم	التوقيت	التكاليف	تكليف ١: الأسبوع الرابع. تكليف ٢: الأسبوع الثامن.	الميدترم	الأسبوع السادس	اختبار نهاية الفصل الدراسي	الأسبوع ١٣	ب- التوقيت:							
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الميدترم	الأسبوع السادس															
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<p>- الصواب اللغوي، د. إبراهيم صفوة - محاضرات في توظيف المهارات اللغوية في العمل الإعلامي، د. صفوت صالح.</p>	
<p>http://www.brill.com/journal-arabic-literature</p>	<p>د- دوريات علمية أو نشرات... إلخ</p>

أستاذ المادة : د. علاء رأفت و د. حمودة المصري رئيس مجلس القسم العلمي : أ.د. شيماء ذو الفقار





Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021-2022

course specifications

• Course data:		
Code: COMM105	Title: Business Communication	Level: first
No of studying units:		
Theoretical: 3	/ practical:	

• Overall aims of course:	<u>After finishing this course the student will be able to :</u> Gain the information skills of business communication, besides the intellectual skills of the flow of communication between levels of business sectors and how they deal with each other, also gain practical skills of how after graduating he can easily work using this information about business sectors and its communication levels.
• Intended learning outcomes of course (ILOs)	
• Information and concepts	a.1. Explain the definitions of business communication. a.2. illustrate purpose and nature of communication. a.3. Demonstrate channels of business communication (upward, downward, horizontal and vertical)



	<p>a.4. order different levels of business communication.</p> <p>a.5. compare different sectors of business (governmental Vs private)</p> <p>a.6. Develop perception and its concepts.</p> <p>a.7. Use encoding and decoding skills.</p> <p>a.8. explain Feedback and its usage.</p> <p>a.9 explain the hierarchy and flow of communication within any organization.</p> <p>a.10 Differentiate between the nature of organizations and the kinds of sectors.</p> <p>a.11 Discuss the market share.</p> <p>a.12 Demonstrate the guidelines to a successful business communication strategies.</p>
<ul style="list-style-type: none">• Intellectual skills	<p>b.1– Analyze business sectors and types.</p> <p>b.2- Detect plans of flow of communication within any business sector.</p> <p>b.3- Examine levels of communication within organizations.</p> <p>b.4- Differentiate between upward and downward communication, horizontal and vertical ones.</p> <p>b.5- Improve communication within business sectors.</p>
<ul style="list-style-type: none">• Professional and practical skills concerned to the course	<p>c.1- Improve his skills of communication.</p> <p>c.2- Manage communication among different levels.</p> <p>c.3- Improve perception and apply its concepts.</p> <p>c.4- Formulate feedback and its usage.</p> <p>c.5- Apply business communication strategies.</p>



<ul style="list-style-type: none"> General and transferable skills 	<ul style="list-style-type: none"> d.1- Use the internet to collect data about business communication. d.2- work within a group to enhance the spirit of team work. d.3- present reports and researches about business communication, levels of communication, perception and feedback. d.4- discuss and compare different levels of communication in different types of business sectors. 		
<ul style="list-style-type: none"> Course contents: 	week	subjects	hour
	1	Definitions of business communication and difference between business communication and business sector	3
	2	Methods of business communication (mails, web, reports, telephone meetings etc)	3
	3	Nature and purpose of communication with examples	3
	4	Influences of behavior (reinforcing Vs aversive stimuli)	3
	5	levels of communication (superior Vs subordinate, upward vs. downward, horizontal vs. vertical)	3
	7	7 Myths and realities about nature of communication	3
	8	7 Myths and realities about nature of communication (continued)	3
	9	variables of communication process and characteristics of effective feedback	3



	10	Encoding and decoding skills	3
	11	Perception and its concepts	3
	12	Revision	3
<ul style="list-style-type: none"> teaching and learning methods: 	5.1- Lectures 5.2- Discussions 5.3- PowerPoint presentations 5.4- class work exercises 5.5- projects		
<ul style="list-style-type: none"> Teaching and learning methods for limited skills students: 	6.1- provide the content on a CD to be easy to change it to Braille method (for blinds) 6.2- dividing them to groups (if exist) 6.3- In case of absence in midterm, provide an incomplete exam for them.		
<ul style="list-style-type: none"> Student assessment methods: 			
<ul style="list-style-type: none"> Methods used: 	7.1- Assignments 7.2- midterm exam 7.3- discussions in the lectures 7.4 class work and projects		
<ul style="list-style-type: none"> Assessment schedule: 	Assignment 1 (week 2) Assignment 2 (week 3) Assignment 3 (week 4) Project (week 5 and 6) Assignment 4 (week 8) Assignment 5 (week 9) Assignment 7 (week 10)		
<ul style="list-style-type: none"> Weighting of Assessment 	Evaluation	Schedule	Percentage



	Midterm exam or(project)	Week 6	20%
	Assignments and C.W	Week 2,3,4,8,9,10	30%
	Final exam	Week 13	50%
	Total		100%
• List of references:			
• Course notes:	PowerPoint presentations and notes		
• Essential books (text books)	Business and Administrative Communication 9th Edition by Kitty Locker (Author), Donna Kienzler (Author) 11 th edition		
• Recommended book:	Improving Business Communication Skills, Deborah Britt Roebuck, <i>Kennesaw State College</i>		
• Scientific periods, websites, etc.	http://job.sagepub.com		

Course Coordinator : Dr. Hayat Badr

Head of Department : Prof.Dr. Nermeen 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 203	Title: Communication Research Methods	Level: 2 nd level
No of studying units: Theoretical: 2 / practical: 2		

2- Overall aims of course:	This course aims at teaching students the process of scientific research and the steps it encompasses. Also it aims at teaching them how follow the principles of ethics in scientific research.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1- Acquire general knowledge of academic research specialized in the different types of Mass Media. a/2- List different steps to carry out scientific research. a/3- Identify research problems. a/4- Define literature review. a/5- Identify qualitative research methods. a/6- List the advantages and disadvantages of survey. a/7- List the basic principles of questionnaire design. a/8- List the types of samples. a/9- Define independent and dependent variables. a/10- Define concepts and constructs. a/11- Identify the levels of measurements. a/12- Identify the principles of ethics in scientific research.
b) Intellectual skills	b/1- Explain the basics of communication research and public opinion polls. b/2- Discuss the steps of scientific research and how to select the research problem. b/3- Explain the importance of literature review. b/4- Discuss qualitative research methods. b/5- Explain the advantages and disadvantages of survey and how to construct questions in a questionnaire. b/6- Explain the types of samples. b/7- Distinguish between independent and dependent variables and between concepts and constructs. b/8- Distinguish between the different levels of measurement. b/9- Explain the principles of ethics in scientific research.



<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Apply ways of conducting research proposals. c/2- Conduct survey research on small samples of respondents. c/3- Apply the steps of scientific research. c/4- Apply qualitative research methods. c/5- Conduct ethically-based scientific research.</p>																																										
<p>d) General and transferable skills</p>	<p>d/1- Develop research and analytical skills. d/2- Practice creative thinking and brainstorming. d/3- Develop presentations skills. d/4- Improve skills of writing for scientific research.</p>																																										
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Topics</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretic al</th> <th>Practic al</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to research</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Steps of scientific research</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Selecting the research problem</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Importance of literature review</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Qualitative research methods</td> <td>2</td> <td>2</td> </tr> <tr> <td>6</td> <td>Advantages and disadvantages of survey</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>Questionnaire design and constructing questions</td> <td>2</td> <td>2</td> </tr> <tr> <td>8</td> <td>Types of samples</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>Independent and dependent variables</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Topics	Studying Hours		Theoretic al	Practic al	1	Introduction to research	2	2	2	Steps of scientific research	2	2	3	Selecting the research problem	2	2	4	Importance of literature review	2	2	5	Qualitative research methods	2	2	6	Advantages and disadvantages of survey	2	2	7	Questionnaire design and constructing questions	2	2	8	Types of samples	2	2	9	Independent and dependent variables	2	2
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10	The difference between concepts and constructs	2	2										
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5- teaching and learning methods:	5/1- PowerPoint Lectures. 5/2-Assignments. 5/3- Project. 5/4- In-Class Discussions.												
6- Teaching and learning methods for limited skills students:	6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Being available to re-explain topics during the office hours, if needed. 6/3- Dividing students into working groups. 6/4- Providing the students with the course content on the Facebook group.												
7- Student assessment methods:													
a) Methods used:	7/a/1- Midterm exam. 7/a/2- Assignments. 7/a/3- Project. 7/a/4- Final exam.												
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>6th week</td> </tr> <tr> <td>Assignments</td> <td>7th, 8th & 9th weeks</td> </tr> <tr> <td>Project</td> <td>12th week</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> </tr> </tbody> </table>	Assessments	Time	Midterm exam	6 th week	Assignments	7 th , 8 th & 9 th weeks	Project	12 th week	Final exam	13 th week		
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Assessment	Time	Weighting											



	Midterm exam	6 th week	20%	
	Assignments	7 th , 8 th & 9 th weeks	30%	
	Project	12 th week		
	Final exam	13 th week	50%	
	Total	100%		
8- List of references:				
a) Course notes:	PowerPoint lectures.			
b) Essential books (text books)	Wimmer, R., & Dominick, J. (2009). <i>Mass Media research: An introduction, 9th edition</i> . Boston: Wadsworth Cengage Learning.			
c) Recommended book:	1.1 Berger, A. (2015). <i>Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, 4th edition</i> . SAGE Publications, Inc.			
d) Scientific periods, websites, etc.	Journal of Communication.			

Course Coordinator: Prof. Dr. Shimaa Zolfaqar

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: COMM302	Title: Theories of Comm.	Level: 3 rd level
	No of studying units: Theoretical: 2 / practical:1	

2- Overall aims of course:	After finishing this course, the students will be able to understand the fundamental theories in mass communication field and use it effectively in academic research papers.
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3- Intended learning outcomes of course (ILOs)

a) Information and concepts	<p>a/1 To know the main theories in Mass Media.</p> <p>a/2 To recognize the theoretical frameworks applied in academic researches.</p> <p>a/3 Identify different Communication Models and Theories.</p> <p>a/4 Distinguish between the different types of variables.</p> <p>a/5 Acquire the knowledge of media effects theories.</p> <p>a/6 To know the different trends in addressing media effects on audience from powerful to limited to moderate effects.</p> <p>a/7 To identify several theoretical frameworks explaining communication process.</p> <p>a/8 To Understand the main differences between theories used in Mass Communication field.</p> <p>a/9 To List the main concepts of the Mass media theories.</p> <p>a/10 To distinguish between the models of the Mass Media field.</p> <p>a/11 To acquire the basic assumptions of the theories used in the Mass Media field.</p> <p>a/12 To distinguish the difference between the theory, model and approach.</p>
b) Intellectual skills	<p>b/1 To interpret communication theories in relation to their everyday life.</p> <p>b/2 To distinguish between various effects of mass media.</p>



	<p>b/3 To Illustrate concepts, theories and debates.</p> <p>b/4 To evaluate theoretical models and methodologies through independent study and research;</p> <p>b/5 Critically analyze findings of academic researches.</p> <p>b/6 Interpret an appropriate research topic and theoretical framework</p>										
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 To apply theories on their communication practices.</p> <p>c/2 To report methods used in academic researches.</p> <p>c/3 To demonstrate their understanding by doing presentations about theories.</p> <p>c/4 To Evaluate work undertaken in a reflective manner with reference to appropriate debates and conventions.</p> <p>c/5 To criticize the theories used in academic researches.</p> <p>c/6 Develop arguments using evidence taken from reading, research and practice;</p>										
<p>d) General and transferable skills</p>	<p>D/1 To develop research skills.</p> <p>D/2 To improve presentation skills</p> <p>D/3 To develop their analytical skills</p> <p>D/4 To Work effectively as an individual as well as part of a production team;</p> <p>D/5 To 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>What do we mean by communication and theory</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	What do we mean by communication and theory	2	1
Week	Content			Studying Hours							
		Theoretical	Practical								
1	What do we mean by communication and theory	2	1								



	2	Media effects theories	2	1
	3	Uses & Gratifications theory	2	1
	4	Mood management theory	2	1
	5	Cultivation theory	2	1
	6	Midterm Exam	2	1
	7	Agenda setting theory	2	1
	8	Third person effect theory	2	1
	9	Social cognitive theory	2	1
	10	Social learning theory	2	1
	11	Group presentation, with critical reviews from the doctor and colleagues	3	-
	12	Revision	3	-

5- teaching and learning methods:	<p>5/1 lectures</p> <p>5/2 Dividing the students into working groups using the breakouts on Blackboard platform</p> <p>5/3 Educational videos</p> <p>5/4 Discussion</p>
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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>
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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 research and investigate</p> <p>7/A/3 Discussion and participation in the lectures</p> <p>7/A/4 Project</p> <p>7/A/5 Written Final Exam</p>
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b) Assessment schedule:	<table border="1"> <tr> <th>Week</th> <th>Assignment</th> </tr> </table>	Week	Assignment
Week	Assignment		



	Week 2	Assignment 1															
	Midterm	Week 5															
	Group Projects	Week 9															
	Final exam	Week 11															
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>Week2, Week 3, Week 5, Week 7, Week 8</td><td>30%</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	Mid-Term Exam	Week 6	20%	Class Work as Assignments and Participation	Week2, Week 3, Week 5, Week 7, Week 8	30%	Final Exam	Week 13	50%	Total		100%	
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8- List of references:																	
a) Course notes:	PowerPoint presentations																
b) Essential books (text books)	Graffin, E. (2009) A first Look at Communication Theory.																
c) Recommended book:	Global Communication: Theories, Stakeholders, and Trends, 3rd ed., McPhail, Thomas L. (2011). Oxford, UK: Blackwell Publishing. Understanding communication theory: A beginner's guide																
d) Scientific periods, websites, etc.	Relationship between theory and research: Robert Bostrom," Theories, Data and communication Research, "Communication Monographs, Vol70,2003.pp.275-294.																

Course Coordinator: Dr. Radwa Saad

Head of Department: Prof. Dr. Nermine Al Azrak





Templates for course specifications

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

course specifications

9- Course data:		
Code: COMM 104	Title: Computer Essentials	Level: first level
No of studying units: 3 Theoretical: 3 / practical:		

10- Overall aims of course:	At the end of the course the student will be able to: acquire knowledge skills related to computer applications and hardware, and recognize basic applications used in media field.
11- Intended learning outcomes of course (ILOs)	
e) Information and concepts	A/1 name computer components A/2 Recognize the different computer applications in mass media A/3 define computer operating system A/4 illustrate hardware and software A/5 identify scanner, printer A/6 identify computer, laptop, tablet A/7 recognize word processing software A/8 recognize storage systems A/9 list the benefits of internet A/10 recognize multi media and internet. A/11 illustrate digital camera A/12 identify computer networks
f) Intellectual skills	B/1 illustrate computer components b/2 illustrate operating systems. b/3 realize computer hardware and software b/4 compare between scanner and printer b/5 explain word processing software b/6 explain multimedia and internet b/7 explain digital camera b/8 Gain a profound understanding of computer networks



<p>g) Professional and practical skills concerned to the course</p>	<p>C/1 apply word processing software. C/2 use computer application in good manner. C/3 understand new tendency in computer field. c/4 Conduct plans, campaigns and designs using different computer applications and programs c/5 use storage systems, printer, laptop, internet</p>																														
<p>h) General and transferable skills</p>	<p>D/1 Develop and enhance teamwork and time management skills D/2 Develop presentations skills D/3 Develop/Improve web surfing and computing skills D/4 Practice creative thinking and brainstorming</p>																														
<p>12- Course contents:</p>	<table border="1"> <thead> <tr> <th>week</th> <th>Topic</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Computer components.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Computer basic application.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Operating systems</td> <td>3</td> </tr> <tr> <td>4</td> <td>Hardware and Software</td> <td>3</td> </tr> <tr> <td>5</td> <td>scanner, printer, computer, laptop, tablet</td> <td>3</td> </tr> <tr> <td>6</td> <td>scanner, printer, computer, laptop, tablet</td> <td>3</td> </tr> <tr> <td>7</td> <td>Applications of word processing</td> <td>3</td> </tr> <tr> <td>8</td> <td>Storage systems</td> <td>3</td> </tr> <tr> <td>9</td> <td>Internet basics</td> <td>3</td> </tr> </tbody> </table>	week	Topic	Hours	1	Computer components.	3	2	Computer basic application.	3	3	Operating systems	3	4	Hardware and Software	3	5	scanner, printer, computer, laptop, tablet	3	6	scanner, printer, computer, laptop, tablet	3	7	Applications of word processing	3	8	Storage systems	3	9	Internet basics	3
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<p>5- teaching and learning methods:</p>	<p>5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups 5/4 Interaction between the students through participating in class activities 5/5 Dividing the students into working groups using the breakout rooms on the Blackboard platform</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 facebook group 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</p>									
<p>7- Student assessment methods:</p>										
<p>d) Methods used:</p>	<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>									
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	<p>7/b/ 6(Assignment 5) : week 8 7/b/7 -Final Exam: Week 13</p> <table border="1"> <tr><td>Week 1</td><td>Assignment</td></tr> <tr><td>Week 2</td><td>Assignment</td></tr> <tr><td>Week 4</td><td>Assignment</td></tr> <tr><td>Week 6</td><td>Mid term exam</td></tr> <tr><td>Week 7</td><td>Assignment</td></tr> <tr><td>Week 8</td><td>Assignment</td></tr> <tr><td>Week 13</td><td>Final exam</td></tr> </table>	Week 1	Assignment	Week 2	Assignment	Week 4	Assignment	Week 6	Mid term exam	Week 7	Assignment	Week 8	Assignment	Week 13	Final exam	
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<p>8- List of references:</p>																
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<p>g) Recommended book:</p>	<p>Wilson, K. (2016). Essential Computing: Concepts of ICT (Computer Essentials).</p>															
<p>h) Scientific periods, websites, etc.</p>	<p>Journal of Computer, Science and Technology.</p>															

Course Coordinator :Dr. Mostafa Yaacoub

Head of Department : Dr. Nermin AlAzrak



Templates for course specifications

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

course specifications

1- Course data:		
Code: COMM 343	Title: Consumer Behavior	Level: Third level
No of studying units: 3 Theoretical: 2 / practical: 2		

Intended Learning Outcomes (ILOs)

a) Information and Concepts

- A/1 identify basic consumer behavior concepts
- A/2 describe human needs system
- A/3 list internal factors that affect consumer attitudes & purchasing decision process
- A/4 list external factors that affect consumer attitudes & purchasing decision process
- A/5 Illustrate consumer motivations and dynamics
- A/6 Describe types of buying behavior
- A/7 Identify the correct target market and campaign objectives
- A/8 Identify The changes in the practice of consumer behavior
- A/9 List the different segmentation methods
- A/10 identify role of message and medium to achieve objectives of Consumer Behavior campaigns
- A/11 Introduce cases of Consumer Behavior campaigns
- A/ 12 identify the role of culture in shaping consumer perception and behavior

b) Intellectual skills

- B/1 Distinguish between various consumer behaviors definitions and concepts
- B/2 Differentiate between the different Types of buying behavior
- B/3 Investigate the changes in consumer behavior developments over time.
- B/4 Discuss most appropriate & relevant target market
- B/5 Explain the factors affecting consumer perceptions
- B/6 Discuss the relevancy between campaigns approaches and consumer behavior

c) Professional and practical skills concerned to the course

- c/1 Examine past campaigns and consumer attitudes towards them.
- C/2 Analyze market situation



- C/3 Conduct a SWOT analysis
- C/4 Apply segmentation approaches in campaign
- C/5 Analyze factors that impact Consumer Behavior
- C/6 Craft marketing strategies that fit the target market

d) General and transferable skills

- d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.
- d/2 Use the internet in collecting data about the company, previous campaign, market insights
- d/3 Discuss and analyze all the new trends in consumer behavior
- d/4 enhance and develop communication and presentation skills

Course Content:

1. intro.
2. Factors & influences
3. Buying behavior
4. Segmentation
5. Cross culture
6. Group influences
7. Perception
8. Interpretation
9. Final presentation

Teaching and learning methods:

5/1 Lectures 5/2 Discussions & brain storming 5/3 Showing students and analyzing various consumer behaviors towards campaigns 5/4 Divide students into working groups using breakout rooms on Blackboard online platform 5/5 Power point presentations

Teaching and learning methods for limited skills students:

6/1 Make-up midterm exams for those who miss the exam in its original date (with an acceptable excuse) 6/2 Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for blind students) 6/3 Oral assignments 6/4 Dedicating time for questions and re-explaining parts they don't understand 6/5 Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard

Student assessment methods:

7/1 In class discussions and analysis during the lectures 7/2 Midterm project 7/3 Consumer behavior project presentation 7/4 Written Final Exam

Course Coordinator: Prof. Dr. Yasser Tawfik
Prof. Dr. Nermeen AlAzrak

Head of Department:



Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM413	Title: E-Marketing	Level: Forth
No of studying units: 12 Theoretical: 1.5/ practical: 3		

2- Overall aims of course:	E-Marketing course aims to identify the use of social media, online tools, and e-marketing in the practice of advertising and strategic communication. It seeks to create an insightful understanding of steps of e-marketing campaign planning process. It works on helping the students to use different tools of e-marketing within different campaigns effectively to reach the target audience.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Define online marketing and its different tools. a/2 Describe how to build a successful foundation. a/3 Illustrate the steps and phases of planning an online marketing website. a/4 Outline the stages and elements of building an online marketing website. a/5 State how to conduct content marketing. a/6 Illustrate search-engine marketing.



	<p>a/7 Explain search-engine optimization.</p> <p>a/8 Discuss an overview about social marketing.</p> <p>a/9 Explain blogging, types of blogs, and their uses in e-marketing.</p> <p>a/10 Describe online advertising.</p> <p>a/11 Explain the difference between offline and online advertising.</p> <p>a/12 Identify e-mail marketing.</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish the advantages of online marketing has on offline marketing.</p> <p>b/2 Interpret the challenges of building a website for online marketing.</p> <p>b/3 Compare content marketing techniques.</p> <p>b/4 Describe the role search-engines play in online marketing.</p> <p>b/5 Illustrate steps of the research necessary to create a successful e-marketing campaign.</p> <p>b/6 Interpret the difference between social and commercial e-marketing.</p> <p>b/7 Compare the pros and cons of using different e-marketing tools. (e.g., blogs, email, search-engine, or social media)</p> <p>b/8 Explain the difference between the different types of blogs.</p> <p>b/9 Relate different assessment methods to the various online marketing tools used in a campaign.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Utilize different online marketing tools.</p> <p>c/2 Build an online marketing website.</p> <p>c/3 Create blogs that best serve e-marketing campaigns.</p> <p>c/4 Create a search engine optimized content.</p> <p>c/5 Use email and social media to promote an idea or a product online.</p>
<p>d) General and transferable skills</p>	<p>d/1 Develop organizational and coordination skills.</p> <p>d/2 Develop teamwork, time management, and peer evaluation skills.</p> <p>d/3 Develop presentations skills.</p>



	d/4 Improve analytical skills. d/5 Develop online marketing skills. d/6 Practice creative thinking and brainstorming																																		
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 Online Marketing</td><td>1.5</td><td>3</td></tr><tr><td>2</td><td>Building Foundation</td><td>1.5</td><td>3</td></tr><tr><td>3</td><td>Planning An Online Marketing Website</td><td>1.5</td><td>3</td></tr><tr><td>4</td><td>Building A Site for Online Marketing</td><td>1.5</td><td>3</td></tr><tr><td>5</td><td>Content Marketing</td><td>1.5</td><td>3</td></tr><tr><td>7</td><td>Search Engine Marketing</td><td>1.5</td><td>3</td></tr><tr><td>8</td><td>Social Marketing</td><td>1.5</td><td>3</td></tr></tbody></table>	Week	Content	Studying Hours		Theoretical	practical	1	What is Online Marketing	1.5	3	2	Building Foundation	1.5	3	3	Planning An Online Marketing Website	1.5	3	4	Building A Site for Online Marketing	1.5	3	5	Content Marketing	1.5	3	7	Search Engine Marketing	1.5	3	8	Social Marketing	1.5	3
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a) Course notes:	8/a/1 Oral lectures.																			
b) Essential books (text books)	8/b/1 Chaffey, D., & Smith, P. R. (2008). E-Marketing Excellence: Planning and optimizing your digital marketing. Amsterdam: Butterworth-Heinemann.																			
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	8/d/1 Batesole, B. (2016). Online Marketing Fundamentals. Retrieved November 29, 2016, from https://www.lynda.com/Analytics-tutorials/Online-Marketing-Fundamentals/188429-2.html
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Course Coordinator:Dr. Maha Bahnasy
Head of Department:Prof. Dr. Nermeen 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 312	Title: Communication Technology	Level: Third Level
No of studying units: Theoretical: 3 / Practical: -		

2- Overall aims of course:	By the end of this course, the students should be able to outline historical development and evolution of different communication technology means and usage, and to illustrate the new technologies in Media, their use and effect on life.
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 development of communication technology a/2 identify the development of communication technology from telephone line to mobile phones a/3 identify the ISDN a/4 understand the functions and mechanisms of submarine cables a/5 know the basics of microwave electromagnetic radiation and stations usage in data transferring a/6 illustrate the satellite a/7 illustrate the usage of laser in different means of applications a/8 recognize VOIP: Voice over Internet Protocol and it's methodology for the delivery of voice communications and multimedia sessions a/9 understand the new technology of



	<p>IPTV/HDTV</p> <p>a/10 understand the function and usage of Infrared and Bluetooth</p> <p>a/11 List the benefits of Wi-Fi and Wimax in new era of communication technology</p> <p>a/12 Recognize the different computer applications in mass media</p>
b) Intellectual skills	<p>b/1 Interpret the basics of telephone line and mobile operation</p> <p>b/2 compare between submarine cables and microwave</p> <p>b/3 realize the effect of new technology on Satellite functions and mechanisms</p> <p>b/4 recognize the difference between satellite and HDTV and their usage in new technological age</p> <p>b/5 Develop a thorough understanding of various infrared, Bluetooth, Wifi and Wimax</p> <p>b/6 explain the difference in our everyday life caused by Digitization and communication technology applications</p> <p>b/7 discuss the latest types of communication technology in Egypt</p> <p>b/8 compare between various types of communication technology</p>
c) Professional and practical skills concerned to the course	<p>c/1 trace the relationship between communication technology and age.</p> <p>c/2 demonstrate how each means of communication technology works.</p> <p>c/3 analyze the historical development of communication technology from early decades to nowadays.</p> <p>c/4 list the benefits of communication technology methodology for the delivery of audio, video communications and multimedia sessions</p> <p>c/5 Conduct plans, campaigns and designs using different computer applications and programs</p>
d) General and transferable skills	<p>D/1 Develop and enhance teamwork and time management skills</p> <p>D/2 Develop presentations skills</p>

	<p>D/3 Develop/Improve web surfing and computing skills D/4 Practice creative thinking and brainstorming</p>																																							
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	<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>										
<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</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 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).</p> <p>6/5 Make the exam in braille for blind students, if it's difficult for them to be examined on the Blackboard platform.</p>										
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<p>a) Methods used:</p>	<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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c) Weighting of assessments:	Evaluation	Schedule	Percentage
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	Class Work as Assignments and Participation	Week 1	30%
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		Week 7	
Week 8			
Final Exam	Week 13	50%	
Total	100%		
8- List of references:			
a) Course notes:	Powerpoint presentations		
b) Essential books (text books)	Ohm, J. (2004) Multimedia Communication Technology: Representation, Transmission and Identification of Multimedia Signals, Springer science and business media		
c) Recommended book:	Communication Technology, Mohamed Taymour.		
d) Scientific periods, websites, etc.	Journal of New media and society		

Course Coordinator: Dr. Radwa Saad

Head of Department: Prof. Dr. Nermeen Alazrak





Templates for course specifications

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

course specifications

13- Course data:		
Code:COMM431	Title:Radio and TV Drama	Level:fourth level
	No of studying units: 3h Theoretical: theoretical 2/ practical: 2	

14- Overall aims of course:	At the end of the course the students acquire the basic knowledge skill to transfer a story, novel or verse into a visual or audio drama. The students will be capable of writing a script, drawing a storyboard to produce a professional short film with low budget according to the stages of scriptwriting, they will also be able to identify the dramatic structure and the roles of the director.
15- Intended learning outcomes of course (ILOs)	
i) Information and concepts	<ul style="list-style-type: none"> a/1) Recognizing the historical and origins of drama. a/2) Understanding the stages of scriptwriting. a/3) Obtaining the knowledge of the dramatic structure. a/4) Making brainstorm to select an idea for drama. a/5) The Delineating of character. a/6) The Developing of the dialogue. a/7) Writing dialogue for different characters a/8) Applying shooting script. a/9) Settingshooting lists for production a/10) Highlighting the different formats of Drama a/11) Identifying movies and screenplays a/12) Introducing the role of the director in Drama



<p>j) Intellectual skills</p>	<p>b/1) Analyzing the dramatic structure of the film (opening scene, rising action, falling action). b/2) Understanding the theme/thought of the film b/3) Realizing the process message of the film and Capability to criticize the film based on the plot b/4) Criticizing dialogue and screenplays b/5) Criticizing directors b/6) Recognition of the different types of plot. b/7) Knowing the different types of the conflict. b/8) Differentiate between the dramatic text and dramatic performance (subtext)</p>														
<p>k) Professional and practical skills concerned to the course</p>	<p>c/1) Acquiring oral presentation of making film. c/2) Capability to produce a short film with low budget. c/3) Constructing the scenes (Proxemics, camera movement, lens perspectives and characteristics, camera angles, Focus) c/4) Recognition how to set the sequence of the film. c/5) Understanding the importance of the obligatory scene. c/6) Realizing to adopt & present a point of view via drama. c/7) Obtaining the skill to make a story board and write script professionally.</p>														
<p>l) General and transferable skills</p>	<p>D-1- Scriptwriting & dramatic structure skills. D-2- Directing drama skills. D-3- Criticizing drama skills. D-4- Presentation skills (theme/log line, premise, outline.) D-5- Production of drama. (short films) D-6-Knowing the Crew's responsibilities. (the director, the associate director, the production manager, the PA, the LD, etc...)</p>														
<p>16- 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>The concept of drama</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>The Elements of drama</td> <td>3</td> <td></td> </tr> </tbody> </table>	Week	Content	Study Hours		Theoretical	Practical	1	The concept of drama	3		2	The Elements of drama	3	
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2	The Elements of drama	3													

	3	The elements of Drama	3		
	4	Watching film & Analyzing the film according to the elements of Drama.		6	
	5	The stages of Scriptwriting	2	2	
	7	The story board Students' presentation of their ideas to make short film	1	4	
	8	The dramatic structure	3		
	9	Watching film & analyzing the film according to the dramatic structure Students' presentation of the story board & script.		6	
	10	The Dialogue	3		
	11	The Role of the Director	3		
	12	Student's presentation to the final visual/audio production.		6	
	17- teaching and learning methods:	5/1) Lectures 5/2) Discussion 5/3) workshops 5/4) presentation (groups) 5/5) Dividing students into working groups using the breakout rooms feature on the Blackboard platform.			
	18- Teaching and learning methods for limited skills students:	6/1) Content on CD 6/2) One to One meetings with students who had special cases 6/3) Mid-term makeup. 6/4) Make the exam in braille for blind students if it is difficult for them to be examined on the Blackboard Platform.			



19- Student assessment methods:			
g) Methods used:	7/A/1) Assignments to assess. 7/A/2) Presentation to assess (storyboard& script). 7/A/3) short films to analyze. 7/A/4) Mid Term 7/A/5) final Exam 7/A/6) Participation		
h) Assessment schedule:	7/b/1) Midterm: week 6 7/b/2) Assignment 2: week 4 7/b/3) Assignment 3: week 9 7/b/3) presentations: week 12		
i) Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-term Exam	Week 6	20%
	Class work as Assignments and participation	Week 4, 5, 9, 12	30%
	Final Exam	Week 13	50%
	Total	100%	
20- List of references:			
i) Course notes:	Power Point Presentations		
j) Essential books (text books)	Steve wetton. Writing TV Scripts. (UK: The Baskerville Press Ltd. 2005). (
k) Recommended book:	The Digital Filmmaking Handbook by <i>Sonja Schenk</i> (2015)		



1) Scientific periods, websites, etc.	http://www.arabfilmtvschool.edu.eg/
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Course Coordinator: Dr. Noha Atef

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: COMM432	Title: Radio & Television Performance	Level: Fourth level
No of studying units: 3		
Theoretical: 3 / practical:		

2- Overall aims of course:	To prepare students to work in the field of radio and television presenting, improve presentation skills verbal and non – verbal.
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 Describe the announcer a/2 Identify presentation skills a/3 Point the announcer mistakes a/4 Describe how to prepare yourself and the interview a/5 List the different types of questions used in interviews a/6 Recognize how to be a charismatic announcer a/7 State how to be charming a/8 Describe how to build your self confidence a/9 Identify the use of non-verbal communication a/10 Describe the best and worst guests a/11 Recognize the etiquette rules a/12 Identify the art of interviewing
b) Intellectual skills	b/1 Experiment the presentation skills b/2 Distinguish good and bad announcers b/3 Discuss the preparation of an interview b/4 Illustrate the different types of questions used in interviews b/5 Discuss how to be charismatic and charming announcer b/6 Distinguish the best and worst guests
c) Professional and practical skills concerned to the course	c/1 Prepare the student to be a good announcer c/2 Apply verbal and non-verbal communication interviews c/3 Develop the students' self confidence c/4 Use different presentation skills c/5 Apply etiquette rules
d) General and transferable skills	d/1 Develop and enhance teamwork and time management skills



	<p>d/2 Develop presentations skills d/3 Develop research and analytical skills d/4 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>Who is the announcer</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Presentation skills</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>Announcer mistakes</td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>Preparing yourself and the interviews</td> <td>3</td> <td></td> </tr> <tr> <td>5</td> <td>Types of questions</td> <td>3</td> <td></td> </tr> <tr> <td>7</td> <td>How to be charismatic announcer</td> <td>3</td> <td></td> </tr> <tr> <td>8</td> <td>How to be charming</td> <td>3</td> <td></td> </tr> <tr> <td>9</td> <td>How to build your self confidence</td> <td>3</td> <td></td> </tr> <tr> <td>10</td> <td>How to use the body language / eye contact / hand gestures and voice tone effectively</td> <td>3</td> <td></td> </tr> <tr> <td>11</td> <td>Best and worst guests</td> <td>3</td> <td></td> </tr> <tr> <td>12</td> <td>Etiquette rules</td> <td>3</td> <td></td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	Who is the announcer	3		2	Presentation skills	3		3	Announcer mistakes	3		4	Preparing yourself and the interviews	3		5	Types of questions	3		7	How to be charismatic announcer	3		8	How to be charming	3		9	How to build your self confidence	3		10	How to use the body language / eye contact / hand gestures and voice tone effectively	3		11	Best and worst guests	3		12	Etiquette rules	3	
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	5/4 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 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 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 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"> <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>1</td> </tr> <tr> <td>Assignment 2</td> <td>3</td> </tr> <tr> <td>Assignment 3</td> <td>8</td> </tr> <tr> <td>Final Exam</td> <td>13</td> </tr> </tbody> </table>			Assessment	Week	Mid-term Exam	6	Assignment 1	1	Assignment 2	3	Assignment 3	8	Final Exam	13			
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c) Recommended book:	The TV's Presenter Career Handbook: To Market Yourself in TV Presenter by <i>Kathryn Wolfe</i> (2015)
d) Scientific periods, websites, etc.	<i>Reacting to Reality Television: Performance, Audience and Value, edited by Beverly Skeggs and Helen Wood</i> <i>Television & New Media, May 2014; vol. 15, 4: pp. 387-390., first published on March 5, 2014</i>

Course Coordinator: Dr. Ahmed Nader

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





توصيف مقرر دراسي

جامعة: القاهرة
كلية: الإعلام
القسم: شعبة اللغة الانجليزية
العام الدراسي: ٢٠٢٠ - ٢٠٢١

٢- بيانات المقرر:		
الفرقة/ المستوى: الأولى	اسم المقرر: لغة عربية ٢	الرمز الكودي COMM101
عدد الوحدات الدراسية: نظري: ٣ / عملي:		التخصص: عام

٢- هدف المقرر: التعرف على ضوابط تحرير النصوص والكتابة الصحيحة، والتعرف على بعض الموضوعات الأدبية مع إدراك توظيف مهارات القراءة والاستماع في إتقان الكتابة والتحدث بالعربية.	٣- المستهدف من تدريس المقرر: بنهاية هذا المقرر يكون الطالب قادرا على أن:
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<p>٦/أ يتعرف قواعد اللغة العربية في كتابة المقالات بأنواعها.</p> <p>٧/أ يتعرف كيفية توظيف معرفته بقواعد اللغة العربية في كتابة المقالات بأنواعها.</p> <p>٨/أ يفسر بعض الدراسات الأدبية.</p> <p>٩/أ يتعرف على طريقة تحليل النصوص الأدبية الشعرية.</p> <p>١٠/أ يستنتج بنفسه المهارات اللغوية التي يحتاج إليها في الكتابة.</p> <p>١١/أ يتعرف على كثير من الأخطاء اللغوية والنحوية والإملائية الشائعة.</p> <p>١٢/أ يحلل معارفه النحوية والبلاغية على بعض النصوص الشعرية من عصور مختلفة.</p> <p>١٣/أ يختار معارفه النحوية والأسلوبية في تلخيص دراسة أدبية بأسلوبه.</p> <p>١٤/أ يتعرف ضوابط تحرير النصوص وطرق الكتابة الإملائية السليمة الخالية من الأخطاء اللغوية والإملائية والأسلوبية.</p>	<p>ب- المعلومات والمفاهيم:</p>
<p>٧/ب تحليل الأخطاء النحوية الواردة في النصوص وتصحيحها.</p> <p>٨/ب استنتاج الأخطاء اللغوية في النصوص.</p> <p>٩/ب استنتاج الأخطاء الإملائية والأسلوبية في النصوص.</p> <p>١٠/ب استنتاج ضوابط تحرير النصوص وطرق الكتابة الأدبية السليمة.</p> <p>١١/ب التحليل النقدي للأشعار.</p>	<p>ت- المهارات الذهنية:</p>
<p>ج/٦ تطبيق الكتابة الصحيحة من الأخطاء.</p> <p>ج/٧ تحليل مناطق الخلل في النصوص وتصويبها.</p> <p>ج/٨ تطبيق بعض القواعد النحوية من كتب النحو المتخصصة وعرضها في المحاضرة.</p> <p>ج/٩ تقييم موضوع من موضوعات الكتاب بطريقة علمية وفقا للمنهج الذي تم شرحه.</p>	<p>ح- المهارات المهنية الخاصة بالمقرر:</p>
<p>د/٦ العمل بكفاءة ضمن فريق العمل.</p>	<p>ذ- المهارات العامة:</p>

- ٧/د استخدام مهارات الاتصال.
٨/د إدارة الوقت المتاح بكفاءة.
٩/د تطوير مهارات الكتابة.
١٠/د استخدام الإنترنت بكفاءة في البحث و الاطلاع.
١١/د تنمية التفكير الإبداعي و العصف الذهني.

ساعات التدريس	قائمة الموضوعات	أسبوع الدراسة
٣	التعريف بالمقرر، وبيان أهدافه، والنهج المتبع فيه.	١
٣	تدريبات خاصة بالأخطاء الشائعة، وقرائات لقصيدة لفاروق شوشة، ومراجعة على قواعد نحوية وبلاغية.	٢
٣	تدريبات خاصة بالأخطاء الشائعة، وتحليل لقصيدة فاروق شوشة لغويا ونحويا وبلاغيا، ودراسة موضوع بعنوان مدخل إلى شعر فاروق شوشة من الكتاب المقرر.	٣
٣	تدريبات خاصة بالأخطاء الشائعة، وقرائات لقصيدة لأنس داود وتحليلها لغويا ونحويا وبلاغيا.	٤
٣	تدريبات خاصة بالأخطاء الشائعة، ودراسة موضوع بعنوان أنس داود: شاعرا غنائيا من الكتاب المقرر.	٥
١	ميد ترم	٦
٣	قرائات لقصيدة لمحمود حسن إسماعيل وتحليلها لغويا.	٧
٣	دراسة القواعد الخاصة بكتابة العدد وتمييزه	٨
٣	تدريبات خاصة بالأخطاء الشائعة، وقرائات حرة لنصوص من اختيار الطلبة، ودراسة موضوع بعنوان حكاية عربية في الأدب الإسباني من الكتاب المقرر.	٩
٣	تدريبات خاصة بالأخطاء الشائعة، ودراسة موضوعين من الكتاب المقرر بعنوان مجمع الأحياء، والمخطوط القرمزي رواية إسبانية.	١٠
٣	دراسة موضوع بعنوان ديوان شوقا إليك من الكتاب المقرر، مقدمة عن أنواع المقالات وقرائات لنماذج من مقالات أعددها الطلاب.	١١
٣	تسلم الأبحاث ومناقشتها، ومراجعة على ما سبق، والتدريب على نماذج امتحانية.	١٢

٦- محتوى المقرر:

- ٧/١ المحاضرات.
٨/١ التدريبات العامة و المناقشات.
٩/١ عصف ذهني.

٥- أساليب التعليم والتعلم:

الواجبات المنزلية. ١٠/١ البحث عبر الإنترنت. ١١/١ تقسيم الطلاب إلى مجموعات عمل باستخدام غرف الاستراحة على منصة BlackBoard ١٢/١																
١/٦- توفير المحتوى الدراسي على CD لسهولة تحويلها بطريقة برايل (طلاب مكفوفين). ٢/٦- تقسيمهم إلى مجموعات صغيرة (إن وجدوا). ٣/٦- في حالة تغيب البعض عن امتحان المنتصف يحدد لهم موعداً آخر. ٤/٦- إجراء الاختبار بطريقة برايل للطلاب المكفوفين إذا كان من الصعب عليهم إجراء الاختبار على منصة BlackBoard.	٧- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة:															
٧- تقويم الطلاب:																
١/٧- الاختبار التحريري لمنتصف الفصل الدراسي ٢/٧- التكاليف الدراسية لتقييم قدرة الطالب على البحث والتقصي ٣/٧- المناقشة والمشاركة في المحاضرة ٤/٧- اختبار تحريري في نهاية الفصل الدراسي	د- الأساليب المستخدمة:															
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٥- مذكرات: - دراسات نقدية، أد/ عبد اللطيف عبد الحليم عبد الله																
و- كتب ملزمة: - النحو الواضح، على الجارم ومصطفى أمين. - البلاغة الواضحة، على الجارم ومصطفى أمين.																
ز- كتب مقترحة: - معجم الصواب اللغوي، د: أحمد مختار عمر. - أخطاء اللغة العربية المعاصرة عند الكتاب والإذاعيين، د: أحمد مختار عمر - معجم التعابير الاصطلاحية، د: وفاء كامل - معجم الحافظ للمتصاحبات العربية، د: الطاهر بن عبد السلام.																



http://www.brill.com/journal-arabic-literature	ح- دوريات علمية أو نشرات... إلخ
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أستاذ المادة : د. علاء رأفت و د. حمودة المصري رئيس مجلس القسم العلمي : أ.د. شيماء ذو الفقار





Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 302	Title: English 1	Level: first level
Branch:2	No of studying units: Theoretical: 3 / practical:-	

2- Overall aims of course:	By the end of this course the student should have their reading skills, writing skills improved. And the students should be able to write and criticize essays.
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- Recognize the different punctuation rules. a/2- Recognize the different capitalization rules. a/3- recognize English sentence structure a/4- state the rules of writing an essay focusing on the form . a/5- identify the rules of writing an essay focusing on content a/6- learn different grammatical rules while writing an essay. a/7- acquire essential skills for reading English sentence in a good manner. a/8- understand the concept of literary projection. a/9- recognize the difference between British and American English.
b) Intellectual skills	b/1- discuss how to select suitable vocabulary for different topics b/2- investigate different capitalization and punctuation rules. b/3- distinguish how to correctly build an English sentence b/4- analyze the rules of writing an essay focusing on content.



	<p>b /5- differentiate between British and American English vocabulary.</p> <p>b/6- differentiate between British and American English pronunciation.</p>																		
<p>c) Professional and practical skills concerned to the course</p>	<p>c\1- apply the rules of writing focusing on form in terms of punctuation and capitalization rules</p> <p>c\2- apply the rules of writing focusing on content</p> <p>c\3- write essays on certain selected topics in class</p> <p>c\4- criticize various literary formats (e.g. Salah Jahin’s and Ahmed Foad Negm’s poems)</p> <p>c/5- criticize various essays presented throughout the classes.</p>																		
<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- Develop research and analytical skills.</p> <p>D-4- Improve writing skills</p> <p>D-5- Improve English language and translation</p> <p>D-6- Develop/Improve web surfing and computing skills</p> <p>D-7- Practice creative thinking and brainstorming</p>																		
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Basic Punctuation & Capitalization rules</td> <td>3</td> </tr> <tr> <td>2</td> <td>Basic Punctuation & Capitalization rules</td> <td>3</td> </tr> <tr> <td>3</td> <td>Exploring sentence structure</td> <td>3</td> </tr> <tr> <td>4</td> <td>Exploring sentence structure</td> <td>3</td> </tr> <tr> <td>5</td> <td>Rules of Writing an</td> <td>3</td> </tr> </tbody> </table>	Week	Content	Hours	1	Basic Punctuation & Capitalization rules	3	2	Basic Punctuation & Capitalization rules	3	3	Exploring sentence structure	3	4	Exploring sentence structure	3	5	Rules of Writing an	3
Week	Content	Hours																	
1	Basic Punctuation & Capitalization rules	3																	
2	Basic Punctuation & Capitalization rules	3																	
3	Exploring sentence structure	3																	
4	Exploring sentence structure	3																	
5	Rules of Writing an	3																	



		Essay Focusing on Content		
	6	Midterm exam	1	
	7	Rules of Writing an Essay Focusing on Content	3	
	8	Rules of Writing an Essay Focusing on Content	3	
	9	Rules of Writing an Essay Focusing on Form	3	
	10	Rules of Writing an Essay Focusing on Form	3	
	11	Final Presentation	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			
6- 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.			
7- Student assessment methods:				
a) Methods used:				



	7/a/1- Mid- term		
	7/a/2- Final Exam		
b) Assessment schedule:	Assessments	Time	
	Assignments	1 st , 2 nd , 3 rd , 4 th , 5 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th week	
	Midterm exam	6 th week	
	Final exam	13 th week	
c) Weighting of assessments:	Assessment	Timing	Final
	Course work	5,7,8,9,10, 11, 12	30%
	Mid-term exam	Week 6	20%
	Final-term exam	Week 13	50%
8- List of references:			
a) Course notes:	Notes include the assigned text book, and several writing exercises on format and content		
b) Essential books (text books)	Alice Oshima, Ann Hogue, <u>Introduction to Academic Writing</u> , 2007 USA: Longman		
c) Recommended book:	Oshima, A. & Hogue, A. (2007) <u>An Introduction to Academic Writing</u> , Pearson: NewYork, 3 rd edition.		
d) Scientific periods, websites, etc.			



	<p>http://web.anglia.ac.uk/onet/students/documents/2010/helpful-guide-to-essay-writing.pdf</p> <p>http://www.internationalstudent.com/essay_writing/essay_tips/</p>
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Course Coordinator : Dr. Dalia Azmy

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	<ul style="list-style-type: none"> a.1. Describe the main characteristics of scientific research a.2. cite the the elements of research a.3. state the levels of measurements, definitions of variables and steps of formulating hypothesis a.4. List the basin steps of research projects a.5. define the different ways of quantitative and qualitative research. a.6 define the basics of conducting literature review. a.7. cite the basic steps of writing according to APA format. a.8. describe the basics of editing techniques. a.9. list the different ways for using spss program for statistical analysis.



	<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>
b) Intellectual skills	<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>
c) Professional and practical skills concerned to the course	<p>c.1 Applying the various steps of 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>
d) General and transferable skill	<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>

		D.6 asses the ability of time management.		
	Week	Subjects	Hour	
			Theoretical	Practical
4- Course contents:	1	Presentation of the course syllabus and introduction to the course	3	
	2	Scientific research: characteristics, elements and procedures. Reasons for reviewing literature.	2	2
	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.1 Mid 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 & 12	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 Started 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



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Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 331	Broadcast journalism.	Level: 3
Branch: 1	No of studying units: Theoretical: 2hours / practical: 2hours	

2- Overall aims of course:	By the end of this course the student will be able to : Acquire an overall grasping of the different phases of news reports production.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1- learn most popular R and TV terminology of broadcast news production. a/2- learn about the structure of TV news story. a/3- know the function of news leads and how to write an interesting lead in different formats. a/4- know the different visual components of TV news reports.



	<p>a/5- understand the different formats of electronic graphics and transition devices</p> <p>a/6-understand the main features of TV news reports</p> <p>a/7- understand the main characteristics of TV features</p> <p>a/8- learn about the audio components of TV news</p> <p>a/9- know the different element of broadcast news worthiness</p> <p>a/10- know the different techniques and guidelines for interviewing</p> <p>a/11- learn about the grammar for writing TV news script</p> <p>a/12- understand how to evaluate and criticize news reports</p>
b) Intellectual skills	<p>b/1- differentiate between print TV techniques in writing news.</p> <p>b/2- criticize different broadcast new reports .</p> <p>b/3- analyzing various reporting and writing skills</p> <p>b/4- differentiate between TV and print leads</p> <p>b/5- differentiate between different styles of writing TV news leads</p> <p>b/6- investigate the variables of news worthiness for news stories</p>
c) Professional and practical skills concerned to the course	<p>c/1- create effective grasping TV leads.</p> <p>c/2- create an interesting script for news story.</p> <p>c/3- produce visually strong news stories or features.</p>



	<p>c/4- use natural sounds and different types of audio effectively.</p> <p>c/5- apply different electronic graphics and transition devices effectively</p>																		
d) General and transferable skills	<p>D-1- Develop and enhance teamwork and time management skills</p> <p>D-2- Develop presentations skills</p> <p>D-3- Develop research and analytical skills.</p> <p>D-4- Improve writing skills</p> <p>D-5- Develop/Improve web surfing and computing skills</p> <p>D-6- Practice creative thinking and brainstorming</p>																		
4- Course contents:	<table border="1"><thead><tr><th>Week</th><th>Topics</th><th>Hours</th></tr></thead><tbody><tr><td>1</td><td>Broadcast news terminology</td><td>3</td></tr><tr><td>2</td><td>Skeleton of news story production</td><td>3</td></tr><tr><td>3</td><td>TV news leads</td><td>3</td></tr><tr><td>4</td><td>Visual components of TV news</td><td>3</td></tr><tr><td>5</td><td>Electronic graphics and</td><td>3</td></tr></tbody></table>	Week	Topics	Hours	1	Broadcast news terminology	3	2	Skeleton of news story production	3	3	TV news leads	3	4	Visual components of TV news	3	5	Electronic graphics and	3
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1	Broadcast news terminology	3																	
2	Skeleton of news story production	3																	
3	TV news leads	3																	
4	Visual components of TV news	3																	
5	Electronic graphics and	3																	



		transition devices	
	6	Midterm exam	1
	7	News reports and features	3
	8	Audio	3
	9	Elements of news worthiness	3
	10	Interviewing techniques	3
	11	Grammar for writing TV news	3
	12	Production of news reports	3
5- teaching and learning methods:	<ul style="list-style-type: none"> - PowerPoint lectures. - Students' assignments. - Practical work including mobile and camera news reports. - Previously produced news reports and features - Dividing students into working groups using the breakout rooms feature on the Blackboard platform. 		
6- Teaching and learning	<ul style="list-style-type: none"> - Extra slides and explanation in the TAs office " an hour weekly" 		



methods for limited skills students:	<ul style="list-style-type: none">- 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:	<ul style="list-style-type: none">- Midterm exam- Assignments.- Final exam.												
b) Assessment schedule:	<table border="1"><thead><tr><th>Assessments</th><th>Time</th></tr></thead><tbody><tr><td>Assignments</td><td>2nd, 3rd, & 8th week</td></tr><tr><td>Midterm exam</td><td>6th week</td></tr><tr><td>Final exam</td><td>13th week</td></tr></tbody></table>	Assessments	Time	Assignments	2 nd , 3 rd , & 8 th week	Midterm exam	6 th week	Final exam	13 th week				
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Midterm exam	6 th week	20%											
Assignments	2 nd 3 rd & 8 th week	30%											
Final exam	13 th week	50%											



	Total	100%	
8- List of references:			
a) Course notes:	Students are provided with slides and written notes per lecture.		
b) Essential books (text books)	Broadcast News (with InfoTrac) (Wadsworth Series in Broadcast and Production) Paperback – July 16, 2004 by Mitchell Stephens Broadcast journalism : a guide for the presentation of r and tv news (david keith choler ,2006)		
c) Recommended book:	Broadcast Journalism by <i>Suman Kumar Kasturi</i> (2018) Understanding Broadcast Journalism by <i>Stephen Jukes</i> (2018)		
d) Scientific periods, websites, etc.	http://creativeskillset.org/job_roles/287_tv_broadcast_journalist http://www.thenewsmanual.net/Resources/glossary.html		

Course Coordinator: Dr. Dina Magdy

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





Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 109	Title: Social psychology of Communications	Level: 1st
No of studying units: 3 Theoretical: 3/ practical:		

2- Overall aims of course:	At the end of this course, the student should be able to: Define the social psychology and communications and its basic elements as well as give the students insights about the persuasion, its models, strategies and elements.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Define social psychology a/2 Identify the basic elements of communications a/3 Recognize communications and perceptions a/4 Define persuasion a/5 List the elements of persuasion a/6 List the factors related to the persuasive communication model. a/7 Classify the hierarchy of Maslow's model a/8 analyze the models and strategies of persuasion. a/9 Discuss case studies on persuasion. a/10 Define definitions of attitude. a/11 Compare attitude to opinions and persuasion. a/12 Discuss case studies about opinions.
b) Intellectual skills	<ul style="list-style-type: none"> b/1 Explain the work of the human mind b/2 Distinguish between the different models of persuasion b/3 Discuss persuasion techniques b/4 Distinguish between the factors related to the persuasive communication model. b/5 Discuss attitude and its aspects. b/6 Examine the case studies about persuasion, opinions and attitudes.
c) Professional and practical skills concerned to the course	c/1 Choose a topic among the topics studied in class and read a research about it



	<p>c/2 Prepare a presentation about the topic of their choice.</p> <p>c/3 Use the definitions of psychology to choose a topic and apply a case study on it.</p> <p>c/4 Develop the psychological communication and understandings.</p> <p>c/5 Improve attitudes and persuasion</p>
<p>d) General and transferable skills</p>	<p>d/1 Use the internet to collect data about social psychology of communications.</p> <p>d/2 Work in group about a relevant topic chosen.</p> <p>d/3 Discuss the different aspects relevant to social psychology in media.</p> <p>d/4 present reports and researches about opinions, attitudes and persuasion.</p>

<p>4- Course contents:</p>			
	Week	Topics	Hours
	1	<ul style="list-style-type: none"> - Introduction about communication. - Introduction about psychology and its definition all over the world 	3
	2	<ul style="list-style-type: none"> - What is meant by social psychology in communication? 	3
	3	<ul style="list-style-type: none"> Communication and its basic elements in the human mind. 	3
	4	<ul style="list-style-type: none"> - Persuasion and media 	3
	5	<ul style="list-style-type: none"> Persuasion and its definitions. - Maslow's hierarchy. - The central notions in definitions. - Aspects of persuasion. 	3
	6	<ul style="list-style-type: none"> - Elements of persuasion. Models and strategies of Persuasion. 	2
	7	<ul style="list-style-type: none"> - Case studies on persuasion and opinions 	3
	8	<ul style="list-style-type: none"> - Attitude and its definitions. - Attitude and opinion. 	3
	9	<ul style="list-style-type: none"> - project presentations 	3
	10	<ul style="list-style-type: none"> - project presentations 	3
11	<ul style="list-style-type: none"> - project presentations 	3	



	12	- Revision	3															
5- teaching and learning methods:	5/1- PowerPoint Lectures. 5/2- Press conference simulation by students. 5/3- Presentations by students. 5/4- Dividing students into working groups using the breakout rooms on Blackboard platform.																	
5. Teaching and learning methods for limited skills students:	6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Dividing students into working groups. 6/3- Providing the students with the course content on the Facebook group. 6/4- Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.																	
6. Student assessment methods:																		
a) Methods used:	6/a/1 Mid-term and final exams 6/a/2 Group assignments 6/a/3 In class discussions																	
b) Assessment schedule:	6/b/1 Mid-term exam (6 th week) 6/b/2 Presentations (9 th , 10 th and 11 th week) 6/b/3 Assignments (2 nd , 4 th and 7 th week)																	
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Time</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Midterm examination</td> <td>6th week</td> <td>20%</td> </tr> <tr> <td>Classwork</td> <td>2nd , 4th , 7th , 9th , 10th and 11th week</td> <td>30%</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>			Evaluation	Time	Percentage	Midterm examination	6 th week	20%	Classwork	2 nd , 4 th , 7 th , 9 th , 10 th and 11 th week	30%	Final exam	13 th week	50%	Total	100%	
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7. List of references:																		
a) Course notes:	7/aPower point presentations																	
b) Essential books (text books)	7/b Communication and interpersonal skills in social work																	
c) Recommended book:																		



	<p>١.2 7/c The Social Psychology of Communication by Derek Hook, Bradley Franks and Martin Bauer.</p> <p>١.3 7/d Consumer Psychology (Jansson-Boyd, Cathrine V, 2019).</p>
d) Scientific periods, websites, etc.	<p>7/e</p> <p>http://www.worldmediation.org/education/chapter-2-5.pdf</p>

Course Coordinator : Dr. Gailan Sharaf.

Head of Department : Dr. Shaimaa Zolfakar



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
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	<p>campaigns of various companies. The course gives them the basic knowledge to be able to compete in the media market.</p>
<p>3- Intended learning outcomes of course (ILOs)</p>	
<p>a) Information and concepts</p>	<p>a/1- Define advertising. a/2- Define public relations and understand the changes in the practice of advertising & investigating public relation programs. a/3- List the stages of Public Relations management. a/4- Identify Public Relations as an element of the promotional mix. a/5- Define Marketing Public Relations. a/6- List the functions of Marketing Public Relations. a/7- Identify the process of public relations. a/8- Define Public Relations audience and publics. a/9- Identify Advertising types. a/10- List the factors affecting brand building. a/11- List the stages of the marketing communication plan . a/12- Identify advertising agency departments.</p>
<p>b) Intellectual skills</p>	<p>b/1- Distinguish between Advertising and Public Relations. b/2- Discuss Public Relations management stages. b/3- Discuss Public Relations as an element of the promotional mix. b/4- Discuss Marketing Public Relations and its functions. b/5- Investigate the role and influence of various society actors and relevant stakeholders. b/6- Discuss advertising types and advertising agency departments. 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.). c/2- Analyze the stages of Public Relations management.</p>



	<p>c/3- Conduct a simulation of a press conference.</p> <p>c/4- Conduct research on different companies and different public figures.</p> <p>c/5- Manage the image of a company that faced a communication crisis.</p>																						
<p>d) General and transferable skills</p>	<p>d/1- Develop presentations 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>																						
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		promotional mix		
	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



	<p>11</p>	<p>Marketing communication plan</p>	<p>2</p>	<p>2</p>								
	<p>12</p>	<p>Advertising agency departments</p>	<p>2</p>	<p>2</p>								
<p>5- teaching and learning methods:</p>	<p>5/1- PowerPoint Lectures. 5/2- Press conference simulation by students. 5/3- Presentations by students. 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. 6/2- Dividing students into working groups. 6/3- Providing the students with the course content on the Facebook group. 6/4- Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.</p>											
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	Coursework project	3 rd , 4 th & 5 th week	15%
	Final exam	13 th week	50%
	Total		100%
8- List of references:			
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.	١.4 - 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 University
Faculty: Mass Communication
Department: English Section
Academic year: 2021\2022

Course Specifications

1- Course data:		
Code: COMM 313	Title: Internet Publishing	Level: Third Level
No of studying units: 3h Theoretical: 2 / practical: 2		

2- Overall aims of course:	This course concentrates on all aspects of Internet Publishing including its history, current practice and future trends in both theoretical and practical ways.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1) Know the history of Internet Publishing. a/2) Understand multiple publishing tools and trends a/3) Appreciate the difference between Journalism and Free Expression a/4) practice application of knowledge in a location based project a/5) Identify new online publishing trends a/6) Practice intensive actual publishing of successful content a/7) Merge of theoretical and practical elements into a living laboratory of Internet publishing a/8) Identify the rapidly changing nature of Internet publishing a/9) use all forms of past, present and future Internet publishing a/10) criticize the increasingly tension between traditional and new and social media a/11) list all they have learned to a practical expression of publishing professional content on the internet a/12) Introduce them to the role of the Social media in Journalism



<p>b) Intellectual skills</p>	<p>b/1) Analyze the successful elements of publishing online b/2) Analyze different publishing techniques b/3) Post online news stories on online portal b/5) Criticize news stories to understand journalism ethics b/6) criticize social media to identify fake news b/7) analyze news stories on social media b/8) analyze social media algorithms</p>																																						
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1) Ability to publish online c/2) Creating successful presence of journalism on social media c/3) Avoidance of being tricked by fake news on social media c/4) Recognition how to set the sequence of the film. c/5) Understand the significance of online journalism. c/6) Realize the potentials they have for practicing online journalism c/7) Obtain the skills to make a news story in a limited time</p>																																						
<p>d) General and transferable skills</p>	<p>D-1-News writing D-2-Online Publishing. D-3- Criticizing social media. D-4- Presentation skills D-5-Real-time coverage D-6-Knowing the responsibilities of journalists</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>Introduction</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Different Types of Internet Publishing</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>What Do We Publish</td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>Multi-Media</td> <td></td> <td>6</td> </tr> <tr> <td>5</td> <td>Location And Meaning</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>Free Expression Vs Journalism</td> <td>1</td> <td>4</td> </tr> <tr> <td>8</td> <td>It's Time To Publish</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>We Are What We Publish</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Study Hours		Theoretical	Practical	1	Introduction	3		2	Different Types of Internet Publishing	3		3	What Do We Publish	3		4	Multi-Media		6	5	Location And Meaning	2	2	7	Free Expression Vs Journalism	1	4	8	It's Time To Publish	2	2	9	We Are What We Publish	2	2
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	10	Location Based Publishing Project	3	
	11	Review Of Location Based Publishing Project	1	4
	12	Revision	3	
5- teaching and learning methods:	5/1) Lectures 5/2) Discussion 5/3) Students 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) One to One meetings with students who had special cases. 6/2) Only students with excused absences (e.g., documented emergencies) will be allowed to make up work (e.g., exams, in-class exercises). Students need to contact the instructor immediately (<i>within 24-hours of the scheduled task</i>), and make an arrangement for the make-up. 6/3) 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. 7/A/2) Project about publishing online content. 7/A/3) Mid Term 7/A/4) final Exam 7/A/5) Participation			
b) Assessment schedule:	7/b/1) Midterm: week 6 7/b/2) Assignment 2: week 4 7/b/3) Assignment 3: week 9 7/b/3) presentations: week 12			



c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-term Exam	Week 6	20%
	Class work as Assignments and participation	Week 2, 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)	Golbeck, J., & Klavans, J. L. (2015). Introduction to social media investigation: a hands-on approach. Waltham, MA: Syngress, an imprint of Elsevier.		
c) Recommended book:	Kahin, B., & Varian, H. R. (2000). <i>Internet publishing and beyond: the economics of digital information and intellectual property</i> . Cambridge, MA: MIT Press. Lee, S. H. (2007). <i>Print vs. digital: the future of coexistence</i> . Binghamton, NY: Haworth Information Press.		
d) Scientific periods, websites, etc.	https://www.tumblr.com/ https://wordpress.com www.alexacom		

Course Coordinator: Dr. Sahar Talaat

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



Course specifications

1- Course data:		
Code: COMM 442	Title: Creative and media strategy	Level: Fourth level
No of studying units: 3		
Theoretical: 2 / practical: 2		

Intended learning outcomes of course (ILOs):

- A.1 Defining creativity in advertising.
- A.2 outline the role of research in planning a successful campaign.
- A.3 Identify different types of research
- A.4 List factors for the success of campaign
- A.5 Define what is meant by approach and big idea
- A.6 Recognize the importance consumer insights
- A.7 List various creative strategies
- A.8 List media strategies
- A.9 define media planning terminology
- A.10 identify types of marketing
- A.11 Illustrate the importance of campaign objectives in determining its success
- A.12 Introduce real life cases of running campaigns

Intellectual skills:

- B.1 Distinguish between different types of creative strategies
- B.2 Differentiate between various media strategies platforms
- B.3 Analyze campaign's big idea for successful campaign
- B.4 Differentiate between types and uses of different types of research
- B.5 Discuss the fit between objectives and strategy
- B.6 Analyze the approach, tone of voice and appeal of campaign

Professional and practical skills concerned to the course:



- C.1 Conduct accurate market research, consumer and product research.
- C.2 Design appropriate campaign objectives
- C.3 Select relevant channels for delivering the required campaign message.
- C.4 Develop best creative strategy
- C.5 Construct media plan for the campaign
- C.6 Understanding how to make a campaign message consistent through multiple media.

General and transferable skills:

- d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.
- d/2 Use the internet in collecting data about the company, previous campaign, market insights
- d/3 Discuss and analyze all the new trends in IMC
- d/4 enhance and develop communication and presentation skills

Course contents:

- 1) Intro to creativity and marketing concepts
- 2) IMC tools and promotional practices
- 3) Role of research. Project idea approval
- 4) Campaign objectives + Project idea approval
- 5) Market analysis and segmentation + Project screening. + Project screening
- 6) Creative strategies
- 7) Creative strategies 2 + Project screening. Project screening
- 8) Media strategy + Project screening
- 9) Media buying + Project screening Project screening
- 10) Budget + Project screening
- 11) Social marketing + Project screening project presentation
- 12) Pre final project presentation
- 13) Final project presentation

Teaching and learning methods:

- 1- Lectures
- 2- Discussions & brain storming
- 3-Showing students and analyzing various campaign approaches & strategies.



- 4- Divide students to teams for Project through the breakout rooms on Blackboard platform. 5- Power point presentations.

Student assessment methods: In class discussions and analysis during the lectures - Midterm project - Creative Campaign project presentation - Written Final Exam.

Course Coordinator: Dr.Dalia Amin
department: Prof.Dr. Nermeen Al-Azrak

Head of





Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM342	Title: Marketing and Media Research	Level: Third
No of studying units: 12 Theoretical: 2/ practical: 2		

2- Overall aims of course:	Marketing and Media Research course aims to explain quantitative and qualitative research methods. It aims to provide knowledge about research used in the field of marketing. It discusses theoretical background and marketing research methods towards an understanding of consumer behavior.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Define Marketing research. a/2 Identify the relationship between marketing research and decision making. a/3 Identify the role of marketing research. a/4 Illustrate the marketing research process. a/5 Illustrate research design definition. a/6 Illustrate the difference between Primary vs. secondary data. a/7 List the classification of secondary data. a/8 Identify the criteria for evaluating secondary data. a/9 List the different Qualitative methods.



	<p>a/10 List the different Quantitative methods.</p> <p>a/11 Illustrate Measurement and scaling.</p> <p>a/12 Define questionnaires and their design process.</p>
b) Intellectual skills	<p>b/1 Distinguish the role research plays in marketing decision making.</p> <p>b/2 Interpret the stages of marketing research process.</p> <p>b/3 Recognize the difference between primary and secondary data.</p> <p>b/4 Classify and evaluate secondary data.</p> <p>b/5 Analyze secondary data.</p> <p>b/6 Compare between various qualitative research methods.</p> <p>b/7 Compare qualitative and quantitative research.</p> <p>b/8 Interpret the difference between the different types of quantitative methods.</p> <p>b/9 Compare different methods of marketing and media research assessment.</p>
c) Professional and practical skills concerned to the course	<p>c/1 Conduct a marketing research proposals.</p> <p>c/2 Use variety of market research techniques.</p> <p>c/3 Prepare data collection tools such as questionnaires and in-depth interviews.</p> <p>c/4 Analyze collected data.</p> <p>c/5 Use different measurement scales.</p>
d) General and transferable skills	<p>d/1 Develop analytical skills.</p> <p>d/2 Develop organizational and coordination skills.</p>



	<p>d/3 Enhance teamwork, time management, and peer evaluation skills.</p> <p>d/4 Improve presentations skills.</p> <p>d/5 Improve writing skills.</p> <p>d/6 Practice creative thinking and brainstorming.</p>																		
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		Primary vs. secondary data. Criteria for evaluating secondary data. Classification of secondary data.		
	4	Qualitative versus quantitative research. Focus group discussions. In-Depth interviews. Projective techniques. Analysis of Qualitative Data.	2	2
	5	Measurement and scaling. Primary scale of measurement.	2	2
	6	Questionnaire definition. Questionnaire design process.	2	2
	7	Explaining the group research projects and	2	2



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	<p>market & social research: Planning & using research tools & techniques. London: Kogan Page.</p> <p>8/c/2 Essentials of marketing research: A hands on orientation (Malhotra, Naresh K, 2015).</p> <p>8/c/3 Qualitative Marketing Research (Maison, Dominika, 2019).</p>
d) Scientific periods, websites, etc.	<p>8/d/1 AMA Journals - Journal of Marketing Research.</p> <p>8/d/2 Journal of Consumer Research</p>

Course Coordinator: Dr. Eman Soliman

Head of Department: Dr. Nermeen El-Azrak.





Course Specification

Course name: critical thinking	Program: English section
Course Code:	Academic level: first
	Semester: first
Specialization: general	Number of studying units: Theoretical:3
	Practical:

Intended Learning Outcomes of Course (ILOs)

a) Information and concepts

- a/1 Define different levels of thinking
- a/2 Describe Applying Reason
- a/3 Read different problem pieces
- a/4 Recognize the nature of speech telling
- a/5 State the main factors of expressing
- a/6 Indicate the key elements in critical thinking
- a/7 Identify the structure of the right opinion
- a/8 List the main points to build a strong case
- a/9 Name the elements and questions in problematic piece
- a/10 Report the main key factors in the piece
- a/11 Summarize the basic variables in a problem

b) Intellectual skills

- b/1 Distinguish a clear understanding of critical thinking
- b/2 Confirm the ability of processing problematic topics
- b/3 Compare between different pieces
- b/4 Interpret the structure of the opinions
- b/5 Outline the questions need to be answered in a problem
- b/6 Locate the most important factors in the piece
- b/7 Illustrate what makes a right opinion
- b/8 Illustrate the structure of a concrete opinion

c) Professional and practical skills

- c/1 Conduct discussions
- c/2 Prepare lists of questions about the problem
- c/3 Analyze the problem
- c/4 Match the information provided from different sources
- c/5 Order the information given
- c/6 Use the questions you have to build up an opinion
- c/7 Develop a clear understanding of critical thinking
- c/8 Use the social media to gather information that can help build up an understanding about the problem

d) General and transferable skills

- D/1 Improve presentation skills



- D/2 Develop investigating skills
- D/3 Enhance online researching skills
- D/4 Practice critical thinking
- D/5 Improve the ability to find information
- D/6 Point out the necessity to connect ideas and information together

Course Content:

Week	Content	Studying Hours	
		Theoretical	practical
1	Levels of thinking	2	2
2	Definition of critical thinking	2	2
3	Characteristics of critical thinking	2	2
4	Thinking styles	2	2
5	Stages and steps of critical thinking 1	2	2
6	Stages and steps of critical thinking 2	2	2
8	Case studies 1	2	2
9	Case studies 2	2	2
10	Researching and investigating	2	2
11	Solutions for problems	2	2
12	Revision	2	2

Teaching and Learning Methods:

- 5/1 Lectures
- 5/2 Discussion
- 5/3 Dividing the students into working groups
- 5/4 Interaction between the students through participating in class activities

Student Assessment Methods:

- 7/A/1 Assignments to evaluate the students' ability to research and investigate
- 7/A/2 Discussing and participating in the lectures
- 7/A/3 Written Final Exam



Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 332	Title: Radio and TV Directing	Level: Third level
	No of studying units: 3 Theoretical: 2h + practical 2h(1)	

2- Overall aims of course:	<u>After finishing this course the student will be able to :</u> Recognize the major directing techniques. Through the course students will be able to identify the different Radio and TV Directing tools. It is aimed to to upgrade the performance talents of those who wish to become televisiondirectors, reporters, Radio director, commercial director, interviewers or talk-show hosts and more.
3- Intended learning outcomes of course (ILOs)	



<p>a) Information and concepts</p>	<p>A.1. Describe different concepts about directing techniques. A.2.cite the Differences between radio and TV directing. A.3. identifies the different techniques for directing radio and Tv programs. A.5. Describe the basics of radio and TV editing. A. 5 list the Basic operational procedures and practices of studio control room. A.6. Define Basic operational procedures and practices of Tv filming. A.7. lists the disciplines, techniques and procedures used by the Television Director during the pre-production, production and post production processes. A.8. Define the steps of writing television Script. A.9. Define the steps of writing radio Script. A.10. list the different types of Television cameras. A.11. Identifies the basic rules of television editing. A.12. Identifies the basic rules of audio editing.</p>
<p>b) Intellectual skills</p>	<p>B.1 describe the different stages of production B.2 expalin the role of director through different stages of production B.3 interpret the differences between tv directors and radio directors B.4 summarizes the impact the director has in society. B.5. Describe the the different stages of Script writing. B.6. explain the role of editor in editing different television formats. B.7. interpret the different shooting techniques. B.8. summarizes the major differences between different directing schools.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c.1 apply the different stages of production c.2 illustrate the role of director through different stages of production c.3 apply the differences between tv directors and radio directors</p>



	<p>c.4 Demonstrates the impact the director have over the whole productions stages. C.5. Apply the differences between different camera lenses. C.6. Illustrate the different stages of post production.</p>																										
<p>d) General and transferable skills</p>	<p>D.1 improve the students skills to work as team work to share their knowledge and opinions D.2 evaluate the students ability to accept others opinions D. D.3 improve the students ability to work all together to deliver the best masterpiece. D.4 improve the student ability to use the interent to bring footage and archive material. D.5 improve the student ability for critical thinking. D.6. Develop presentation skills.</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>Introduction of Radio directing Impact of radio director</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Radio directing tools</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Radio studio</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Human voice</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Music library and sound effects</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	lecture	topics	Hours		Theoretical	practical	1	Introduction of Radio directing Impact of radio director	2	2	2	Radio directing tools	2	2	3	Radio studio	2	2	4	Human voice	2	2	5	Music library and sound effects	2	2
lecture	topics			Hours																							
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3	Radio studio	2	2																								
4	Human voice	2	2																								
5	Music library and sound effects	2	2																								



	6	Working as a radio drama director	2	2
	7	Scripting	2	2
	8	Mid term	3	
	9	Directing & Acting Post production Dialog editing	2	2
	10	Final edit and mixing Types of radio broadcasting	2	2
	11	Introduction of TV Directing Director's nature	2	2
	12	Director's main tasks Types of camera angle	2	2
5-	teaching and learning methods:	5.1- Lectures 5.2- Discussions 5.3- Dividing students into working groups through the breakout room on the blackboard platform. 5.4- PowerPoint presentations 5.5- Assign students to produce Audio/Video projects. 5.6- quizzes		
6-	Teaching and learning methods for limited skills students:	6.1- provide the content on a CD to easily change it to Braille method (for blinds) 6.2- make the exam in braille for the blind students if it's difficult for them to be examined on the BlackBoard platform.		



	6.3- dividing them to groups (if exist) 6.4- In case of absence in midterm, provide an incomplete exam for them.																
7-	Student assessment methods:																
a)	Methods used: 7.a.1- Assignments 7.a.2- midterm exam 7.a.3- discussions in the lectures 7.a.4- class work and projects 7.a.5- Quizzes																
b)	Assessment schedule: 7. <table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>Assignment 1</td> <td>Week 1</td> </tr> <tr> <td>Assignment 2</td> <td>Week 2</td> </tr> <tr> <td>Quiz</td> <td>Week 4</td> </tr> <tr> <td>mid term</td> <td>Week 6</td> </tr> <tr> <td>Assignment 3</td> <td>Week 7</td> </tr> <tr> <td>Quiz</td> <td>Week 8</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>	Evaluation	Schedule	Assignment 1	Week 1	Assignment 2	Week 2	Quiz	Week 4	mid term	Week 6	Assignment 3	Week 7	Quiz	Week 8	Final Exam	Week 13
Evaluation	Schedule																
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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>Mid-Term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class Work</td> <td>Week 1, Week 2, Week 4 Week 7 Week 8</td> <td>30%</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	Mid-Term Exam	Week 6	20%	Class Work	Week 1, Week 2, Week 4 Week 7 Week 8	30%	Final Exam	Week 13	50%	Total		100%	
Evaluation	Schedule	Percentage															
Mid-Term Exam	Week 6	20%															
Class Work	Week 1, Week 2, 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)	Zettle, Television Production Handbook, 2012.
c) Recommended book:	Studio Television Production and Directing: Concepts, Equipment, and Procedures. Andrew Hicks Utterback, 2016
d) Scientific periods, websites, etc.	http://www.g-w.com/television-production-broadcast-journalism-2012

Course Coordinator: Dr Bassant Mourad

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





Templates for course specifications

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

Course Specifications

1- Course data:		
Code: COMM 103	Title: English (2)	Level: First Level
No of studying units: Theoretical: 3 / practical: -		

2- Overall aims of course:	At the end of the course the students will be able to: Acknowledge the informational and intellectual skills related to improving their reading and writing skills and the practical skills related literary analysis and criticism.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 learn about the author of the novella George Orwell. a/2 know the literary themes included in the novella Animal farm. a/3 learn the literary genre reflected in the novella's characters. a/4 know the method of narration applied in the novella. a/5 learn the literary plot included in the novella. a/6 To know the satire format of the novella. a/7 know how the novella was a lament for the Russian revolution and other revolutions. a/8 learn about the literary projection reflected in the novella's characters a/9 learn about the literary projection reflected in the novella's events.
b) Intellectual skills	<ul style="list-style-type: none"> b/1 To analyze different elements of English literature including narration style, plot, characters. b/2 To apply an analysis of the different elements of the novella animal farm. b/3 To distinguish how to build critical essay in appropriate language. b/4 To analyze extracts from animal farm. b/5 to distinguish various aspects of literary projection.



<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 To develop their ability literary analysis. c/2 To develop their skills of literary criticism. c/3 To Write correct analytical essays using appropriate linguistic structure. c/4 To apply the rules of Grammar and structure while writing.</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 writing skills D-5- Improve English language and translation D-6- Develop/Improve web surfing and computing skills D-7- Practice creative thinking and brainstorming</p>		
<p>4- Course contents:</p>			
	<p>week</p>	<p>subjects</p>	<p>Hour</p>
	<p>1</p>	<p>Background on the novel as a literary genre focusing on the author.</p>	<p>3</p>
	<p>2</p>	<p>Background on the novel as a literary genre focusing on the themes.</p>	<p>3</p>
	<p>3</p>	<p>Background on the novel as a literary genre focusing on the characters.</p>	<p>3</p>
	<p>4</p>	<p>Background on the novel as a literary genre focusing on the method of narration.</p>	<p>3</p>
	<p>5</p>	<p>Background on the novel as a literary genre focusing on the Plot.</p>	<p>3</p>
	<p>6</p>	<p>Mid-term exam</p>	<p>1</p>
	<p>7</p>	<p>Background on the novel as a literary genre focusing on the style.</p>	<p>3</p>
	<p>8</p>	<p>The novella's different elements and its satire form</p>	<p>3</p>
<p>9</p>	<p>Animal Farm being a lament for the Russian Revolution and how it can be a lament for all revolutions.</p>	<p>3</p>	



	10	Analysis of literary projection in the novella	3							
	11	Analysis of literary projection in the novella	3							
	12	Revision	3							
5- Teaching and learning methods:	5/1 Lectures 5/2 Discussions 5/3 Dividing the students into working groups using the breakout rooms on the Blackboard platform. 5/4 Presentations									
6- Teaching and learning methods for limited skills students:	6/1 Dividing them into subgroups. 6/2 Making make up exams for students who have excuses. 6/3 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:	7/1 midterm exam 7/2 assignments an research papers 7/3 Discussion and participation in lectures 7/4 final exam									
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>4th & 8th week</td> </tr> <tr> <td>Midterm exam</td> <td>6th week</td> </tr> </tbody> </table>				Assessments	Time	Assignments	4 th & 8 th week	Midterm exam	6 th week
Assessments	Time									
Assignments	4 th & 8 th week									
Midterm exam	6 th week									



	Final exam	13 th week		
c) Weighting of assessments:				
		Evaluation	Timing	Percentage
		Midterm Exam	Sixth week	20%
		Class work	4th week & 8th week	30%
		Final exam	Week 13	50%
	Total		100%	
8- List of references:				
a) Course notes:	Notes include English Readings and several writing exercises on format and content.			
b) Essential books (text books)	Readings of various novels, books, articles and journals.			
c) Recommended book:	Encyclopedia of Contemporary Literary Theory			
d) Scientific periods, websites, etc.	http://web.anglia.ac.uk/anet/students/documents/2010/helpful-guide-to-essay-writing.pdf			
	http://www.internationalstudent.com/essay_writing/essay_tips/			
	https://www.cliffsnotes.com/literature/a/animal-farm/			

Course Coordinator: Dr. Dalia Azmy

Head of Department: Prof. Dr. Shaimaa Zulfakar





Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021-2022

Course specifications

1- Course data:		
Code: Comm 460	Title: Graduation project module	Level: Fourth level
No of studying units: Theoretical: - / practical: 6		

2- Overall aims of course:	<u>After finishing this course the student will be able to:</u>
	This module enables students to engage in a range of media production activities including the writing, researching, shooting and editing, to produce either a film or a program or a magazine or a media campaign as a final production. Course content will be applied on the idea that the group members will agree upon based on negotiations with their supervisor.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<p>A.1. Describe an in depth understanding of a specific issue or set of issues and of the journalistic means to present or explore them.</p> <p>A.2. cite the various steps of preproduction process.</p> <p>A.3. state the differences between pre-production, production & post production.</p> <p>A.4. List the basin steps of choosing the right idea for their grad project.</p> <p>A.5 define the different ways of conducting research for producing the grad project.</p>

	<p>A.6 define the basics of preparing the detailed research.</p> <p>A.7 cite the basic steps of writing script.</p> <p>A.8. describe the basic of editing techniques.</p> <p>A.9. recognize the layout principles.</p> <p>A.10. list the different ways for using social media for promoting final productions.</p> <p>A.11 Describe basics of planning a marketing campaign.</p> <p>A.12 list the basic differences between different media productions.</p>
<p>b) Intellectual skills</p>	<p>-B.1 describe the steps to design, refine, and do the preparatory research for the development of an independent, self directed broadcast or printed magazine project.</p> <p>-B.2 Discuss the steps needed to promote the development of the skills required for the development of independent project work.</p> <p>-B.3 explain the steps of developing project work.</p> <p>B.4 interpret the different ways to encourage a critical reflection of broadcasting practice.</p> <p>B.5. Describe the ways to criticize media production.</p> <p>B.6. discuss the characteristics needed to be a good director.</p> <p>B.7. Discuss the steps of writing story board.</p> <p>B.8 interpret the basic of media ethics.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C.1 Applying the various steps of production techniques.</p> <p>.C.2 develop an in-depth understanding of journalistic standards.</p>



	<p>C.3 demonstrate technical standards television or journalism production.</p> <p>C.4 demonstrate the steps of script breakdown.</p> <p>C.5 apply the steps of visualizing journalistic ideas.</p> <p>C.6. APPLY The steps of promoting media campaigns.</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 evaluate the work effectively both individually and as a member of team.</p> <p>D.4. improve the ability to verify data from internet</p> <p>D.5 improve the ability to share their knowledge and opinions.</p> <p>D.6 improve the ability to think in different approaches.</p>																		
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">week</th> <th rowspan="2">Subjects</th> <th colspan="2">hour</th> </tr> <tr> <th>Theore tical</th> <th>practic al</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>-Different types of different media productions</td> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>How to Develop an idea for your research project.</td> <td>1</td> <td>4</td> </tr> <tr> <td>3</td> <td>How to do a research to narrow down you topic from Several</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	week	Subjects	hour		Theore tical	practic al	1	-Different types of different media productions	1	4	2	How to Develop an idea for your research project.	1	4	3	How to do a research to narrow down you topic from Several	1	4
week	Subjects			hour															
		Theore tical	practic al																
1	-Different types of different media productions	1	4																
2	How to Develop an idea for your research project.	1	4																
3	How to do a research to narrow down you topic from Several	1	4																



		sources of information.			
	4	Choose final topic for your production.	1	4	
	5	How to write on outline to your research project.	1	4	
	6	Discuss research outline with students.	1	4	
	7	Specific people you want to interview.	1	4	
	8	How to set your budget .	1	4	
	9	Production techniques.	1	4	
	10	Production techniques.	1	4	
	11	Final editing for research project.	1	4	
	12	Using social media to promote your project.	1	4	
	5-	teaching and learning methods:	5. 5/1 lectures ● 5/2 practical sections and shooting in the field ● 5/3 discussion ● 5/4 Hold weekly meetings with the students using Blackboard online platform.		
	6-	Teaching and learning methods for limited skills students	6/1 More practices. 6/2 Provide personal assistant to them through giving them one-to one private sections. 6/3 Give visually-impaired and special needs students tasks that are convenient for them.		



7- Student assessment methods:													
a) Methods used:	7.a.1 Discussion and weekly meetings with students 7.a.2 Final project												
b) Assessment schedule:	Assessing the idea (week 4) Final project (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>Lectures</td> <td>1,2,3</td> <td>25%</td> </tr> <tr> <td>Practical sections</td> <td>4,5,6,7,8,9, 10,11,12.</td> <td>25%</td> </tr> <tr> <td>Final project</td> <td>Week 13</td> <td>50%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Lectures	1,2,3	25%	Practical sections	4,5,6,7,8,9, 10,11,12.	25%	Final project	Week 13	50%
Evaluation	Schedule	Percentage											
Lectures	1,2,3	25%											
Practical sections	4,5,6,7,8,9, 10,11,12.	25%											
Final project	Week 13	50%											
8- List of references:													
a) Course notes:	Power point presentations												
b) Essential books (text books)	Filming on a micro budget, Hardy. P. (2008). New challenges for documentary-2 nd edition, Rosenthal, A. (2005). Marketing Research: An applied orientation 6 th edition, Malhotra.												
c) Recommended book:	Lipschultz, J. (2020). <i>Social Media Measurement and Management: Entrepreneurial Digital Analytics</i> . (1 st ed.). New York: Routledge. McKay, J. (2019). <i>The Magazines Handbook</i> . (4 th ed.). Oxfordshire: Routledge. Winston, B., Vanstone, G., & Chi, W. (2017). <i>The Act of Documenting: Documentary Film in the 21st Century</i> .												
d) Scientific periods, websites, etc.	Panos,L.,Lacey,S.(2015). <i>The spaces of Television. Critical studies in Television,10(3),1-4.</i>												



	<p>http://study.com/directory/category/Communications_and_Journalism/Communication_Technology/Radio_and_Television_Broadcasting.htm</p>
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Course Coordinator:

Head of Department: Prof. 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: COMM 213	Title: Graphic Design	Level: Second
No of studying units: 12 theoretical 2 / practical: 2		

2- Overall aims of course:	By the end of the course the student will be able to use Graphics as a way of communication, Design Art, Practical experience (Taking Photos as a way of communication), Designing several items by doing hand Drawings, Hands on designing using the computer, Knowledge about Calligraphy and its use in Graphics.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Describe the Theory of Graphics. a/2 Recognize the Importance of Graphics in our life a/3 Recognize graphics as an Art a/4 Identify the types of graphic art a/5 Define the design principles. a/6 Describe the stages of design preparation. a/7 Identify the basics of graphic design a/8 Recognize the difference between flyers, brochures, booklets, catalogs and calendars
b) Intellectual skills	b/1 Compare publications' designs



	<p>b/2 Explain the use of design in different aspects b/3 Distinguish the designs used according to the type of publication b/4 Explain the overall design preparation process b/5 Discuss the dos and don'ts of design</p>														
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Produce Graphics for television, journalism, advertising and public relations c/2 use the camera to develop a message c/3 Sketch a design c/4 Develop design criticism c/5 Produce designs for different types of publications 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 D/2 Develop time management skills D/3 Develop internet surfing skills D/4 Improve aesthetic value skills D/5 Develop teamwork 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">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Types of graphic art</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Design principles</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	Types of graphic art	2	2	2	Design principles	2	2
Week	Content			Studying Hours											
		Theoretical	practical												
1	Types of graphic art	2	2												
2	Design principles	2	2												



	3	Stages of design preparation	2	2						
	4	Basic of graphic design	2	2						
	5	Indoor posters	2	2						
	7	flyers	2	2						
	8	brochures	2	2						
	9	booklets	2	2						
	10	catalogues	2	2						
	11	calendars	2	2						
	12	Revision	3	-						
5-	teaching and learning methods: 5/1 Lectures 5/2 Lab Projects 5/3 Class discussions 5/4 Presentations 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 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 Giving the students a written assignments instead of practical tailoring them to their skills 6/4 Trying to engage them more in lectures 6/5 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 design 7/A/3 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 Exam</td> <td>Week 6</td> </tr> <tr> <td>7/b/2 Assignments</td> <td>Week 2, Week 4, Week 7, Week 9</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 9		
Evaluation	Schedule									
7/b/1 Mid-Term Exam	Week 6									
7/b/2 Assignments	Week 2, Week 4, Week 7, Week 9									



	7/b/3 Final Exam	Week 13	
c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-Term Exam	Week 6	20%
	Assignments	Week 2, Week 4 Week 7 Week 9	30%
	Final Exam	Week 13	50%
	Total		100%
8- List of references:			
a) Course notes:			
b) Essential books (text books)	Crony peter, "graphic design & reproduction techniques", London, Focalpress, 2008.		
c) Recommended book:	Cullen, C. Dangle.: Graphic design that work, USA, Rockport Publishers, INC., 2009.		
	Sawahata, Lesa: Color Harmony Workbook- Massachussets-Rockport Publishers Inc. 2007.		
d) Scientific periods, websites, etc.			

Course Coordinator : Dr. Mahmoud Azmi

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 341	Title: Integrated Marketing Communication	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: Recognize the concepts of Integrated Marketing communications as well as identify the MC functions and determine the elements of a successful MC mix.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 Define Integrated marketing communications A/2 identify the Marketing Mix A/3 Define Advertising A/4 Recognize Public Relations & publicity A/5 Describe Internet/social media marketing A/6 List the different targeting techniques A/7 Define Personal selling A/8 Identify The changes in the practice of advertising and IMC A/9 Define Sales Promotion A/10 Investigate the IMC programs A/11 Define Direct Marketing



	A/12 Identify target market and campaign objectives			
b) Intellectual skills	<p>B/1 Distinguish between Marketing, Marketing communications, Integrated marketing communications.</p> <p>B/2 Differentiate between the different IMC programs</p> <p>B/3 Investigate the changes in IMC developments over time.</p> <p>B/4 Detect most appropriate & relevant target market</p> <p>B/5 Design campaign objectives</p> <p>B/6 Discuss the various campaigns strategies and approaches</p>			
c) Professional and practical skills concerned to the course	<p>C/1 Examine past campaigns and analyze them.</p> <p>C/2 Analyze market situation</p> <p>C/3 Apply segmentation approaches in campaign</p> <p>C/4 Develop an integrated marketing communication program</p> <p>C/5 Develop a creative strategy</p> <p>C/6 Manage implementation and the consistency with campaign objectives</p>			
d) General and transferable skills	<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 IMC</p> <p>d/4 enhance and develop communication and presentation skills</p>			
4- Course contents:	Week	Content	Theory	Pract.



	1	IMC Concepts and importance	2	2
	2	IMC & Marketing mix	2	2
	3	Changes in advertising & promotion mix	2	2
	4	IMC tools	2	2
	5	IMC tools 2	2	2
	6	Case study: Whooper freakout Campaign	2	2
	7	Target Market & segmentation	2	2
	8	Consumer Behavior	2	2
	9	Project presentation		6
	10	Project presentation		6
	11	Project presentation		6
	12	Project presentation festival		6
5- teaching and learning methods:	5/1 Lectures 5/2 Discussions 5/3 Showing students and analyzing different types of IMC campaigns. 5/4 Divide students into working groups using breakout rooms on Blackboard online platform. 5/5 power point presentations			



<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1 Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for visually-impaired students) 6/2 Oral assignments 6/3 If a student missed the Mid-Term exam, he/she can attend a make-up exam. 6/4 Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard.</p>															
<p>7- Student assessment methods:</p>																
<p>a) Methods used:</p>	<p>7/a/1 In class discussions and analysis during the lectures 7/a/2 Midterm project 7/a/3 IMC campaign project presentation 7/a/4 Written Final Exam</p>															
<p>b) Assessment schedule:</p>	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Project</td> <td>7</td> </tr> <tr> <td>IMC campaign project presentation</td> <td>9-12</td> </tr> <tr> <td>Final Exam</td> <td>14</td> </tr> </tbody> </table>	Assessment	Week	Mid-Term Project	7	IMC campaign project presentation	9-12	Final Exam	14							
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<p>c) Weighting of assessments:</p>	<table border="1"> <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> <tr> <td>Classwork (IMC project)</td> <td>9-12 Weeks</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> <tr> <td>Total</td> <td></td> <td>100%</td> </tr> </tbody> </table>	Evaluation	Time	Percentage	Midterm project	7 th week	20%	Classwork (IMC project)	9-12 Weeks	30%	Final exam	13 th week	50%	Total		100%
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<p>8- List of references:</p>																
<p>a) Course notes:</p>	<p>8/A/1 Power point presentations In class discussions</p>															
<p>b) Essential books (text books)</p>																



	Belch, G. & Belch, M. (2007). <i>Advertising and promotion An integrated marketing communication perspective</i> . New York: McGraw-HILL.
c) Recommended book:	Coleman, D. (2018). <i>Building Brand Experiences: A Practical Guide to retaining Brand Relevance</i> . New York: Kogan Page Ltd.
d) Scientific periods, websites, etc.	8/D/1 Check websites like : <ul style="list-style-type: none">● www.iffie.org● www.clioawards.com● www.cassies.ca● www.canneslions.com● www.prsa.org/awards/silveranvil

Course Coordinator: Dr. Maha Bahnassy

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 301	Title: International Communication	Level: 3
No of studying units: 3		
Theoretical: 3 / practical:		

2- Overall aims of course:	By the end of this course, students should be able to describe the broad overview of the role, history, scope a of international communication, and major international trends of a theoretical, cultural, economic, public policy, or foreign relations nature as well as actors, stakeholders, and global activities. They should also be able to interpret the use of select theories in international communication, and draw parallels between historical and contemporary use of international communication. Finally, students should be able to analyze the complexities and current international/global events on the international communication scene.
3- Intended learning outcomes of course (ILOs): Students should be able to:	
a) Information and concepts	a/1 define the meaning of international / global communication a/2 Describe the role of international communication a/3 describe the scope of international communication a/4 Identify major international trends that are of a theoretical, cultural, economic, public policy, or foreign relations in nature. a/5 Indicate major actors, and global activities



	<p>a/6 Acquire general knowledge of academic research specialized in international communication</p> <p>a/7 understand public diplomacy concept</p> <p>a/8 understand the complexities of the international communication scene</p> <p>a/9 Interpret the use of select theories in international communication</p> <p>a/10 understand the role of the internet in global systems</p> <p>a/11 enumerate the factors affecting international Arab media</p> <p>a/12 understand global communication theories affecting global media</p>
<p>b) Intellectual skills</p>	<p>b/1 Draw parallels between historical and contemporary use of international communication</p> <p>b/2 Interpret the basics of communication research</p> <p>b/3 Criticize regulations, ethical and legal issues concerning media acts.</p> <p>b/4 Discuss the role of effective media messages that help change behaviors and attitudes of individuals in a society.</p> <p>b/5 Analyze the factors of success and failure of global media message</p> <p>b/6 Investigate the role and influence of various society actors and relevant stakeholders</p> <p>b/7 Realize the role of public diplomacy</p> <p>b/8 Realize the effect of new technology and internet on international communication systems</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Criticize contemporary acts, policies, and activities of international communication</p> <p>c/2 Propose international activities for the Egyptian context</p> <p>c/3analyze the complexities of the international communication scene</p> <p>c/4conduct a research on global communication system</p> <p>c/5criticize the factors affecting international Arab 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 presentations skills</p> <p>D/3- Develop research and analytical skills.</p>

	<p>D/4- Develop/Improve web surfing and computing skills D/5- Practice creative thinking and brainstorming</p>																														
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th>Contents</th> <th>weeks</th> <th>hours</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>1</td> <td>3</td> </tr> <tr> <td>Global Communication: Background</td> <td>2</td> <td>3</td> </tr> <tr> <td>Global Communication: Background</td> <td>3</td> <td>3</td> </tr> <tr> <td>Development Research Traditions and Global Communication</td> <td>4</td> <td>3</td> </tr> <tr> <td>Development Research Traditions and Global Communication</td> <td>5</td> <td>3</td> </tr> <tr> <td>• Midterm exam Public Diplomacy: New Dimensions and Implications</td> <td>6</td> <td>3</td> </tr> <tr> <td>Public Diplomacy: New Dimensions and Implications</td> <td>7</td> <td>3</td> </tr> <tr> <td>Counter global media theory arguments</td> <td>8</td> <td>3</td> </tr> <tr> <td>Internet: The evolving Frontier</td> <td>9</td> <td>3</td> </tr> </tbody> </table>	Contents	weeks	hours	Introduction	1	3	Global Communication: Background	2	3	Global Communication: Background	3	3	Development Research Traditions and Global Communication	4	3	Development Research Traditions and Global Communication	5	3	• Midterm exam Public Diplomacy: New Dimensions and Implications	6	3	Public Diplomacy: New Dimensions and Implications	7	3	Counter global media theory arguments	8	3	Internet: The evolving Frontier	9	3
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	Arab Media and the Al-Jazeera Effect	11	3
	Revision	12	3
5- teaching and learning methods:	5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups using the breakouts on the Blackboard Platform 5/4 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 (if they existed) 6/4 Make the exam in braille for the blind students.		
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:	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): Week4 7/b/5 (Assignment 4) : Week 7 7/b/ 6(Assignment 5) : week 8 7/b/7 -Final Exam: Week 13		
	Week 1	Assignment	
	Week 2	Assignment	



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	Week 13	Final exam																
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Total	100%																	
8- List of references:																		
a) Course notes:	Instructor's power point presentations																	
b) Essential books (text books)	McPhail, Thomas L. (2010). 'Global Communication: Theories, Stakeholders, and Trends.' Third Edition. Wiley-Blackwell.																	
c) Recommended book:	<ul style="list-style-type: none"> - The Handbook of Global Media and Communication Policy - Cross-cultural journalism, Len-Rios, Maria - Media and politics in a globalizing world, ROBERTSON, ALEXA 																	
d) Scientific periods, websites, etc.																		

Course Coordinator: Prof.Dr. Nermeen Al-Azrak

Head of Department: Prof. Dr. Nermeen 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 441	Title: International Marketing	Level: 4
No of studying units: Theoretical: 3 hours / practical: -		

2- Overall aims of course:	This course aims at making the student recognize the scope of international marketing, distinguish international marketing from domestic marketing, list the challenges that face international marketers while working and apply previous marketing knowledge of and the knowledge acquired from this course to prepare assignments. It also aims at making students able to develop general knowledge skills on the political, economic and social level and at making students able to gain the cognitive and scientific ability that allows it to compete in the media market locally and internationally.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1- Summarize global business trends. a/2- List the benefits of international marketing. a/3- Describe why international marketing occurs. a/4- State the reasons of the difference between international research and domestic research. a/5- Describe the global aspects of marketing. a/6- Identify the types of international marketing company organizations. a/7- Describe the importance of international research. a/8- Describe parameters and environmental factors. a/9- Describe the process of researching foreign market potentials. a/10- Define secondary data.



	<p>a/11- Identify secondary data resources. a/12- Identify the mechanisms of selecting marketing strategies.</p>										
<p>b) Intellectual skills</p>	<p>b/1- Explain international marketing challenges. b/2- Distinguish the environments facing international marketers. b/3- Distinguish international from domestic marketing. b/4- Discuss theoretical background and marketing research methods towards an understanding of consumer behavior. b/5- Investigate the role and influence of various society actors and relevant stakeholders. b/6- Discuss the steps of marketing campaign planning process. b/7- Investigate case studies; Procter & Gamble and Adidas Olympics Campaign 2012.</p>										
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Apply previous knowledge of marketing and the knowledge acquired from this course to prepare assignments. c/2- Solve general marketing-related questions concerning general knowledge about marketing and one of them about a specific case study taught in the course. (For example, the marketing mix, sponsorship ...etc.). c/3- Conduct plans, campaigns and designs using different computer applications and programs. c/4- Analyze consumer insights based on market research in a challenging market and media environment. c/5- Analyze various types of promotional materials (ads, press releases,...etc.).</p>										
<p>d) General and transferable skills</p>	<p>d/1- Criticize information introduced through lectures. d/2- Develop and enhance teamwork and time management skills. d/3- Develop presentations skills. d/4- Develop research and analytical skills.</p>										
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Topics</th> <th colspan="2">Studying hours</th> </tr> <tr> <th>Theoretic al</th> <th>Practic al</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Global business trends</td> <td>3</td> <td>-</td> </tr> </tbody> </table>	Week	Topics	Studying hours		Theoretic al	Practic al	1	Global business trends	3	-
Week	Topics			Studying hours							
		Theoretic al	Practic al								
1	Global business trends	3	-								



	2	Case study: Adidas Olympics campaign 2012.	3	-	
	3	Global aspects of marketing	3	-	
	4	International & domestic research	3	-	
	5	Case study of Procter & Gamble	3	-	
	6	Midterm Exam	1	-	
	7	Building knowledge base (conducting research)	3	-	
	8	Types of international marketing company organizations , Market	3	-	



		selection, ethnocentris m			
	9	The international marketing mix	3	-	
	10	Importance of International research, Research objectives, Parameters and environment al factors	3	-	
	11	Process of Researching foreign Market potentials, Secondary data and its sources	3	-	
	12	Research techniques, The	3	-	



	mechanisms of selecting marketing strategies, Scenario building											
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:	6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Being available to re-explain topics during the office hours, if needed. 6/3- Dividing students into small work groups. 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											
7- Student assessment methods:												
a) Methods used:	7/a/1- Assignments. 7/a/2- Midterm exam. 7/a/3- Final exam.											
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Assessments	Time	weighting										



	Midterm exam	6 th week	20%	
	Assignments	2 nd & 5 th week	30%	
	Final exam	13 th week	50%	
	Total	100%		
8- List of references:				
a) Course notes:	PowerPoint lectures.			
b) Essential books (text books)	Ghauri, P., & Cateora, P. (2014). <i>International Marketing 4e</i> . New York: McGraw-Hill Higher Education.			
c) Recommended book:	Doole, I., & Lowe, R. (2008). <i>International Marketing Strategy: Analysis, Development and Implementation</i> . London: Cengage Learning.			
d) Scientific periods, websites, etc.	Souchon , A., Hughes, P., Farrell, A., Nemkova, E., & Oliveira, J. (2016). Spontaneity and international marketing performance. <i>International Marketing Review</i> , 33 (5), 671 – 690. doi: http://dx.doi.org.ugrade1.eul.edu.eg:2048/10.1108/IMR-06-2014-0199			

Course Coordinator: Dr. Yasser Tawfik

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



Templates for course specifications

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

course specifications

* Course data:		
Code: COMM 202	Title: Interpersonal communication	Level: second
No of studying units: Theoretical: 3 / practical:		

	<u>After finishing this course the student will be able to :</u>
* Overall aims of course:	Gain the information skills of interpersonal communication, besides the intellectual skills communication with people and manage self disclosure and the basics of interpersonal communication, also gain practical skills of enhancing the skills of communication and dealing with people in daily life.
* Intended learning outcomes of course (ILOs)	
* Information and concepts	a.1. Define the interpersonal communication process A.2. Classify the Components of communication process A.3. Differentiate between the types of communication. a.4. Introduce the four Models of communication a.5. Discuss the Social penetration theory a.6. Explain the Self disclosure concept and its principles a.7. Analyze the importance of communication process a.8. Interpersonal communication motives a.9. Define guidelines for Interpersonal Communication Competence a.10. Discuss interpersonal Communication Ethics and relation between Technology and Interpersonal Communication a.11. Analyze barriers of interpersonal communication process. a.12. Create ways to avoid barriers of interpersonal



	communication using the guidelines discussed.		
* Intellectual skills	b.1– Analyze interpersonal communication. b.2- State the importance of communication in the daily life. b.3- Detect relationships of interpersonal Communication. b.4- Examine the self-disclosure and how to use it in our life in terms of interpersonal communication. b.5- point out skills and motives of interpersonal Communication		
* Professional and practical skills concerned to the course	c.1- Improve verbal and non-verbal communication. c.2- plan how to efficiently communicate with people c.3- Develop the presentation skills c.4- create ways to apply self-disclosure c.5- plan strategies to avoid barriers of interpersonal communication.		
* General and transferable skills	d.1- Use the internet to collect data about communications. d.2- work within a group to enhance the spirit of team work. d.3- present reports and researches about interpersonal communication, self-disclosure, motives. d.4- discuss and compare what is new in media and relationships.		
* Course contents:	week	subjects	hour
	1	A brief to communication and Definition of communication	3
	2	Models of communication	3
	3	Essential components of communication	3
	4	Communication in context	3
	5	Principles of communication	3
	7	Verbal and non-verbal communication	3
	8	Barriers to interpersonal communication	3
	9	Self-disclosure	3
	10	Interpersonal communication	3



		motives	
	11	Interpersonal communication ethics and relation between it and technology	3
	12	Revision	3
* teaching and learning methods:	5.1- Lectures 5.2- Discussions 5.3- PowerPoint presentations 5.4- class work exercises 5.5- projects 5.6- quizzes		
* Teaching and learning methods for limited skills students:	6.1- provide the content on a CD to be easy to change it to Braille method (for blinds) 6.2- dividing them to groups using the breakouts on Blackboard platform 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		
* Student assessment methods:			
* Methods used:	7.1- Assignments 7.2- midterm exam 7.3- discussions in the lectures 7.4 class work and projects 7.5- quizzes		
* 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) Assignment 7 (week 10) quiz (week 11)		
* 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%
* List of references:			
* Course notes:	interpersonal communication notes and PowerPoint		



	slides
* Essential books (text books)	Pearson new international Edition: interpersonal communication relating to others beebe beebe reamond 7 th edition
* Recommended book:	The basics of interpersonal communication, Scott McLean, Arizona Western College Interpersonal Skills in Organizations
* Scientific periods, websites, etc.	Encountering virtual users: A qualitative investigation of interpersonal communication Marie L. Radford Article first published online: 25 APR 2006

Course Coordinator : Dr. Jilan Sharaf

Head of Department : Prof. Dr. Nermine Al Azrak



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.
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 address potential audience questions and concerns a/8 select communication channels designed to reach audiences at an optimum time. a/9 effectively connect with target audiences



	<p>a/10 compare, contrast and apply different theories and models of marketing effectiveness</p> <p>a/11 list target market segments</p> <p>a/12 learn ways to create new products and services</p>
b) Intellectual skills	<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/7 analyse how different approaches to positioning, media, creative work and communications research may influence marketing effectiveness</p> <p>b/8 apply theoretical frameworks in analysing particular marketing communications situations</p>
c) Professional and practical skills concerned to the course	<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>



	c/5 deliver their message clearly using the appropriate communication channel																																				
d) General and transferable skills	<p>d/1 debate course content with the lecturer.</p> <p>d/2 communicate and exchange ideas in both large and small group settings</p> <p>d/3 reflect on their own values with respect to ethical practice</p> <p>d/4 structure, write and present marketing communications plans</p> <p>d/5 work individually and as part of a team in the development of a integrated marketing communications campaign</p>																																				
4- Course contents:	<table border="1"> <thead> <tr> <th>Weeks</th> <th>Topics</th> <th>hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to the marketing mix, consumer products.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Business-to-business products</td> <td>3</td> </tr> <tr> <td>3</td> <td>Place and price</td> <td>3</td> </tr> <tr> <td>4</td> <td>Price continued, market segmentation</td> <td>3</td> </tr> <tr> <td>5</td> <td>Sales promotion</td> <td>3</td> </tr> <tr> <td>6</td> <td>Consumer-oriented promotions</td> <td>3</td> </tr> <tr> <td>7</td> <td>Midterm</td> <td>3</td> </tr> <tr> <td>8</td> <td>Marketing public relations</td> <td>3</td> </tr> <tr> <td>9</td> <td>Advertising</td> <td>3</td> </tr> <tr> <td>10</td> <td>Advertising continued</td> <td>3</td> </tr> <tr> <td>11</td> <td>Hierarchy of effects model</td> <td>3</td> </tr> </tbody> </table>	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
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		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"> <thead> <tr> <th>Assignment no.</th> <th>week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>Week 7</td> </tr> <tr> <td>Class Work as Assignments and Participation</td> <td>Week1 , Week 2, Week 8 Week 9</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>			Assignment no.	week	Mid-Term Exam	Week 7	Class Work as Assignments and Participation	Week1 , Week 2, Week 8 Week 9	Final Exam	Week 13
Assignment no.	week											
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:												



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%	

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
Department: English
Academic year:2020/2021

Course specifications

Course data: - \		
Code: COMM115	Title: Introduction to radio & tv	Level: first
No of studying units: 3 hours theoretical 2h / practical: 2h		

Intended Learning Outcomes (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 production process.
- a/5) Outlining the job responsibilities of production staff and talent.
- a/6) Handling the different broadcasting related equipment.
- a/7) Shedding light on the basics of writing news stories.
- a/8) Recognizing the methods used in managing media organizations.
- a/9) Evaluating TV programs and criticizing the content.
- a/10) Producing News Reports.
- a/11) Understanding the essence of media professionalism.
- a/12) Demonstrate an understanding of the basics of scriptwriting.

b) Intellectual skills

- b/1) Creating CVs, and Portfolio.
- b/2) Ability to criticize media content
- b/3) Ability to create online accounts on job websites such as LinkedIn
- b/4) Learning the basic of media ethics in order to avoid mistakes in the future.
- b/5) Achieving high level of media literacy
- b/6) Enriching the students' abilities to follow the latest technologies in the media field
- b/7) Recognizing the basics of picture composition, shot sizes, camera movements
- b/8) Illustrating the basics of TV production.

c) Professional and practical skills concerned to the course

- | | |
|--------------------------------|--|
| c/1) Interviewing skills | c/2) Basics of communication research. |
| c/3) The ability to use camera | c/4) Developing news reports |
| c/5) Criticizing TV programs | c/6) Managing the production of TV reports |
| c/7) Writing scripts | c/8) The basics of reports editing |



General and transferable skills

d/1) Presentation skills

d/3) Team working

d/5) Editing skills

d/2) Communications skills

d/4) Writing skills

Course Content:

1. Careers in electronic media 2. Electronic media forms 3. Programming 4. Formats of programs 5. Promotion & audience feedback 6. Ethics & Effects 7. Technical Underpinning 8. Students' Presentations

Teaching and learning methods:

5/1 Lectures 5/2 Discussions 5/3 Practical sessions 5/4 Dividing students into working groups using breakouts on blackboard platform

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 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

Student assessment methods:

7/1 Assignments 7/2 Presentation 7/3 Reports 7/4 Mid-term exam 7/5 Final Exam

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

Course data: -\		
Code: COMM 202	Title: Interpersonal Communication	Level: second
No of studying units: 3 hours theoretical 3 / practical:		



Intended Learning Outcomes (ILOs)

a) Information and concepts

- a/1 Define the impact of new media on journalism
- a/2 Describe the qualities of the reporters and news sources
- a/3 Read about the news values
- a/4 Recognize the curiosity questions
- a/5 State the most important observational questions
- a/6 Indicate the basic elements of the news story
- a/7 Identify the most important elements that build up a good story
- a/8 List the different interviewing techniques
- a/9 Name the most important skills to conduct interviews
- a/10 Report about the lead
- a/11 Summarize the basic elements of the headlines
- a/12 Point out the main factors in a follow up story

b) Intellectual skills

- b/1 Distinguish an understanding about the new media in relevance to journalism
- b/2 Confirm the ability to have curiosity questions
- b/3 Compare between the main elements that structure a follow up story
- b/4 Describe the structure of the lead
- b/5 Discuss the interviewing techniques
- b/6 Outline the main factors that by using you can have a good news story
- b/7 Locate the observational questions
- b/8 Illustrate the job of the reporter
- b/9 Illustrate the importance of the news sources
- b/10 Relate the different news values

c) Professional and practical skills concerned to the course

- c/1 Conduct interviews
- c/2 Prepare lists of observational questions
- c/3 Analyze the importance of the news sources
- c/4 Match the different elements used to write a news story
- c/5 Order the news values
- c/6 Use the curiosity questions to write a good lead
- c/7 Develop a clear understanding about the meaning of follow up piece
- c/8 Complete the basic elements of the news story and the news pieces

d) General and transferable skills

- D/1 Improve the team work skills
- D/2 Develop critical thinking
- D/3 Enhance the relevance ability
- D/4 Improve the observational skill
- D/5 Improve the follow up ability
- D/6 Point out the news values
- D/7 Investigate the information that can be added in a news piece



Course Content:

The Impact of new media on Journalism, Reporters and news sources, News Values ,Curiosity Questions, Observations Questions , Basic Elements of News Story , Interviewing Techniques, Summary Lead , Headlines , Follow Up News Story

Teaching and learning methods:

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.

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 platform,
6/3 Dividing them into small groups.

Student assessment methods:

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

Course Coordinator: Dr/ Hany Mohamed Ali

Head of Department: Prof. Dr. Nermine Al Azrak



Templates for course specifications

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

Course specifications

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

22- 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.
23- Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
m) Information and concepts	a/1- identify the meaning of entrepreneurship a/2- Recognize the difference between entrepreneurship and small enterprise.



	<p>a/3- Recognize the capabilities of 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>
n) Intellectual skills	<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>
o) Professional and practical skills concerned to the course	<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>p) 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- Develop research and analytical skills.</p> <p>D-4- Improve criticizing skills</p> <p>D-5- Develop/Improve web surfing and computing skills</p> <p>D-6- Practice creative thinking and brainstorming</p>																		
<p>24- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="815 802 964 835">Week</th> <th data-bbox="964 802 1203 835">Content</th> <th data-bbox="1203 802 1356 835">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="815 835 964 1018">1</td> <td data-bbox="964 835 1203 1018">Definition of entrepreneurship and area of study</td> <td data-bbox="1203 835 1356 1018">3</td> </tr> <tr> <td data-bbox="815 1018 964 1201">2</td> <td data-bbox="964 1018 1203 1201">The process of entrepreneurship and the importance of entrepreneurship</td> <td data-bbox="1203 1018 1356 1201">3</td> </tr> <tr> <td data-bbox="815 1201 964 1497">3</td> <td data-bbox="964 1201 1203 1497">Define The entrepreneur and clarify the difference between entrepreneurship and small enterprises</td> <td data-bbox="1203 1201 1356 1497">3</td> </tr> <tr> <td data-bbox="815 1497 964 1829">4</td> <td data-bbox="964 1497 1203 1829">Examples of entrepreneurship enterprises. And clarifying false concepts about entrepreneurship enterprises and how to respond to them</td> <td data-bbox="1203 1497 1356 1829">3</td> </tr> <tr> <td data-bbox="815 1829 964 1896">5</td> <td data-bbox="964 1829 1203 1896">Know the characteristics</td> <td data-bbox="1203 1829 1356 1896">3</td> </tr> </tbody> </table>	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	3
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		and capabilities that the entrepreneur ought to have.	
	٦	The importance of the pioneering enterprise to the entrepreneur.	3
	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	3



	opportunities it can offer							
	12	Final Presentation 3						
25- 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							
26- 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.							
27- Student assessment methods:								
j) Methods used:	7/a/1- Final Exam							
k) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Final exam</td> <td>13th week</td> </tr> </tbody> </table>	Assessments	Time	Final exam	13 th week			
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l) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Timing</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>Final-term exam</td> <td>Week 13</td> <td>100%</td> </tr> </tbody> </table>		Assessment	Timing	Final	Final-term exam	Week 13	100%
Assessment	Timing	Final						
Final-term exam	Week 13	100%						
28- List of references:								
m) Course notes:								
n) Essential books (text books)	Leading business , Cairo university							



o) Recommended book:	
p) Scientific periods, websites, etc.	

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	B/1 Discuss the importance of media. B/2 Explain the functions of mass media. B/3 Relate globalization to mass media.



	<p>B/4 Relate social change to mass media. B/5 Describe the effects of media violence on violence in our society. B/6 Classify media. B/7 Explain basic features of society. B/8 Interpret the relationship between culture and media.</p>														
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1 develop a paper about media effects. C/2 Apply issues related to media and society on case studies C/3 Produce a diary of their media consumption C/4 Apply the difference between cultures and media effects</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 D/5 Develop teamwork 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">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The role of media in society and classification of mass media.</td> <td>3</td> <td>-</td> </tr> <tr> <td>2</td> <td>Functions of mass media.</td> <td>3</td> <td>-</td> </tr> </tbody> </table>	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	-
Week	Content			Studying Hours											
		Theoretical	practical												
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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 presentations	3	-
	12	Revision	3	-
	5- teaching and learning methods:	5/1 PowerPoint lectures. 5/2 Students' presentations. 5/3 Class Discussions 5/4 Dividing students into working groups using the breakouts on the Blackboard platform		



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>																									
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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 a/11 Define the Target market from the demographics to the psychographic lifestyle and the benefit factors a/12 Identify the results of the advertising campaign
b) Intellectual skills	<ul style="list-style-type: none"> b/1 Illustrate research processes b/2 Classify advertising campaign planning framework



	<p>b/3 Compute advertising budget b/4 Explain the strategy for the target market of the campaign b/5 Distinguish between different types of research b/6 Classify the target market b/7 Interpret the advertising objectives</p>																						
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Develop advertising plan c/2 Use marketing mix in advertising campaign c/3 Apply the advertising and marketing objectives in the campaign c/4 Complete all the types of research when developing a media campaign c/5 Analyze the results of the campaign</p>																						
<p>d) General and transferable skills</p>	<p>d/1 Work in groups to enhance the team work d/2 Use the internet in collecting data about the activities of advertising agencies in planning for a media campaign d/3 Discuss and analyze all the new trends in marketing d/4 Present reports and researches about Media Campaigns</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>Introduction to Course-Team formation</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Campaign Outline Situation Analysis</td> <td>1</td> <td>4</td> </tr> <tr> <td>3</td> <td>Audience Research Secondary and Primary Research</td> <td>1</td> <td>4</td> </tr> <tr> <td>4</td> <td></td> <td>1</td> <td>4</td> </tr> </tbody> </table>	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		1	4
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4		1	4																				



		Objectives and Strategy : Campaign Proposal		
	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								
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Final Exam	13																		
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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	Class Work as assignments and participation	Week 1	20%																
	Project Presentation	Week 10	10%																
	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: 2021 / 2022

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 course aims to teach the students how to define media criticism. Also, it attempts to list its basic features, and demonstrate how to criticize movies, TV, and literature. It intends to explain the role of discourse analysis in the 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 A/10 learn key methods of textual analysis in the field of media studies



	<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> <p>d/5- Ability to work effectively both individually and collaboratively</p>						
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="813 1717 911 1841">Week</th> <th data-bbox="911 1717 1219 1841">Topic</th> <th data-bbox="1219 1717 1349 1841">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1841 911 1841">k</td> <td data-bbox="911 1841 1219 1841"></td> <td data-bbox="1219 1841 1349 1841">r</td> </tr> </tbody> </table>	Week	Topic	Number	k		r
Week	Topic	Number					
k		r					

		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.



	<p>5/2 Discussion.</p> <p>5/3 Dividing the students into working groups through blackboard platform.</p> <p>5/4 Interaction between the students through participating in class activities.</p> <p>5/5 PowerPoint presentations.</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</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Dividing them into small groups</p> <p>6/4 Provide the course content and exam in Braille for the visually impaired students</p>															
<p>7- Student assessment methods:</p>																
<p>a) Methods used:</p>	<p>7/A/1 Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and analyze different genres of media</p> <p>7/A/3 Discussing and participating in the lectures</p> <p>7/A/4 Written Final Exam</p>															
<p>b) Assessment schedule:</p>	<table border="1" data-bbox="906 1066 1255 1402"> <thead> <tr> <th>Assignment no.</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Assignment 1 "review a movie"</td> <td>Week 3</td> </tr> <tr> <td>Mid-Term Exam</td> <td>Week 7</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>	Assignment no.	Week	Assignment 1 "review a movie"	Week 3	Mid-Term Exam	Week 7	Final Exam	Week 13							
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<p>c) Weighting of assessments:</p>	<table border="1" data-bbox="813 1516 1349 1814"> <thead> <tr> <th>Assessments</th> <th>Week</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>3rd 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	3 rd week	30%	Midterm	7 th week	20%	Final exam	13 th week	50%	Total	100%	
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)	1.5 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 : Prof.Dr. Nermine Al Azrak



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:	<u>After finishing this course the student will be able to :</u>
	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	b.1- Analyze media literacy



	<p>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.</p>		
<p>c) Professional and practical skills concerned to the course</p>	<p>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.</p>		
<p>d) General and transferable skills</p>	<p>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.</p>		
<p>4- Course contents:</p>	<p>week</p>	<p>subjects</p>	<p>hour</p>
	<p>1</p>	<p>Media literacy (definition and background)</p>	<p>3</p>
	<p>2</p>	<p>Difference between media literacy and media education</p>	<p>3</p>
	<p>3</p>	<p>Why teach media literacy?</p>	<p>3</p>
	<p>4</p>	<p>Media influence in our lives and Foundational ideas</p>	<p>3</p>
	<p>5</p>	<p>Media literacy key concepts</p>	<p>3</p>
	<p>7</p>	<p>Media literacy is a multi-dimensional domain (cognitive, emotional, aesthetic and moral)</p>	<p>3</p>
	<p>8</p>	<p>Message saturation</p>	<p>3</p>
	<p>9</p>	<p>Active and selective exposure</p>	<p>3</p>
	<p>10</p>	<p>Faulty beliefs</p>	<p>3</p>
	<p>11</p>	<p>Skills of media literacy Project presentations</p>	<p>1.5 1.5</p>
	<p>12</p>	<p>Revision</p>	<p>3</p>
<p>5- teaching and learning methods:</p>	<p>5.1 Lectures 5.2 Discussions</p>		



	<p>5.3 PowerPoint presentations</p> <p>5.4 class work exercises</p> <p>5.5 quizzes</p> <p>5.6 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 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> <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>7.1- Assignments</p> <p>7.2- midterm exam</p> <p>7.3- discussions in the lectures</p> <p>7.4- class work and projects</p> <p>7.5- Quizzes</p>		
b) Assessment schedule:	<p>Assignment 1 (week 2)</p> <p>Assignment 2 (week 3)</p> <p>Assignment 3 (week 4)</p> <p>Assignment 4 (week 8)</p> <p>Assignment 5 (week 9)</p> <p>Project (week 5 and 6)</p> <p>Quiz (week 10)</p>		
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/backgrounders/media-literacy-menu-ingredients-successful-media-studies-teaching-backgrounders

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.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> 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 writing.



	<p>a/7 Describe how to write headlines in Arabic. a/8 List the basics of writing news stories in Arabic.</p>														
<p>b) Intellectual skills</p>	<p>b/1 Develop The Skill to transfer an English text into a well written Arabic text. b/2 Recite new terms. b/3 Update the students' vocabulary. b/4 Identifying different types of information of a news story. b/5 Analyze the translation process b/6 Compare the grammatical rules in English and Arabic languages.</p>														
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Apply learned skills to translate news stories from English to Arabic. c/2 Develop the translated text into Arabic news stories. c/3 Apply Arabic language phrasing. c/4 Illustrate Writing headlines. c/5 Develop Writing datelines.</p>														
<p>d) General and transferable skills</p>	<p>d/1 Using dictionaries to look up new English terms. d/2 Using online translation tools. d/3 Develop Translation skills from English to Arabic. d/4 Use the internet.</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>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 /</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	Rules and Guidelines of Good Translation / Class Activities.	1	4	2	Rules and Guidelines of Good Translation /	1	4
Week	Content			Studying Hours											
		Theoretical	practical												
1	Rules and Guidelines of Good Translation / Class Activities.	1	4												
2	Rules and Guidelines of Good Translation /	1	4												



		Class Activities.		
	3	Practical Translation of English news stories into Arabic / Class Activities.	1	4
	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
5- teaching and learning methods:	<p>5/1 Lectures.</p> <p>5/2 Discussions.</p> <p>5/3 Divide students using the Breakout Rooms feature in Blackboard Platform.</p> <p>5/4 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 Blackboard Platform.</p> <p>6/3 Exercise more under the supervision of the professor.</p> <p>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>			
7- Student assessment methods:				
a) Methods used:	7/a/1 In class translation exercises.			



	<p>7/a/2 In class translation assignments for which the students get graded.</p> <p>7/a/3 Midterm Exam.</p> <p>7/a/4 Final Exam.</p>																		
<p>b) Assessment schedule:</p>	<table border="1"> <thead> <tr> <th data-bbox="808 468 1195 506">Evaluation</th> <th data-bbox="1195 468 1534 506">Schedule</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 506 1195 688">7/b/1 Class exercises</td> <td data-bbox="1195 506 1534 688"> Week 1 Week 2 Week 3 Week 4 Week 5 </td> </tr> <tr> <td data-bbox="808 688 1195 726">7/b/2 Mid-Term Exam</td> <td data-bbox="1195 688 1534 726">Week 6</td> </tr> <tr> <td data-bbox="808 726 1195 909">7/b/3 In-class quizzes</td> <td data-bbox="1195 726 1534 909"> Week 2 Week 3 Week 4 Week 7 Week 8 </td> </tr> <tr> <td data-bbox="808 909 1195 947">7/b/4 Final Exam</td> <td data-bbox="1195 909 1534 947">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																		
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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																		
<p>c) Weighting of assessments:</p>	<table border="1"> <thead> <tr> <th data-bbox="808 1062 1057 1100">Evaluation</th> <th data-bbox="1057 1062 1289 1100">Schedule</th> <th data-bbox="1289 1062 1534 1100">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1100 1057 1283">Class exercises</td> <td data-bbox="1057 1100 1289 1283"> Week 1 Week 2 Week 3 Week 4 Week 5 </td> <td data-bbox="1289 1100 1534 1283">10%</td> </tr> <tr> <td data-bbox="808 1283 1057 1358">Mid-Term Exam</td> <td data-bbox="1057 1283 1289 1358">Week 6</td> <td data-bbox="1289 1283 1534 1358">20%</td> </tr> <tr> <td data-bbox="808 1358 1057 1541">In-class quizzes</td> <td data-bbox="1057 1358 1289 1541"> Week 2 Week 3 Week 4 Week 7 Week 8 </td> <td data-bbox="1289 1358 1534 1541">20%</td> </tr> <tr> <td data-bbox="808 1541 1057 1579">Final exam</td> <td data-bbox="1057 1541 1289 1579">Week 13</td> <td data-bbox="1289 1541 1534 1579">50%</td> </tr> <tr> <td data-bbox="808 1579 1057 1617">Total</td> <td colspan="2" data-bbox="1057 1579 1534 1617">100%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Class exercises	Week 1 Week 2 Week 3 Week 4 Week 5	10%	Mid-Term Exam	Week 6	20%	In-class quizzes	Week 2 Week 3 Week 4 Week 7 Week 8	20%	Final exam	Week 13	50%	Total	100%	
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Final exam	Week 13	50%																	
Total	100%																		
<p>8- List of references:</p>																			
<p>a) Course notes:</p>	<p>8/a/1 News stories from different news agencies.</p> <p>8/a/2 Rules and guidelines of Translation.</p>																		



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: 2021/2022

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:	Building on Media Translation 1, this course aims to review the basic rules of translation and the different abbreviation for different world's organization. It aims to construct appropriate translated articles and headlines in a journalistic way. This course attempts to demonstrate how to edit translated articles and merge more than one article together to create a comprehensive and coherent news story.
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, datelines, and headlines a/4 Recognize the most important paragraphs in a news story. a/5 Recognize common terms related to media in English and Arabic. a/6 Update the students' knowledge about editing translated news articles.
b) Intellectual skills	b/1 Enhance translation skills. b/2 Paraphrase translated sentences in a journalistic way. b/3 Develop linguistic skills and students' vocabulary. b/4 Develop critical thinking.



	<p>b/5 Interpret news articles and headlines</p> <p>b/6 Distinguish the characteristics of what makes an important integral part of a news article.</p>																						
c) Professional and practical skills concerned to the course	<p>c/1 Apply translation rules.</p> <p>c/2 Develop skills in editing translated news articles.</p> <p>c/3 Produce translated articles in a journalistic format from multiple news stories.</p> <p>c/4 Use abbreviation forms in the translated passages.</p>																						
d) General and transferable skills	<p>d/1 Work in groups to enhance the team work</p> <p>d/2 Use the internet to solve problems encountered in translation</p> <p>d/3 Discuss and analyze how to generate news headlines for edited translated articles as a class activity.</p> <p>d/4 Prepare translated headlines and news articles for quizzes.</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>Overview of Rules of translation / class activity</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Translation of news stories and headlines / class activity</td> <td>1</td> <td>4</td> </tr> <tr> <td>3</td> <td>Rules of editing translated news stories / class activity</td> <td>1</td> <td>4</td> </tr> <tr> <td>4</td> <td>Translating and editing news stories based on inverted pyramid format / class activity</td> <td>3</td> <td></td> </tr> </tbody> </table>	Week	Content	Studying hours		Theoretical	Practical	1	Overview of Rules of translation / class activity	3		2	Translation of news stories and headlines / class activity	1	4	3	Rules of editing translated news stories / class activity	1	4	4	Translating and editing news stories based on inverted pyramid format / class activity	3	
Week	Content			Studying hours																			
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1	Overview of Rules of translation / class activity	3																					
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3	Rules of editing translated news stories / class activity	1	4																				
4	Translating and editing news stories based on inverted pyramid format / class activity	3																					



	5	Translating and editing news stories based on inverted pyramid format (continued) / class activity	1	4
	Midterm			
	7	Translating and rewriting news leads / Class activity	1	4
	8	Translating and rewriting news leads (continued) / Class Activities.	1	4
	9	Translating and merging two news stories into one / Class Activities.	1	4
	10	Translating and merging two or more news stories into one / Class Activities.	3	
	11	Choosing the right headline and lead for the new edited news story/ Class Activities.	3	
	12	Revision		6



5- teaching and learning methods:	5/1 Lectures 5/2 Discussion and Participation 5/3 Dividing the students into working groups 5/4 PowerPoint presentations 5/5 Divide students using the Breakout Rooms feature in 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 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 Written Mid-Term Exam 7/A/2 Oral quizzes 7/A/3 Written quizzes 7/A/4 Discussing and participating in the lectures 7/A/5 Written Final Exam																	
b) Assessment schedule:	<table border="1" data-bbox="727 1031 1446 1367"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-term Exam</td> <td>6</td> </tr> <tr> <td>Oral quiz</td> <td>4, 5, 6, 7, 8, 9, 10, 11</td> </tr> <tr> <td>Written quiz</td> <td>3</td> </tr> <tr> <td>Class Work</td> <td>2,3,5,7,8,9,12</td> </tr> <tr> <td>Final Exam</td> <td>13</td> </tr> </tbody> </table>			Assessment	Week	Mid-term Exam	6	Oral quiz	4, 5, 6, 7, 8, 9, 10, 11	Written quiz	3	Class Work	2,3,5,7,8,9,12	Final Exam	13			
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1. Weighting of assessments:	<table border="1" data-bbox="727 1409 1446 1745"> <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 3 through Week 11</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 3 through Week 11	30%	Final Exam	Week 13	50%	Total	100%	
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Total	100%																	
8- List of references:																		
a) Course notes:	PowerPoint Presentation News stories from different news agencies.																	



b) Essential books (text books)	<ul style="list-style-type: none">• Abend-David, D. (2014). Media and translation: An interdisciplinary approach. New York: Bloomsbury.• Translation and Localization by Bruce Maylath, Kirk .St.Amant, ٢٠١٩
c) Recommended book:	Media and Translation: An Interdisciplinary Approach, by Dror Abend-David, 2014
d) Scientific periods, websites, etc.	<ul style="list-style-type: none">• International Journal of Media and Translation Studies: http://ijmts.org/• english.ahram.org.eg/• www.reuters.com• http://www.bbc.com/news/

Course Coordinator : Prof.Dr. Walid Fathalla

Head of Department : Prof. Dr. Nermeen Elazrak



Templates for course specifications

University: Cairo
Faculty: Mass Communication
Department: English Section

Academic year: 2021/2022

Course specifications

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

30- 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.
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31- Intended learning outcomes of course (ILOs)	
q) Information and concepts	a/1 Define newspaper layout and the main design elements a/2 Identify the role of the art director in a publication a/3 List the various elements used by art directors and in the publication design a/4 Identify the main criteria of successful publication design a/5 State the stages of newspaper layout and design. a/6 Describe the developments in newspaper layout and design. a/7 Identify the different types of illustrations



	a/8 Recognize the different types of fonts and name plates used in different publications						
r) Intellectual skills	<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>						
s) Professional and practical skills concerned to the course	<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>						
t) 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 Improve aesthetic value skills</p> <p>D/5 Develop critical thinking skills</p>						
32- Course contents:	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Studying Hours</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Week	Content	Studying Hours			
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	-
33- teaching and learning methods:	5/1 Lectures 5/2 Practical application on dummies 5/3 Class discussions			
34- 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 Giving the students a written assignments instead of practical tailoring them to their skills			



	6/4 Trying to engage them more in lectures 6/5 Make the exam in Braille for the blind students, if it's difficult for them to be examined on the BlackBoard Platform.																				
35- Student assessment methods:																					
m) Methods used:	7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to design 7/A/3 Final Project to evaluate the students' ability to design an entire publication 7/A/4 Discussing and participating in the lectures 7/A/5 Written Final Exam																				
n) Assessment schedule:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Evaluation</th> <th style="text-align: center;">Schedule</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7/b/1 Mid-Term Exam</td> <td style="text-align: center;">Week 6</td> </tr> <tr> <td style="text-align: center;">7/b/2 Assignments</td> <td style="text-align: center;">Week 2, Week 4, Week 7, Week 8, Week 10</td> </tr> <tr> <td style="text-align: center;">7/b/3 Final Project</td> <td style="text-align: center;">Week 11</td> </tr> <tr> <td style="text-align: center;">7/b/4 Final Exam</td> <td style="text-align: center;">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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Final Exam	Week 13	50%																			
Total	100%																				
36- List of references:																					
q) Course notes:	Power point presentations																				



r) Essential books (text books)	Newspaper Layout & Design: A Team Approach by Daryl R. Moen, 2000
s) Recommended book:	Newspaper Design: Editorial Design from the World's Best Newsrooms. Javier Errea, 2018
t) 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 Recognize the work flow within newspaper organizations



	<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>
b) Intellectual skills	<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 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>
c) Professional and practical skills concerned to the course	<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 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>Machine metaphor theory</td> <td>3</td> </tr> <tr> <td>2</td> <td>Machine metaphor theory</td> <td>3</td> </tr> <tr> <td>3</td> <td>Taylor scientific management Theory</td> <td>3</td> </tr> <tr> <td>4</td> <td>Taylor scientific management Theory</td> <td>3</td> </tr> <tr> <td>5</td> <td>Fayol's Administrative theory</td> <td>3</td> </tr> <tr> <td>6</td> <td>Fayol's Administrative theory</td> <td>3</td> </tr> <tr> <td>7</td> <td>How to conduct and analyze in-depth interviews</td> <td>3</td> </tr> </tbody> </table>	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
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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:	5/1- Lectures 5/2- Conducting group research 5/3- Discussions between student groups after using the Breakout Rooms feature in Blackboard Platform.										
6- 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 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.										
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
Assessment	timing										
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c) Weighting of assessments:											



	Assessment	timing	%
	Student activity	Week 6	20%
	Group research	Week 12	30%
	Final exam	Week 13	50%
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:	- Media Management and Digital Transformation by Arne L. Bygdås, Stewart Clegg, Aina Landsverk Hagen, 2019. - Principles of Newspaper Management by James E. Pollard- Paperback: 476 pages Publisher: Moran Press (March 15, 2007)		
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

37- Course data:		
Code: COMM 022	Title: Photojournalism	Level: 2
	No of studying units: 3 Theoretical: 3 / practical:	
38- 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.	
39- Intended learning outcomes of course (ILOs)		
u) 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 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						
v) Intellectual skills	<p>B/1 Discover how huge the photojournalism related articles and sites on the global World Wide Web.</p> <p>B/2 realize the effect of the shutter speed on photography process.</p> <p>B/3 Apply the correct exposure technique.</p> <p>B/4 control depth of field theory</p> <p>B/5 Interpret the relation between a good composition and image impact</p> <p>B/6 Apply the features of the new technology B/7 Solve problems of planning, photographing, and editing to produce a picture story</p> <p>B/8 Identify current technical, legal, and aesthetic practices employed by Photojournalists</p>						
w) Professional and practical skills concerned to the course	<p>C/1 choose between different types of camera</p> <p>C/2 perfect their control on Shutter speeds</p> <p>C/3 perfect their control on Aperture</p> <p>C/4 organize the combination between Shutter speeds and Aperture (Exposure control)</p> <p>C/5 compose a good photojournalism pictures</p>						
x) General and transferable skills	<p>D-1- Improve their sense of photojournalism composition</p> <p>D-2- Work in teams.</p> <p>D-3- Apply practical skills of image selection in projects</p> <p>D-4- Assess and evaluate all knowledge from the Beginning photojournalism classes</p> <p>D-5- Ability to work effectively both individually and collaboratively</p>						
40- Course contents:	<table border="1" data-bbox="768 1541 1312 1848"> <thead> <tr> <th data-bbox="768 1541 870 1749">Week</th> <th data-bbox="870 1541 1179 1749">Topic</th> <th data-bbox="1179 1541 1312 1749">Number of hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="768 1749 870 1848">1</td> <td data-bbox="870 1749 1179 1848">What is photography?</td> <td data-bbox="1179 1749 1312 1848">3</td> </tr> </tbody> </table>	Week	Topic	Number of hours	1	What is photography?	3
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
41- teaching and learning methods:	5/1 Powerpoint presentations 5/2 Practical Assignments 5/3 Facebook interactive special group 5/4 Interaction between the students through participating in class activities 5/5 Dividing the students into working groups using the breakout rooms on the BlackBoard Platform.		
42- Teaching and learning methods for limited skills students:	6/1 Providing the course content on facebook group 6/2 Open Discussions 6/3 Make the exam in braille for blind students if it's difficult for them to be examined on the BlackBoard platform.		



43- Student assessment methods:																		
p) Methods used:	7/A/1 Mid-Term project 7/A/2 Assignments to evaluate the students 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam																	
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44- List of references:																		
u) Course notes:	Power point presentations																	
v) Essential books (text books)	1.6 Kenneth Kobre, Photojournalism approach, Focal Press																	
w) Recommended book:	Machin, D., & Polzer, L. (2015). Visual journalism																	
x) 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 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	<p>A / 1 to recognize the political thought in different stages</p> <p>A / 2 to recognize the issue of freedoms.</p> <p>A / 3to investigate the role of the state in terms of its concept, and bases, and functions.</p> <p>A / 4to know types of political systems.</p> <p>A / 5 to recognize the role of political parties in the electoral systems.</p> <p>A / 6to discuss the role of lobbyists.</p> <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>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 20%;">Week</th> <th style="width: 50%;">Content</th> <th style="width: 30%;">Studying Hours</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Week	Content	Studying Hours			
Week	Content	Studying Hours					



		Theoretical	Practical
	1	2	1
	2	2	1
	3	2	1
	4	2	1
	5	2	1



	State:			
	D) authorities.			
	E) types of political systems			
	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			
7- Student assessment methods:				



a) Methods used:	7/A/1 Written mid term exam 7/A/2 course work to assess the student's ability to research and investigation 7/A/3 participation and discussions in the lectures 7/A/4 written final exam															
b) Assessment schedule:	<table border="1" data-bbox="695 550 1461 709"> <thead> <tr> <th>Week</th> <th>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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Week 13	Final exam															
c) Weighting of assessments:	<table border="1" data-bbox="695 823 1263 1050"> <thead> <tr> <th>assessments</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>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>Total</td> <td></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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Mid term exam	Week 6	20%														
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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)	Comparative Politics															
c) Recommended book:	<ul style="list-style-type: none"> ➤ Hassan, A. (2015). Media, revolution, and politics in Egypt: The story of an uprising. ➤ Robertson, A. (2015). Media and Politics in A Globalizing World. ➤ Mutz, Diana C. (2015). In-your-face Politics: The Consequences of Uncivil Media ➤ Maarek,J,P&Wolfsfeld,G.(2003). Political communication in a New Era: A Cross National Perspective.Routledge. 															



	<p>➤ Foster,S.(2010). Political Communication. Edinburgh University Press</p>
d) Scientific periods, websites, etc.	<p>➤ Seyd,B.(2015). How do Citizens Evaluate Public Officials? The Role of Performance and Expectations on Political Trust. <i>Political Studies</i>, 63,73-90.</p>

Course Coordinator : Dr. Dina Talaat

Head of Department : Dr. Nermin AlAzrak



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. a/4- Define promotion. a/5- List the elements of the marketing mix. a/6- Identify "Place" and "Promotion" in the marketing mix. a/7- List the elements of the promotional mix. a/8- Define public relations, personal selling and advertising.



	<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) 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- Develop research and analytical skills.</p> <p>d/4- Practice creative thinking and brainstorming.</p>										
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Topics</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 promotion</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Topics	Studying Hours		Theoretical	Practical	1	Introduction to promotion	2	2
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:	5/1- PowerPoint lectures. 5/2- Lecturer's notes. 5/3- Projects. 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- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Being available to re-explain topics during the office hours, if needed. 6/3- Dividing students into working groups. 6/4- Providing the students with the course content on the Facebook group. 6/5 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- 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> </tbody> </table>				Assessments	Time	Midterm Project	12 th week	Coursework Project	8 th week
Assessments	Time									
Midterm Project	12 th week									
Coursework Project	8 th week									



	Final exam	13 th week	
c) Weighting of assessments:			
	Assessment	Time	Weighting
	Midterm Project	12 th week	20%
	Coursework Project	8 th week	30%
	Final exam	13 th week	50%
	Total	100%	
8- List of references:			
a) Course notes:	PowerPoint lectures. Lecturer's notes.		
b) Essential books (text books)	Carson, M. (2009). The silent salesman: Guaranteed strategies for increasing sales and profits using promotional products. New Jersey: John Wiley & Sons, Inc.		
c) Recommended book:	Mullin, R. (2018). Promotional Marketing (2nd ed.). 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.		

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

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

46- 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>
47- Intended learning outcomes of course (ILOs)	
y) 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/12 List 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/5 Develop ideas from scratch to outcomes that confirm the student's ability to select and use equipment.</p> <p>b/6 Realize 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/2 Utilize different production equipment effectively (cameras, lightings, microphones, switcher).</p> <p>c/3 participate 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/5 Use 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/3 Develop/Improve web surfing skills</p> <p>D/4 Practice creative thinking and brainstorming</p> <p>D/5 Improve writing skills.</p>														
<p>48- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="418 1633 571 1726">Week</th> <th data-bbox="571 1633 815 1726">Content</th> <th colspan="2" data-bbox="815 1633 1133 1726">Studying Hours</th> </tr> <tr> <td></td> <td></td> <th data-bbox="815 1726 971 1806">Theoretical</th> <th data-bbox="971 1726 1133 1806">Practical</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Week	Content	Studying Hours				Theoretical	Practical				
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	-	
49- 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				
50- 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 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.				



51- Student assessment methods:																				
s) 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																			
t) Assessment schedule:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Week</th> <th>Assignment</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Assignment 1</td> </tr> <tr> <td>Week 2</td> <td>Assignment 2</td> </tr> <tr> <td>Week 4</td> <td>Assignment 3</td> </tr> <tr> <td>Week 6</td> <td>Midterm Exam</td> </tr> <tr> <td>Week 7</td> <td>Assignment 4</td> </tr> <tr> <td>Week 8</td> <td>Assignment 5</td> </tr> <tr> <td>Week 13</td> <td>Final Exam</td> </tr> </tbody> </table>	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			
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Final Exam	Week 13	50%																		
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52- List of references:																				
y) Course notes:	Power point presentations																			
z) Essential books (text books)	Zettl, Herbert. 2006. <i>Television production handbook</i> , 9 th Ed. Belmont, California: Wadsworth Publishing Company																			



aa) Recommended book:	Studio Television Production and Directing: Concepts, Equipment, and Procedures. Andrew Hicks Utterback, 2016
bb) 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 communication theories a/6 Indicate the development happened in the journalism research field a/7 Define quantitative and qualitative research



	<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>
<p>d) General and transferable skills</p>	<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>



<p>4- Course contents:</p>	<p>Week</p>	<p>Content</p>	<p>Studying Hours</p>	
			<p>Theoretical</p>	<p>practical</p>
	<p>1</p>	<p>Introduction to communication research</p>	<p>2</p>	<p>2</p>
	<p>2</p>	<p>Selecting a topic for research</p>	<p>2</p>	<p>2</p>
	<p>3</p>	<p>Defining the essential steps for research</p>	<p>2</p>	<p>2</p>
	<p>4</p>	<p>Define the methods and tools for collecting data</p>	<p>2</p>	<p>2</p>
	<p>5</p>	<p>What is macro level</p>	<p>2</p>	<p>2</p>
	<p>7</p>	<p>Mid term exam</p>	<p>2</p>	<p>2</p>
	<p>8</p>	<p>What is content analysis</p>	<p>2</p>	<p>2</p>
	<p>9</p>	<p>Define practical examples for research</p>	<p>2</p>	<p>2</p>
	<p>10</p>	<p>Problem & objective</p>	<p>2</p>	<p>2</p>
	<p>11</p>	<p>Research questions</p>	<p>2</p>	<p>2</p>
<p>12</p>	<p>Revision</p>	<p>2</p>	<p>2</p>	
<p>5- teaching and learning methods:</p>	<p>5/1 Lectures 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>																					
<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</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>																					
<p>7- Student assessment methods:</p>																						
<p>a) Methods used:</p>	<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> <p>7/A/4 Written Final Exam</p>																					
<p>b) Assessment schedule:</p>	<table border="1" data-bbox="792 1136 1425 1402"> <thead> <tr> <th></th> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1</td> <td>Mid-Term Exam</td> <td>Week 6</td> </tr> <tr> <td>7/b/2</td> <td>Assignment 1</td> <td>Week 3</td> </tr> <tr> <td>7/b/3</td> <td>Assignment 2</td> <td>Week 4</td> </tr> <tr> <td>7/b/4</td> <td>Assignment 3</td> <td>Week 5</td> </tr> <tr> <td>7/b/5</td> <td>Assignment 4</td> <td>Week 7</td> </tr> <tr> <td>7/b/6</td> <td>Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>		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
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<p>c) Weighting of assessments:</p>	<table border="1" data-bbox="792 1516 1533 1780"> <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 3, Week 4, Week 5, Week 7</td> <td>30%</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	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%						
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<p>8- List of references:</p>																						
<p>a) Course notes:</p>	<p>Power point presentations</p>																					



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
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	<p>A.1 Recognize guidelines for the basics of social marketing and social change. A.2 Identify urgent social issues. A.3 identify target audiences, A.4 Listsocialmarketing strategies. 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>
b) Intellectual skills	<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>
c) Professional and practical skills concerned to the course	<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 chosen social marketing issue</p> <p>C.6 Evaluating social marketing campaigns</p>
d) General and transferable skills	<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>	<p>Wee k</p>	<p>Content</p>	<p>Theoretic al</p>	<p>Practica l</p>
	<p>1</p>	<p>Introduction to social marketing</p>	<p>3</p>	
	<p>2</p>	<p>What is social marketing and 8 ps</p>	<p>3</p>	
	<p>3</p>	<p>Segmentation discuss ideas & groups</p>	<p>2</p>	<p>2</p>
	<p>4</p>	<p>Segmentation Approve ideas & groups</p>	<p>2</p>	<p>2</p>
	<p>5</p>	<p>IMC</p>	<p>3</p>	
	<p>6</p>	<p>Positioning Objective and goals Product platform</p>	<p>3</p>	
	<p>7</p>	<p>Follow up the progress of students project</p>		<p>6</p>



	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 using the breakouts on the Blackboard Platform 5- Power point presentations		
6- Teaching and learning methods for limited skills students:	- Oral assignments		



	<ul style="list-style-type: none"> - 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
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7- Student assessment methods:

a) Methods used:	<ul style="list-style-type: none"> ● In class discussions and analysis during the lectures ● Midterm project ● Social marketing Campaign project presentation ● Written Final Exam
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b) Assessment schedule:	Assessment	Week
	Mid-Term Project	7
	project presentation	12
	Final Exam	14

c) Weighting of assessments:	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.
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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	<ul style="list-style-type: none"> 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. a/5 State the different prominent Sociologists. a/6 Recognize the relationship between Sociology and other Disciplines.



	<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>
b) Intellectual skills	<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>
c) Professional and practical skills concerned to the course	<p>c/1 Use basic production tools to create small videos.</p> <p>c/2 Conduct a scientific research about different social issues.</p> <p>c/3 Use online presentation tools.</p> <p>c/4 Develop verbal and non-Verbal Communication.</p> <p>c/5 Prepare media message that serves that desired function (entertainment, information, or education)</p>
d) General and transferable skills	<p>d/1 Use the internet.</p> <p>d/2 Develop and enhance teamwork and time management skills.</p> <p>d/3 Develop presentations skills.</p>



	d/4 Develop analytical skills. d/5 Develop/Improve web surfing and computing skills. d/6 Practice creative thinking and brainstorming																																														
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>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 sociologists</td><td>3</td><td>0</td></tr><tr><td>7</td><td>Relation between Sociology and other disciplines</td><td>3</td><td>0</td></tr><tr><td>8</td><td>Relationship between Sociology and Communication</td><td>2</td><td>2</td></tr><tr><td>9</td><td>Functions of Mass Media</td><td>2</td><td>2</td></tr><tr><td>10</td><td>Effects of Mass Media</td><td>2</td><td>2</td></tr><tr><td>11</td><td>Group Presentations</td><td>0</td><td>6</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 sociologists	3	0	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
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	10	Effects of Mass Media	2	2																																											
11	Group Presentations	0	6																																												



	12	Group Presentations	0	6										
5- teaching and learning methods:	<p>5/1 Lectures.</p> <p>5/2 Discussions.</p> <p>5/3 Class activities.</p> <p>5/4 Group presentations.</p> <p>5/5 Divide students into working groups using breakout rooms on Blackboard online 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 Exercise more under the supervision of the professor.</p> <p>6/4 one on one classes with the teaching assistant.</p> <p>6/5 Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard.</p>													
7- Student assessment methods:														
a) Methods used:	<p>7/a/1 Individual assignments.</p> <p>7/a/2 Midterm Exam.</p> <p>7/a/3 Group projects.</p> <p>7/a/4 Final Exam.</p>													
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Individual Assignments</td> <td>Week 2 Week 4 Week 5</td> </tr> <tr> <td>7/b/2 Mid-Term Exam</td> <td>Week 6</td> </tr> <tr> <td>7/b/3 Group Projects.</td> <td>Week 8 Week 9 Week 11 Week 12</td> </tr> <tr> <td>7/b/4 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>				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
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	<ul style="list-style-type: none"> 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 system. a/7 Identify the importance of copyright issues a/8 List the most important cases of regulations in media a/9 Name the nature of the invasion of privacy situations a/10 Report the most drastic pressures that the media practitioners have been faced with a/11 Summarize the most important media regulations a/12 Point out the code of ethics



<p>b) Intellectual skills</p>	<p>b/1 Distinguish examples of each of the previous topics. b/2 Confirm how privacy acts should work in different situations. b/3 Compare between different situations of invasion of privacy b/4 Describe the importance of self-regulating systems. b/5 Discuss various frameworks of laws and regulations all around the globe with similar frames in Egypt. b/6 Outline the main cases of defamation b/7 Locate the main pressures on the media practitioners b/8 Illustrate the code of copyrights b/9 Illustrate the privacy act 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 c/2 Prepare scientific paper about a significant act of violation of privacy c/3 Analyze the media regulations c/4 Match the different cases presented over time c/5 Use the laws studied to pinpoint the pressures on the media practitioners c/6 Develop a clear understanding about the media environment</p>			
<p>d) General and transferable skills</p>	<p>D/1 Improve research skills. D/2 Develop their analytical skills D/3 Enhance their team work skills D/4 Improve their computer and internet skills D/5 Improve their critical thinking skills D/6 Point out the functional skills in knowing regulations</p>			
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="792 1860 906 1894">Week</th> <th data-bbox="906 1860 1219 1894">Content</th> <th data-bbox="1219 1860 1330 1894">Hours</th> </tr> </thead> </table>	Week	Content	Hours
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						
5- teaching and learning methods:	5/1- Power point presentation 5/2- Discussion 5/3- case studies. 5/4- Printed notes								
6- 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 online on Blackboard or in-class activities 6/3- if some couldn't attend the exam, there would be Make Up exams.								
7- Student assessment methods:									
a) Methods used:	7/a/1- During and post evaluation through Questions 7/a/2- Class work (Assignments) 7/a/3- Final exam								
b) Assessment schedule:	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)								
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Week</th> <th>%</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Assessment	Week	%			
Assessment	Week	%							



	During and post evaluation through Questions		30%	
	Class work (Assignments)	Week 3 Week 4 Week 5	20%	
	Final Exam	Week 9	50%	
8- List of references:				
a) Course notes:	Titled: Media laws and regulations			
b) Essential books (text books)	Media Laws, several authors from the faculty library			
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: -١		
Code: GEN110	Title: statistical analysis and operation research	Level: first
No of studying units: 3hours theoretical 3 / practical: 0		

Overall aims of course: -٢	Learning descriptive statistics
Intended learning outcomes of course (ILOs) -٣	
Information and concepts (a)	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 skills (b)	b/1 Analyze data 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																																																		
Professional and practical skills concerned to the course (c)		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																																																		
General and transferable skills (d)		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																																																		
Course - ٤ 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> <tr> <td>5</td> <td>Measures of central tendency</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>Measures dispersion</td> <td>2</td> <td>2</td> </tr> <tr> <td>8</td> <td>Measures of skewness</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>Correlation coefficient</td> <td>3</td> <td></td> </tr> <tr> <td>10</td> <td>Regression models</td> <td>3</td> <td></td> </tr> <tr> <td>11</td> <td>Class Activity</td> <td></td> <td>3</td> </tr> <tr> <td>12</td> <td>Revision</td> <td>3</td> <td></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	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		
	Week			Content	Studying Hours																																															
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teaching and learning methods: -٥	5/1 lectures 5/2 Discussion 5/3 projects 5/4 Dividing the students into working groups using the breakouts on Blackboard platform															
Teaching and learning methods for limited skills students: -٦	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															
Student assessment methods: -٧																
Methods used: (a)	7/A/1 quizzes 7/A/2 assignments 7/A/3 midterm exam 7/A/4 final exam															
Weighting of assessments: (b)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Evaluation</th> <th style="width: 33%;">Schedule</th> <th style="width: 33%;">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" style="text-align: center;">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%														
second	Mid term	20%														
third	Assignment and project	20%														
fourth	Final exam 50%															
List of references: -٨																
Course notes: (a)	PowerPoint presentations															
Essential books (text books) (b)	Business Statistics : For Contemporary Decision Making. Ken Black, 2007															
Recommended book: (c)	Beginning Statistics: An Introduction for Social Scientists. Ian Diamond & Julie Banton, 2001															



Scientific (d) periods, websites, etc.	Journal of statistical research
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Course Coordinator: Dr/ Vivian Mourad

Head of Department: Prof. Dr. Shaimaa Zolfakar



Templates for course specifications

**University: Cairo, Faculty: Mass Communication, Department: English department,
Academic year: 2021-2022**

- **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 communication process. a/7- define the types of communication. a/8- identify oral of communication. a/9- understand listening skills. a/10- Recognize the verbal & non-verbal communication. a/11- Identify a variety of communication styles that are sensitive to the needs and interest of diverse groups of people. a/12- Develop strategies for thinking about and engaging in communication based upon innovative theories and perspectives.

- Intellectual skills: b/1- discuss the forms of communication. b/2- differentiate between verbal & non-verbal communication.

b/3- summarize the barriers of communication process. b/4- Make sound judgements in accordance with the theories and concepts of visual communication subjects b/5- Communicate an understanding of the key principles of practice in written and oral presentation

b/6- synthesis and apply research, to work independently and develop and articulate ideas.

b/7 develop complex evaluative and critical reasoning b/8 develop creative thinking.

- Professional and practical skills concerned to the course



c\1- apply communication models in the R & TV programs. c\2- make simulation models for the elements of communication. c\3- produce new models for communication process . c\4- Application of information technology to demonstrate an understanding of media, software and recognized competencies/skills. c\5- Make informed choices in the selection and application of existing and new technologies.

- General and transferable skills

d\1- improve critical thinking. d\2- Communicate ideas, information, problems and solutions in visual, written and oral forms d\3- develop their analytical skills. d\4- work in team groups. d\5- improve presentation skills.

Course contents: ●

Hours	Content	Week
3	FUNDAMENTALS OF COMMUNICATION	1
3	Barriers of communication	2
3	7 C's of communication	3
3	Elements of communication process	4
3	Intrapersonal communication	
	& Interpersonal communication	5
3	group communication	
	& Mass communication	6
3	Midterm exam	
	7	
3	Non-verbal communication	8
3	ORAL OF COMMUNICATION	9
3	Presentations	10
3	Presentations	11
3	Revision	12

- 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

- 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

- Student assessment methods:

- 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

- Assessment schedule: Assessment Timing

Assignments Week 3,5,9

Midterm exam Week 7

Final-term exam Week 13

- Weighting of assessments: Assessment Timing%

Assignments Week 3,5,9 30%

Midterm exam Week 7 20%

Final-term exam Week 13 50%

- List of references • Course notes: PowerPoint presentations

- Essential books (text books) Media Effects: Advances in Theory and Research, 3rd Edition by Jennings Bryant

- Recommended book: Beebe, Steven A. (2016). Communication: Principles for a lifetime Arora, A. (2015). Communication Media and Internet. R. E. Ziemer & W. H. Tranter, Principles of Communications, 5th Ed Wiley. • Scientific periods, websites, etc.



Journal of communication



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



Head of Department : Dr. Nermin Al Azrak



Summary for course specifications

Course specifications

1- Course data:		
Code: COMM 205	Title: Public opinion	Level: Second level
	No of studying units: 3 Theoretical: 3h + practical 0	

- **Intended learning outcomes of course (ILOs)**
A) Information and concepts



- 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 research about cases of Public Opinion, how to solve them and how Public Opinion is formed.
- d/4 Practice creative thinking and brainstorming

Course contents:

- | | |
|---|--|
| 5. Dimensions of opinion and expressions | 1. Public Opinion and its definitions |
| 6. Midterm | 2. Public Opinion and its Role in our life |
| 7. Public and private sphere. | 3. Political scientists and sociologists views and traditional Vs modern definitions of Public Opinion |
| 8. Importance of Public Opinion to citizens(how people form opinions, events, groups, identity and political actors) | 4. Elements of Public Opinion process |



12. The informal ways to measure Public Opinion

● **Teaching and learning methods:**

4- Interaction between the students through participating in class activities

Student assessment methods:

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



9. Agenda setting theory and framing

10. Spiral of silence theory

11. Sampling types and populations

1- Lectures

2- Discussions

3- Dividing students into working groups through the breakouts room on the blackboard platform.





Course Coordinator: Dr Hanaa Farouk Azrak



Head of Department: Prof. Dr. Nermeen El-





Templates for course specifications

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

course specifications

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

f) 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.
g) Intended learning outcomes of course (ILOs)	
d) 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 a.5 Cite how to use the rules of editing a.6 state a fine art through the editing program. a.7 investigate different editing concepts a.8 define the main shortcuts used in final cut as an editing software. a.9. investigate the differences between editing transitions. a.10. state the steps s of editing music. a.11. investigate steps of exporting a.12. cite the steps of converting materials.



e) Intellectual skills	<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>
f) Professional and practical skills concerned to the course	<p>C.1 apply editing software on the PC.</p> <p>C.2 develop the professional practical skills of video editing</p> <p>C.3 employ full edited sequences through the course time plan.</p> <p>C.4. apply the general steps of editing different media genres.</p> <p>C.5. Develop the professional practical skills of audio editing</p> <p>C.6. . Develop the professional practical skills of color grading.</p>
g) General and transferable skills	<p>D.1 analyze the students' skills work as team work to share their knowledge and opinions</p> <p>D.2 improve the students' ability to accept others opinions</p> <p>D.3 improve the students' ability to work all together to deliver the best masterpiece.</p>



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.

h) Course contents:

lecture	topics	hours	
		Theoretical	Practical
1	Installing and Setting up F.C.P.7		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
i) teaching and learning methods:	5.1 Lectures 5.2.Discussions 5.3 Dividing students into working groups through the breakouts room on the blackboard platform. 5.4. practical training 5.5. quizzes		
j) Teaching and learning methods for limited skills students:	6.1.Extra no. of lectures Longer period of practical training. 6. 2. Joining them with other students projects to work as a group. 6.3 make the exam in braille for the blind students if it's difficult for them to be examined on the BlackBoard platform.		
k) Student assessment methods:			
e) Methods used:	7.a.1 Theoretical mid-term exam 7.a.2 Monitoring the practical training. 7.a.3 Final Project. 7.a.4 Theoretical end-term exam.		
f) 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	
g) 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%
1) List of references:			
• Course notes:	Power point presentations		
• Essential books (text books)	Brenneis, L. (2012), Final Cut Pro 7 Handbook. Peachpit press: Canada.		
• Recommended book:	Dynamics of Media Editing, Vincent F Filak, 2020		
• Scientific periods, websites, etc.	https://vimeo.com/17853140		

Course Coordinator : Dr Tomador Naguib

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



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
b) Intellectual skills	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



	<p>b/5 Discuss the void between online and offline word processing</p> <p>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.</p> <p>c/2 Develop a marketing strategy for online content.</p> <p>c/3 Develop a way to fill the void between newspapers and online news websites and blogs.</p> <p>c/4 Create a blog</p> <p>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</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>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 software.</td> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td>Difference between the three kinds of system software programs.</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 software.	2	4	3	Difference between the three kinds of system software programs.	2	4
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	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 breakout 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" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Evaluation</th> <th style="width: 50%;">Schedule</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>				Evaluation	Schedule		
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																						
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 Project</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Assignments,</td> <td>Week 2, Week 4, Week 7, Week 8, Week 10</td> <td>15%</td> </tr> <tr> <td>Discussion and participation</td> <td>Week 1,2,3,4,5,7,8,9,10, 11</td> <td>5%</td> </tr> <tr> <td>Presentations</td> <td>Week 3, Week 9, Week 11</td> <td>10%</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 Project	Week 6	20%	Assignments,	Week 2, Week 4, Week 7, Week 8, Week 10	15%	Discussion and participation	Week 1,2,3,4,5,7,8,9,10, 11	5%	Presentations	Week 3, Week 9, Week 11	10%	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)	Audio Chapters: " The Practice of Online Journalism: Journalism Now" 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