



Course Description

Course Title: An introduction to public relations	Level: First
Course ID: COM 102	Semester:
Credit Units: 3 units (3) Theoretical () Practical	Department: General

- **Learning Outcomes:**

- A) Information and Concepts:**

- 1- Explain the concept of public relations.
- 2- Getting to know the pioneers of public relations.
- 3- Distinguish between the concept of media and advertising, and mention the definitions of advertising and distinguish between its types.
- 4- Knowledge of the ethics of the public relations profession.
- 5- Summarize the characteristics of operators and managers in public relations.
- 6- Recognize the role of the consultant in public relations, with knowledge of the disadvantages and advantages of using him.
- 7- Recognize the importance of public relations in contemporary organizations.
- 8- Distinguish between the concepts of mental image, social responsibility and two-way communication.
- 9- Identify the stage of research and information gathering as one of the public relations operations.
- 10- Summarizing the planning stage, methods of identifying the audience, and formulating public relations programs.
- 11- Know the concept of communication and distinguish between its different types and forms.
- 12- Remember the most important means of communication for public relations.
- 13- Knowing the importance of the new media in achieving the goals of organizations.

B) Mental Skills:

- 1- Analysis of the ethical frameworks of the profession according to four target segments (personal integrity, dealing with the media, behavior towards clients, behavior among colleagues of the profession).
- 2- Infer the difference between professional media and gray and black propaganda.
- 3- Explain the reasons for the importance of public relations.
- 4- Distinguish between the functions of public relations.
- 5- Differentiate between the objectives of public relations and the objectives of its research.
- 6- Choosing appropriate planning strategies for various public relations programs.
- 7- Analyzing the types of communication and its public means and those of public relations.

C) Professional Skills:

- 1- Applying the role of the consultant in the public relations of any organization.
- 2- public relations research design.
- 3- Preparing a plan to launch public relations programs through strategic planning.
- 4- Evaluate the means of private communication in public relations according to the effectiveness of each.

D) General Skills:

1. Using the Internet to search and gather information.
2. Work in a team on collective assignments required.
3. Make a presentation on a public relations plan.
4. Discussing all new in the field of public relations campaigns.
5. Translation of foreign books in public relations.
6. Using the Blackboard platform in the educational process.

Content:

Studying weeks	Topics	Credit Hours
1	An introduction to the course and the historical establishment of public relations.	3
2	Scientific concepts of public relations.	3
3	The first pioneers of public relations.	3
4	Concepts related to public relations (media advertising advertising).	3
5	Professional ethics and charters.	3
6	Mid-Term Exam	3
7	The importance of public relations in contemporary organizations and the motives for interest in them.	3
8	public relations research stage.	3
9	The strategic planning stage for public relations (the concept of planning - its importance - the challenges facing planning).	3
10	Completion of the planning stage (determining available means and capabilities - selecting topics and defining programs).	3
11	The communication stage in public relations and the evaluation stage.	3
12	Public Relations Strategies.	3

• Teaching and Learning Methods:

- Lectures & Online sessions on Blackboard Learning platform.
- PowerPoint Presentation.
- Role play between students.
- Brainstorming.
- Discussions.
- Work in groups.

• Evaluation System:

- Mid-term Exam.
- Individual and group assignments.
- Discussion and participation during lectures.
- Final Exam.
- Presentations during the lecture.



Course Description

Course Title: Radio & TV Production 2. Course ID: RTV401.	Level: Fourth Level. Semester:
Credit Units: 3 Units (2) Theoretical (1) Practical.	Department: RTV.

- **Learning Outcomes:**

- A) Information and Concepts:**

- To understand how to prepare for a Radio and TV Program (Pre-Production Stage)
- To know about all the steps of producing the different formats of Radio and TV programs (Production Stage).
- To know about the challenges and obstacles that facing Radio and TV production process.
- To know about Podcasting, Webcasting and Mobile Journalism to execute different formats of programs for social media platforms and their applications.
- To identify the factors affecting the process of writing for Radio and Tv Programs.
- To get information about the different ways and templates of writing scripts and how to apply the appropriate one with different program formats in every production stage.
- To know how to arrange information appropriately during the process of writing scripts for Radio and TV programs.
- To get information about presentation skills for Radio and TV programs.
- To understand the basics of TV lighting rules and their effects on visual narration.
- To understand all video composition rules.

- To get information about how to use audio and visual elements perfectly with every type of Radio and Tv program format and managing social media platforms.
- To know about the required skills for one man crew production.

B) Mental Skills:

- Analyzing the factors affecting Radio & TV performance.
- Planning for making/producing Radio & TV programs for social media platforms.
- Criticizing the different formats of Radio & TV Programs objectively.
- Evaluating Radio & TV performance in different programs.
- Deducing the different elements and stages of TV production process.
- Suggesting new ways to develop Radio & TV production by using mobile devices.
- Coming up with new ideas which appropriate for content creation & Social media platforms production.
- Differentiating Radio and TV production elements between traditional media and new media.

C) Professional Skills:

- Using Radio & TV studio for recording programs or for live broadcasting.
- Writing script for a Radio or TV program episode.
- Executing/ producing an episode for Radio or TV program.
- Using Data Show in presenting the executed program.
- Making storyboard for the program idea.
- Choosing and writing the appropriate script for every Radio & TV program formats in production stage.
- Planning for creating a content for social media platforms programs.
- Analyzing the chosen idea for Radio or TV program on social media Platforms.
- Using the auxiliary tools in producing/ executing this program idea.
- Contacting with the sources that will be hosted on this Radio or TV program.

D) General Skills:

- Working in a team.
- Solving the problems and obstacles in a scientific and realistic manner.
- Using Computer, Internet and Social Media Skills.

- Using Direct Communication Skills in dealing with others.
- Getting work done on time.
- Thinking critically and objectively.

● **Content:**

Studying weeks	Topics	Credit Hours
1	How To Prepare For Radio & Tv Programs (Pre-Production Stage)	3
2	The Steps of Producing Different Formats of Radio & TV Programs (Production Stage).	3
3	Podcasting, Webcasting and Mobile Journalism	3
4	Content Creation Skills & Treatment	3
5	The Factors Affecting The Process of Writing for Radio and Tv Programs	3
6	The Different Ways and Templates of Writing Scripts & How To Apply them with Different Program Formats	3
7	Social Media Platforms Mangement & Marketing	3
8	The Skills of Radio & TV Producer	3
9	Basics of TV Lighting Rules	3
10	Video Composition Rules	3
11	Baiscis of Visual Narration & Using Audio and Visual Elements	3
12	Internet Radio and its Programs	3

● **Teaching and Learning Methods:**

- Lectures & Online sessions on Blackboard Learning platform.
- Discussions.
- Showing examples of Radio & TV Programs and analyzing them.
- Showing PowerPoint Presentation.
- Evaluate students assignments.

● **Evaluation System:**

- Discussion and participation during lectures.
- Individual and group assignments.
- Mid-term Exam.
- Final Exam.



Course Specification

Course name: RTV Media Campaigns Course Code:	Program: Radio & Television Academic level: Third Semester: First
Specialization: Radio & Television	Number of studying units Theoretical: 3 Practical: 0

Intended Learning Outcomes of Course (ILOs)

A) Information and concepts

- A/1 Explain the concept of media campaigns
- A/2 Describe the characteristics of media campaigns
- A/3 List the types of media campaigns
- A/4 Define the steps for preparing media campaigns
- A/5 Know the appropriate means for media campaigns
- A/6 Define methods for evaluating media campaigns
- A/7 Describe how to budget for media campaigns
- A/8 Define the characteristics of the target audience
- A/9 Explain how to choose the appropriate audience for each campaign.
- A/10 Know the obstacles facing the design and implementation of media campaigns.
- A/11 Define ways to reform, renew and continue media campaigns.
- A/12 Enumerate the characteristics of social media statements on society.
- A/13 Mention the negatives that affect the community if media campaigns are designed and implemented in a correct way.

B) Intellectual skills

- B/1 Analyze a group of media campaigns.
- B/2 Criticize the methods used in these campaigns objectively.
- B/3 Infer the differences between the different campaigns he analyzed.
- B/4 Infer the obstacles that faced the preparation, design and implementation of these campaigns.
- B/5 Summarize the steps needed to produce each type of media campaign.
- B/6 Suggest new ways in which the campaigns he has prepared could have been presented.
- B/7 Classify the means of persuasion used in each campaign.
- B/8 Demonstrate the importance of modern media in implementing media campaigns.
- B/9 Suggest ways to use social media as one of the media campaigns in reaching the public.
- B/10 Differentiate between Egyptian, Arab and international media campaigns in terms of design implementation and results obtained.

C) Professional and practical skills

- C/1 Design a media campaign
- C/2 Carry out a presentation of a media campaign
- C/3 Select the target audience from his media campaign.
- C/4 Use appropriate persuasive means to achieve his goals

- C/5 Use the means of scientific research in the process of designing the media campaign.
- C/6 Use the Internet as a basic aid during the design and implementation of the media campaign.
- A/7 Choose the appropriate budget for the design and implementation of his media campaign.
- C/8 List the advantages and disadvantages of his campaign and ways to eliminate these defects
- C/9 Use the appropriate method to evaluate and improve his media campaign

D) General and transferable skills

- D/1 Use the Internet to collect information
- D/2 Think critically and creatively
- D/3 Work within a team
- D/4 Develop the ability to self-develop and increase self-confidence
- D/5 Increase his ability to communicate and socialize
- D/6 Develop his ability to work according to a predetermined budget

Course Content

- The concept of media campaigns
- Characteristics of media campaigns
- Types of media campaigns
- Steps to prepare media campaigns
- How to choose the appropriate means for media campaigns
- Mid-term exam
- Target audience (characteristics and types)
- How to set the advantages for media campaigns
- Methods of evaluating media campaigns
- Analyzing a media campaign
- Designing a media campaign
- Presentations to students for the campaigns they designed

Teaching and Learning Methods

- Lectures.
- Discussion.
- Presentations.

Student Assessment Methods

- Midterm exam.
- Classwork.
- Final Exam.



Course Description

Course title : Introduction to Psychology of communication . Course ID : GEN 401	Academic level : first level First Term: 2022-2021
Department : RTV	Credit Units: 3 Theoretical : (3) Practical: (-)

Targeted Learning Outcomes:

a. Information and concepts:

- A/1 - Recall the concept of classic conditional learning.
- A/2- Describe how the rules of conditional learning theories are used in communication.
- A/3- Recognize the basis of mental learning theory.
- A/4- Know the laws of Gestalt.
- A/5- Recognize the concept of balance and imbalance in social interaction.
- A/6- Mention the types of communication.
- A/7- Recognize the main uses of communication.
- A/8- Recognize the concept of trends, motives and incentives.
- A/9- State how attitudes are formed according to the conditional and Gestalt learning theories.
- A/10- Recognize the basic functions of trends
- A/11- Know the scholars' definitions of communication.
- A/12- Recognize the concept of interference in the communication process.

A/13- Describes the approach to evaluative equilibrium in forming beliefs.

A/14- Summarizes the probabilistic equilibrium approach in forming beliefs.

A/15- Mention the concepts of selective exposure, selective cognition and selective recall.

A/16-Recognize the traditional approach to persuasive communication.

A/17- Summarize the introduction to cognitive analysis in persuasive communication.

A/18- Recognize the concept of development.

A/19 - Summarizes the different approaches to explaining the role of the media in bringing about social change.

A/20- Recognize the concepts of external stimulus, sensory stimulus, physical sensation and perception. A/21- Recognize the processes used in the formation of knowledge and beliefs.

A/22- Describes Maslow's classification of human needs .

A/23- Recognize the probability of working the mind as one of the models for studying the influence of media materials on the attitudes and behaviors of the public.

B. Mental skills:

B/1- Deduce the relationship between the concepts of external stimulus, sensory stimulus, physical sensation, and cognition.

B/2- It analyzes the relationship between the need and the motive and the behavior used to satisfy this need.

B/3- Infer the main differences between the theories of classical conditional learning and conditional performance learning.

B/4- Infer the relationship between social interaction and human communication.

B/5- Analyze the difference between an individual's perception of people and his perception of things.

B/6- Choose one of the methods of improving the mental image of the resource in the future in different cases.

B/7- Deduce the difference between the communicative process and the communicative verb.

B/8- Choose between formation, sequencing, and exclusion in teaching new responses.

B/9- Infer the relationship between motivation and attitude , behavior and beliefs .

B/10- Explains the method of persuasion according to the approach of cognitive analysis.

B/11- Explain the differences in knowledge between individuals.

B/12 - It analyzes the relationship between the central and sub-variables of the individual and their impact on the degree to which his beliefs and attitudes are affected by the various media materials.

c. Professional skills:

C/1- prepare, a program, an advertisement, an article, or an awareness campaign to build positive behavior, change negative behavior, or reinforce positive behavior.

C/2- Apply the rules of classical, performative, mental and social conditional learning in media materials to build positive behaviors and get rid of negative behaviors .

C/3- Evaluates media materials that aim to change negative behaviors, beliefs, or attitudes, or build and support positive beliefs, attitudes, or behaviors.

C/4- Apply the principles of the probability-working-mind model when evaluating the impact of different media materials on the beliefs, attitudes and behaviors of the audience.

D. General skills :

D/1- Discusses the relationship between media materials and changing

or building beliefs, attitudes and behaviors. **D/2**- He compares the

media materials to the extent of their ability to bring about change in

the beliefs, attitudes and behaviors of the masses. **D/3**- Uses scientific

references and trusted websites to gather information about a social

issue or phenomenon.

D/4- Presents and discusses a task about a societal issue or negative behavior in society, and how to apply the principles of the theories of classical conditional learning, politico-stylistics, physiological, and theorizing. **D/5-** Presents and discusses the relationship between what the media provides and changing or building beliefs, attitudes and behaviors.

➤ Content

Studying weeks	Topics	Credit hours
1	foundations Psychology of communication	3
2	learning by communication	3
3	learning by communication	3
4	Contact and social interaction	3
5	Contact and social interaction	3
6	Mid- term exam	1
7	aggregatigroans	3
8	Description human contact	3
9	Consideration Leaders and their role in human communication	3
10	show Students for their assignments and assessment	3
11	persuasion and changing attitudes and behaviors .	3
12	effect Communication in social change .	3

➤ **Teaching and learning methods**

- 1- The lecture .
- 2 - The discussion.
- 3 - Video presentations.

➤ **Evaluation system :**

A/1) Mid-term written test.

A/2) Assignments To assess the student's ability to research and evaluate media materials and apply the principles of learning theories on proposed communication content.

A/3) The discussion and participation in the lecture.

A/4) Written test at the end of the semester.



Course Specification

Course name: Origins of the Means of Communication Course Code: COM 204	Program: Academic level: Second Semester:
Specialization:	Number of studying units Theoretical: 3 Practical: 0

Intended Learning Outcomes of Course (ILOs)

A) Information and concepts

- A/1 Learn about the emergence and development of radio and television in the world and in Egypt.
- A/2 Learn about the emergence of the press in the world and in Egypt and its role in the process of enlightenment and reform.
- A/3 Learn about the emergence of new media and its effects.
- A/4 Describe the factors affecting the development of television and radio.
- A/5 Learn about the working mechanisms of radio, television and the press, their characteristics and capabilities as means of communication.
- A/6 Mention concepts related to the development of means of communication such as globalization, global citizenship and cultural homogeneity.

B) Intellectual skills

- B/1 Analyze the cultural and economic factors affecting the emergence and development of the means of communication
- B/2 Infer the most important phenomena resulting from the development of communication technology, such as: globalization and cultural homogeneity.
- B/3 Explain the reasons for the development of radio, television and new media in Egypt and the world.
- B/4 Analyze the capabilities and characteristics of each means of communication.
- B/5 Compare between the emergence of modern and traditional means of communication and their present and future reality.
- B/6 Evaluate the most important phenomena resulting from the development of communication technology, such as globalization and cultural homogeneity.

C) Professional and practical skills

- C/1 Prepare presentations on the emergence and development of communication technology.
- C/2 Use the appropriate media for the content and content to be broadcast in light of the characteristics of the medium.
- C/3 Prepare mechanisms for the development of radio, television and press work in the future.

D) General and transferable skills

D/1 Use the Internet to collect information about the history and origin of the means of communication.

D/2 Present a report on the emergence of radio or television and new media or the press in a country.

D/3 Be able to carry out scientific research related to radio and television institutions.

D/4 Be able to prepare a development plan for radio and television media.

Course Content

1 - The emergence and development of radio and television in the world and in Egypt.

2 - New media (concept, characteristics, types, effects).

3- The emergence of the press in the world and in Egypt and its role as a tool for political and social reform

4- The emergence and development of journalism and the process of printing and publishing in Egypt and the Arab world

5- Social, cultural and political factors affecting the development of television, radio and technology digital broadcasting.

7- The working mechanisms of radio, television and the press, their characteristics and capabilities as means of communication and the differences between them.

8- Concepts associated with the development of means of communication such as globalization, global citizenship and homogeneity cultural.

9 - Concepts associated with the development of means of communication, such as global citizenship.

10- Concepts associated with the development of means of communication, such as cultural homogeneity.

11- Digital and satellite broadcasting technology and its impact on creating a gap between countries in exchanging news

12- The challenges facing the traditional media and the trends of the relationship between them and the new media.

Teaching and Learning Methods

1 - Lectures

2 - Discussion

3- Presentations during lectures dealing with the emergence of means of communication and their working mechanisms.

4- Using the Blackboard educational platform in communicating with students and submitting their assignments.

5 - Brainstorming

6- Providing academic content on CD for easy conversion in Braille for blind students.

7- In case some people miss the midterm exam, another date is set for them

Student Assessment Methods

- Written midterm exam.

- Assignments to assess the student's ability to research and investigate

- Discussion and participation in lectures

- Written final Exam.



Course Description

Course Title: Media Campaigns for Radio & TV	Level: Third level
Course ID:	Semester:
Credit Units: 3 units (3) Theoretical () Practical	Department: RTV

• Learning Outcomes:

A) Information and Concepts:

- 1- To explain the concept of media campaigns.
- 2- To describe the characteristics of media campaigns.
- 3- To know about the types of media campaigns and their sub-divisions.
- 4- To know how to prepare for media campaigns.
- 5- To identify the appropriate means and appeals for media campaigns.
- 6- To know how to evaluate media campaigns.
- 7- To describe how to make a budget for media campaigns.
- 8- To identify the characteristics of the target audience.
- 9- To explain how to choose the right target audience for each campaign.
- 10- To know the obstacles facing the planning and the execution of media campaigns.
- 11- To identify the right ways of reforming, renewing and the continuity of media campaigns.
- 12- To identify the advantages of social media campaigns on the society.
- 13- To mention the disadvantages that affect the society if these media campaigns are designed and implemented correctly.

B) Mental Skills:

- 1- To analyze a set of media campaigns.
- 2- To criticize the methods that used in these media campaigns objectively.
- 3- To deduce the differences between the different campaigns that he/she analyzed.
- 4- To deduce the obstacles facing the preparation, designing and execution of these campaigns.

- 5- To summarize the needed steps to produce each type of media campaign.
- 6- To suggest new ways to represent the campaigns that he/she has been prepared.
- 7- To classify the means and the appeals of persuasion that were used in each campaign.
- 8- To prove the importance of using new media in executing media campaigns.
- 9- To suggest new ways of using social media platforms as an important means of media campaigns to reach the audience.
- 10- To differentiate between Egyptian, Arab and international media campaigns in terms of design, execution and results.
- 11- To deduce new ways of evaluating media campaigns.
- 12- To differentiate between the steps of preparing media campaigns on radio and TV.

C) Professional Skills:

- 1- Preparing and designing a media campaign.
- 2- Making a presentation for a media campaign.
- 3- Choosing the target audience for this media campaign.
- 4- Using the persuasive methods and appeals for achieving the goals of this campaign.
- 5- Using scientific research methods in the process of designing the campaign.
- 6- Using the internet as a basic tool during the designing and executing this media campaign.
- 7- Choose the appropriate budget for designing and executing this media campaign.
- 8- Identifying the advantages and disadvantages of this campaign and how to eliminate these disadvantages.
- 9- Using the appropriate methods to evaluate and improve his media campaign.

D) General Skills:

- 1- Using the internet in collecting information.
- 2- Thinking critically and creatively.
- 3- Working in teams.
- 4- Improving the ability of self-development and increasing self-confidence.
- 5- Increasing the ability of communicating and interacting with the society.
- 6- Developing the ability of working according to a predetermined budget.

Content:

Studying weeks	Topics	Credit Hours
1	The concept of media campaigns	3
2	The characteristics of media campaigns	3
3	Types of media campaigns	3
4	The steps of preparing for media campaigns	3
5	Choosing the rights means for media campaigns	3
6	Mid-Term Exam	3
7	Target Audience (Types & Characteristics)	3
8	How to make a budget for media campaigns	3
9	Methods of evaluation for media campaigns	3
10	Media campaigns analysis	3
11	Designing & Preparing media campaigns	3
12	Students Presentations for their campaigns	3

• Teaching and Learning Methods:

- Lectures & Online sessions on Blackboard Learning platform.
- Discussions.
- PowerPoint Presentation.

• Evaluation System:

- Discussion and participation during lectures.
- Individual and group assignments.
- Mid-term Exam.
- Final Exam.



Course Specification

Course name: Media and Social Change Course Code: COM402	Program: IMC Academic level: Fourth Semester: First
Specialization: IMC	Number of studying units: Theoretical: 3

Intended Learning Outcomes of Course (ILOs)

a) Information and concepts

- A/1 Mention the different special concepts of social change and its different types and theories
- A/2 Recognize the different concepts associated with social change
- A/3 Describe the stages of development of levels and stages of social change
- A/4 Describe the political, social, economic, competitive and technological media environment variables that affect various societal issues.
- A/5 Recognize the steps of conducting a media campaign according to different societal issues.
- A/6 Recognize the role of digital media and its role in societal change.

b) Intellectual skills

- B/1 Plan to conduct a media campaign.
- B/2 Evaluate the effectiveness of some societal campaigns for social change as case studies in light of their consideration of environmental variables, the characteristics of the target audience, the characteristics of the issues raised, and the appropriateness of the media strategies used.
- B/3 Criticize and evaluating media practices through social media in light of ethical standards.
- B/4 Discuss the role of artificial intelligence in the occurrence of social change.

c) Professional and practical skills

- C/1- Prepare and implementing methods for collecting information on societal issues and applying some theories of media and social change
- C/2- Analyze the media messages of an issue and examining the extent of their integration.
- C/3 Write a report on the four-way environmental analysis for a community media campaign.
- C/4- Prepare a media plan for a social change of an issue that preoccupies public opinion
- C/5 - Write and presenting a report on the most important environmental factors affecting an issue and stating the shortcomings and distinctions in the media in bringing about social change.
- C/6 Criticize media performance in light of ethical, professional and social standards for social change.

d) General and transferable skills

- D/1 Efficient handling of the computer and its various programs and access to the Blackboard educational platform
- D/2 The Internet is used to collect information on societal issues.
- D/3- Thinks critically
- D/4- Discuss or presents a lecture or report on one of the aforementioned societal issues
- D/5- Discuss and compares everything new in the field of developmental media to community issues and presents it with solutions to the problem.
- D/6 Teamwork
- D/7 Time management
- D/8 Using social media and criticizing its performance as a developmental tool for social change.

Course Content:

- The concept of social change and related concepts. -Specifications and characteristics of social change, its factors and levels.
- Social models and theories -Social media posts.
- The difference between social marketing and business marketing. -The positive role of digital media in societal change.
- Mid-term exam. -The negative role of digital media in societal change.
- The role of the media in spreading the issue of digital citizenship. -The role of the media in confronting cyberbullying.
- The role of the media and the crisis of cultural westernization.
- The role of the media in the social changes brought about by the Corona crisis in society.
- The role of the media in solving international climate change issues.
- The role of media and communication technology in spreading the concept of artificial intelligence in Egyptian society.
- Final exam

Teaching and Learning Methods:

- Lecture (direct education). -Discussion. -Case studies by presenting different community campaigns, exchanging opinions and dealing with students. -Dividing students into work teams (cooperative learning).

Self-learning by searching on the Internet, searching within the library, summarizing what he has seen, and using what he read during the discussions. -Brainstorming. -Presentations. -Solve problems by suggesting elements of a media plan for a community issue.

Student Assessment Methods:

- The mid-term written test. - Tuition costs to assess the student's ability to research and investigation
- Discussion, participation and observation of students' behavior and performance in the lecture -Written final exam.



Course Description

Course Title: interpersonal communication	Level: second level
Course ID: Com 202	
Credit Units: 3 units (3) Theoretical (-) Practical	Public relations & advertising department

- **Learning Outcomes:**

A) Information and Concepts:

A/1- To know the concept of direct communication and the difference between it and mass communication.

A/2- To know the meaning, characteristics and influence of opinion leaders.

A/3 The student gets to know the most important characteristics that the communicator should have.

A/4- to know the rules of good presentation and effective presentation.

A/5- to know the strategies of persuasion.

A/6- Mention effective personality traits and how the person reviews and paraphrases.

A/7- Summarize the keys to success for effective communication and how to act in embarrassing situations.

A/8- Discuss the types of listening.

A/9- Mention the obstacles to listening and the techniques of effective listening.

A/10 - Summarizes the importance of submitting proposals.

A/11- Discuss the characteristics of a good speaker.

A/12- Recognize the importance of listening in negotiation, negotiation styles.

A/13- Explains what is meant by speaking skill and its importance to the communicators.

A/14- Lists the communication skills needed to support speaking skill.

B) Mental Skills:

B/1- The student analyzes how to prepare a good lecture or speech.

B/2- The student concludes how to make a good presentation.

B/3- Explains the importance of using persuasion techniques during presentation.

B/4- Analyze his ability to communicate and his communication skills.

B/5- Infer the difference between listening and good listening.

B/6- Explains the obstacles to listening.

B/7- Deduce the characteristics of a good listener and speaker.

B/8- choose the appropriate negotiation style for him.

B/9- Infer the difference between verbal and non-verbal communication and non-verbal communication tools.

B/10- Infer the reasons for the development of the various means of communication in Egypt and the world.

C) Professional Skills:

C/1- Apply the skills that must be available in direct communication practitioners, such as eye contact, employing the senses, sound, fun, and engaging the listener in the communication process.

C/2- use the skill of listening in all aspects of life.

C/3- Evaluate his presentation skills

C/4- Prepares and designs an effective and successful presentation using modern technological means.

C/5- use writing skill and negotiation skill in all aspects of his life.

C/6- Apply the rules of dealing with difficult personalities and behaving in embarrassing situations.

C/7- Analyze media messages in different media.

C/8- Improves the use of non-verbal communication skills in addition to verbal communication

D: General skills

D/1- The Internet is used to collect information on the subject of the presentation.

D/2- He works in a one-team style.

D/3- Compare and discuss everything new in the skills of effective presentation, persuasion and listening.

D/4- He submits a presentation on one of the topics of interest to him.

D/5- Translate from and into other languages

D/6- Effectively uses electronic communication in social media

Content :

4/1-Communication (meaning - its importance - its object).

4/2- Self-discovery and building an effective personality (our circumstances are made by our decisions and the seven habits of success)

4/3-Verbal and non-verbal communication (definition of verbal and non-verbal communication, their determinants, importance and non-verbal communication tools).

4/4 -Forms of communication (communication (personal - mass) and the keys to success for effective communication).

4/5-Interpersonal communication (characteristics of personal communication, how to communicate with new people, how to deal with difficult personalities and behave in embarrassing situations).

4/6- Listening and receiving skills (the concept and types of listening, bad listening habits and its dangers).

4/7- The mid-term exam.

4/8- Listening and receiving skills (the most important characteristics of the communicator and the characteristics and obstacles of the effective listener.).

- 4/9 Speaking skills (the speaking skill and its requirements, the characteristics of a good speaker, the skill of dealing with public questions and objections, and negotiation skills). 4/10 - Presentation skills and writing skills (effective presentation skill and writing skills).

4/11 -Presentation or presentation skills (preparing a successful presentation, pre-presentation skills, important lessons in presentation and presentation, and skills during and after presentation.).

4/12- Persuasion skills (definition of persuasion, its elements and rules).

4/13- Persuasion skills (negotiation styles and firmness in negotiations, strategies and drivers of persuasion).

4/14- A general review of what was previously studied.

4/15- Exam at the end of the first semester

Teaching and learning methods

5/1- Lectures (direct education).

5/2- Discussion and dialogue.

5/3- E-learning through the Blackboard platform and interactive lectures via the platform. 5/4- Students' presentations in lectures.

5/5- Brainstorming methods by presenting some examples to students to pave one of the elements and help them to conclude.

5/6- Dividing the students into work teams, "group projects".

5/7- Self-learning by searching on the Internet, searching within the library, summarizing what he has seen, and using what he read during the discussions.

• Evaluation System:

6/1- The mid-term exam.

6/2- assessment to assess the student's ability to research and investigation

6/3- Discussion, participation and observation of students' behavior and performance in the lecture.

6/4- exam at the end of the semester .



Course Specification

Course name: Interpersonal Communication Course Code: COM 202	Program: All Programs Academic level: Level Two
Specialization: General	Number of studying units: Theoretical: 3 \ Practical: --

- **Intended Learning Outcomes of Course (ILOs)**

A) Information and concepts

A/1- Demonstrate the concept of direct communication and the difference between it and mass communication. A/2- Demonstrate the meaning, characteristics and influence of opinion leaders. A/3- Acknowledge the most important characteristics that the communicator should have. A/4- Acknowledge the rules of good presentation and effective presentation. A/5- Understand the strategies of and incentives for persuasion. A/6- Demonstrate effective personality traits and how the person reviews and paraphrases. A/7- Summarize the keys to success for effective communication and how to act in embarrassing situations. A/8- Discuss the types of listening. A/9- Identify the obstacles to listening and the techniques of effective listening. A/10 - Summarize the importance of submitting proposals. A/11- Discuss the characteristics of a good speaker. A/12- Recognize the importance of listening in negotiation, negotiation styles, and firmness in negotiations. A/13- Explain what is meant by the public speaking skill and its importance to the communicators. A/14- List the communication skills needed to support the public speaking skill.

B) Intellectual skills

B/1- Analyze how to prepare a good lecture or speech. B/2- Concludes how to make a good presentation. B/3- Explain the importance of using persuasion techniques during presentation. B/4- Analyze his ability to communicate and his communication skills. B/5- Infer the difference between listening and listening. B/6- Explain the obstacles to listening. B/7- Deduce the characteristics of a good listener and speaker. B/8- Choose the appropriate negotiation style for him. B/9- Identify the difference between verbal and non-verbal communication and non-verbal communication tools. B/10- Identify the reasons for the development of the various means of communication in Egypt and the world.

C) Professional and practical skills

C/1- Apply the skills that must be available in direct communication practitioners, such as using the eye, employing the senses, sound diversity, fun, and engaging the listener in the communication process. C/2- Use the skill of listening in all aspects of his life. C/3- Evaluate his presentation skills. C/4- Prepare and designs an effective and successful presentation using modern technological means. C/5- Use writing skill and negotiation skill in all aspects of his life. C/6- Apply the rules of dealing with difficult personalities and behaving in embarrassing situations. C/7- Analyze media messages in different media. C/8- Improve the use of non-verbal communication skills in addition to verbal communication.

D) General and transferable skills

D/1- The Internet is used to collect information on the subject of the presentation. D/2- He works in a one-team style. D/3- Compare and discuss everything new in the skills of effective presentation, persuasion and listening. D/4- Submit a presentation on one of the topics of interest to him. D/5- Translate from and into other languages. D/6- Effectively use electronic communication within the framework of social media.

Course Content: 4\1- Communication (understanding - its importance - its objectives). 4/2- Self-discovery and building an effective personality (our circumstances are made by our decisions and the seven habits of success). 4\3- Verbal and non-verbal communication (definition of verbal and non-verbal communication, their determinants, importance and non-verbal communication tools). 4\4- Forms of communication (communication (personal - mass) and the keys to success for effective communication). 4\5- Interpersonal communication (characteristics of personal communication, how to communicate with new people, how to deal with difficult personalities and behave in embarrassing situations). 4/6- Listening and receiving skills (the concept and types of listening, bad listening habits and its dangers). 4\7- The mid-term exam. 4/8- Listening and receiving skills (the most important characteristics of the communicator and the characteristics and obstacles of the effective listener.). 4/9- Public speaking skills (the speaking skill and its requirements, the characteristics of a good speaker, the skill of dealing with public questions and objections, and negotiation skills). 4/10 - Presentation skills and writing skills (effective presentation skill and writing skills). 4\11- Presentation or presentation skills (preparing a successful presentation, pre-presentation skills, important lessons in presentation and presentation, and skills during and after presentation.). 4/12- Persuasion skills (definition of persuasion, its elements and rules). 4/13- Persuasion skills (negotiation styles and firmness in negotiations, strategies and drivers of persuasion). 4/14- A general review of what was previously studied. 4/15- Exam at the end of the first semester.

Teaching and Learning Methods: 5/1- Lectures (face to face learning). 5/2- Discussion and dialogue. 5/3- E-learning through the Blackboard platform and interactive lectures via the platform. 5/4- Students' presentations in lectures. 5/5- Brainstorming methods by presenting some examples to students to pave one of the elements and help them to conclude. 5/6- Dividing the students into work teams, "group projects." 5/7- Self-learning by searching on the Internet, searching inside the library, summarizing what he has seen, and using what he read during the discussions.

Student Assessment Methods: 7/a/1- The mid-term written test. 7/a/2- Assignments to assess the student's ability to research and investigation. 7/a/3- Discussing, participating and observing the students' behavior and performance in the lecture. 7/A/4- Final written exam



Course Specification

Course name: Educational and Cultural Programs Course Code: RTV204	Program: R&TV Academic level: Second Semester: 2021-2022
Specialization: R&TV	Number of studying units: Theoretical: 3

Intended Learning Outcomes of Course (ILOs)

a) Information and concepts

- A/1- Define the concept of the educational program and identifies the educational multimedia used within the framework of that program.
- A/2 - Know the concept of educational television, its genesis, its advantages, characteristics and disadvantages, and how to overcome them.
- A/3- Define the types of educational television programs.
- A/4- Define the tasks and effective practices of the educational program provider.
- A/5- Define the stages of producing educational programs.
- A/6- Know how to produce educational programs.
- A/7- Define the concept of digital interactive television and interactive educational television.
- A/8- Know the concept of e-learning.
- A/9- Define the types of e-learning, its management system, and its components.
- A/10- Know the concept of culture, its levels, and how the media deals with it.
- A/11- Know the concept of the cultural program.
- A/12- Define the objectives of the cultural programs and their program templates.
- A/13- Know the difference between the educational program and the cultural program.
- A/14- Define the concept and features of cultural globalization and the role of the media in confronting it.
- A/15- Identify the method of producing both the educational program and the cultural program in general.
- A/16- Defines the ingredients needed to produce an educational/cultural program through social networking sites.

b) Intellectual skills

- B/1- Analyze the methods of evaluating educational and cultural programs presented on Egyptian and Arab television channels and foreign.
- B/2- Summarize the steps and stages of producing an integrated educational and cultural program.
- B/3- Objectively criticize the state of Egyptian educational and cultural programs.
- B/4- Analyze the most important problems facing cultural programs.
- B/5- Suggest different ways to improve the development of Egyptian and Arab educational and cultural programs.
- B/6- Demonstrate the extent of the Internet's ability to serve students in the field of educational television.
- B/7- Suggests new educational media that can be used within the educational programs.
- B/8- Differentiate between the media used in both educational and cultural programs.
- B/9- Suggest new ways to present educational and cultural programs.

c) Professional and practical skills

C/1- Analyze Egyptian, Arab and foreign educational and cultural programs.

C/2- Provide a critical view of the advantages and disadvantages of the programs analyzed.

C/3- Design a plan showing how to improve the programs analyzed.

C/4- Design and produce an educational program and a cultural program, specifying the target audience and avoiding the negative aspects of the programs analyzed.

C/5- Choose a set of media appropriate to the nature of the educational program and the cultural program, while focusing on producing digital content that fits with the era of social media and new media.

d) General and transferable skills

D/1- Acquire the skill of teamwork and boosting the team spirit.

D/2- Increase computer skills through the use of writing and presentation programs (Power Point, Word) in preparing and presenting the required assignments.

D/3- Develop leadership skills and presentation skills.

D/4- Increase the skills of effective searching for information on the Internet

D/5- Develop the skill of innovation and creative thinking in creating distinguished and intense educational/cultural content to suit the nature of modern media

D/6- Develop the skill of scientific thinking to deal with various issues and problems and solve them.

Course Content:

-The concept of educational programs and the elements of the educational process, the concept of culture, its characteristics and types.

-Educational television: its origins, concept, advantages, characteristics, drawbacks and overcoming them, how the media deal with different levels of culture.

-Functions and patterns of television use in the field of education, types of educational television programmes, the concept of cultural programs and their types, the most important problems they face and how to develop them.

-Conditions that must be satisfied in educational television and the basic principles for the effective use of educational programs in the classroom, a concept of cultural globalization and its impact on culture Arabic.

-Stages of classroom teacher use of educational programs, tasks and effective practices of the educational program provider, the role of the media in facing cultural globalization.

-The stages of production of each of the educational and cultural television programs and the factors for their success.

-Mid-term exam

-The foundations of designing educational lessons and cultural programs and the detailed steps for the production of both the educational and cultural television program.

-Specialized educational and cultural satellite channels.

-Digital interactive television and its most important characteristics, interactive educational television and its advantages, and scientific and technological programs as a form of cultural programs.

-E-learning and its axes and advantages: the reality of producing scientific and technological programs on Arab television channels.

-Types of e-learning, its management system and components, a proposed strategy to improve the production of scientific and technological programs on Arab television channels. In addition to the ingredients needed to create digital content (educational/cultural), the basic components of these programs through social media platforms, and how to manage them in a way that achieves the desired goal in the shortest possible period with the provision of scientific information in a simplified manner.

Teaching and Learning Methods:

Theoretical lecture.

Discussions and brainstorming during the lecture.

Researches assigned to students.

Practical training for students in analyzing and evaluating educational and cultural programs in their various forms.

Practical training for students through their production of an educational program and a cultural program.

Student Assessment Methods:

Discussion and participation in the lecture.

Academic assignments to assess the student's ability to analyze and produce educational and cultural programs.

Midterm exam

Final Exam



Course Description

Course Title: Drama on radio and television	Level: Third level
Course ID: RTV 305	Semester:
Credit Units: 3 units (3) Theoretical () Practical	Department: RTV

- **Learning Outcomes:**

- A) Information and Concepts:**

After completing this course, the student will be able to:

- 1- Understand the arts of radio drama (audio and visual) as well as the different types of radio drama in terms of form and content.
- 2- The ability to know the elements of dramatic construction, and to be able to distinguish between different types of drama.
- 3- Thinking in a critical way to identify the factors influencing dramatic production and to identify recent trends in dramatic production at each stage from preparation to implementation and presentation to the audience through the small screen or what is the role of the drama It is now recognized as the paid online platforms.

- B) Mental Skills:**

- 1- Analyzing elements of Aristotle's definition of both tragedy and comedy.
- 2- Differentiate and distinguish between tragedy and melodrama, and comedy and jockey.
- 3- Summarize information related to the emergence of drama in the world.
- 4- Make comparisons between the concept of series, charade, series, and TV movie.
- 5- Analyze the elements of dramatic construction.
- 6- Criticism and analysis of dramas.
- 7- Develop a critical vision of the extent to which the dramatic actions of society are simulated and the extent of their ability to effect purification in the hearts of people viewers.
- 8- Evaluate dramas, especially via electronic platforms, and determine their success factors and their role in community service.

C) Professional Skills:

- 1- using information theoretically in practice; Through theoretical information, he can determine the character The dramatist of the work he watches and writes models.
- 2- Writing a dramatic criticism of some of the models presented to determine the extent of the ability of the dramatic works seen to serve the community.
- 3- Conducting research on the stages of drama development in the world from antiquity until now.

D) General Skills:

1. The ability to master the arts of radio drama work (audio and visual) and the mechanisms of its preparation.
2. The ability to create, add and renew in the field of radio drama (audio and visual).
3. Use direct communication skills in dealing with others.
4. Critical thinking in the field of dramatic art.
5. Dealing with the computer and using the Internet to collect all information related to the emergence of drama in the world and modern electronic platforms specialized in dramatic work and work to determine the ingredients for its success and what can It was emulated by them in the Egyptian drama production.

Content:

Studying weeks	Topics	Credit Hours
1	The origin of drama in Egypt and the world.	3
2	The importance of the idea as one The elements of dramatic construction, and their characteristics at work Dramatic.	3
3	Dramatic characters and its types.	3
4	Dramatic conflict and its types.	3
5	The concept of climax at work Dramatic.	3
6	Mid-Term Exam	3
7	The concept of the dramatic solution and its types.	3
8	Radio dramas (audio and visual) Introducing students to modern electronic platforms specialized in presenting dramas and the ingredients they rely on for that. Netflix.	3
9	Clarify the difference between a serial and a charade Evening, series and movie television.	3
10	Distinguish between tragedy and melodrama, as well The comedian and the jockey.	3
11	The classic school affair, and the creative romantic tragedy. And the difference between them.	3
12	Watching a drama and criticizing it in a way scientific, with specification The elements of dramatic construction and the type of that work dramatic, and determine the dramatic nature of this work.	3

- **Teaching and Learning Methods:**

- Lectures & Online sessions on Blackboard Learning platform.
- Discussions.
- PowerPoint Presentation.
- Watching and criticizing some dramas.
- Assign students to conduct research related to critiquing a dramatic work that has been viewed and commented on lectures.

- **Evaluation System:**

- Discussion and participation during lectures.
- Individual and group assignments.
- Mid-term Exam.
- Final Exam.



Course Description

Course Title: communication technology	Level: Fourth level
Course ID: RTV 402	Semester:
Credit Units: 3 units (3) Theoretical () Practical	Department: RTV

- **Learning Outcomes:**

- A) Information and Concepts:**

- 1- Recognize the basic information in the areas of communication technology and its development.
- 2- Learn the basics of radio engineering and radio production tools.
- 3- Understand the potential impacts of communication technology on societies.
- 4- Learn some of the main devices used in radio.
- 5- Familiarization with the methods of radio transmission and reception (radio and television) engineering.
- 6- Recognize the impact of communication technology on individuals.
- 7- Understand how communication technology affects the media.
- 8- Recognize the relationship of communication technology with different areas of life.
- 9- Learn basic information about digital media and social networks, their origins and developments.

- B) Mental Skills:**

1. Deduce the possible effects of using new communication technology.
2. Distinguishing between traditional and new media.
3. The ability to classify the devices used in radio and their areas of use.
4. The ability to anticipate future developments in the field of communication devices and to demonstrate these expectations.
5. Deduce the potential impacts of artificial intelligence technology on the media content industry the future.

C) Professional Skills:

- 1- Being able to properly use some technical devices in the field of communication, such as a microphone, a camera.
- 2- The ability to implement closed or open circuit television.
- 3- Presenting training research in the context of communication technology using modern presentation methods.

D) General Skills:

1. Participation in a working group for collective research on communication technologies.
2. Optimal use of the camera, microphone, and common production tools in the field of radio and television Especially the TV connection tools.
3. Gain the ability to use new electronic media and multimedia technology.

Content:

Studying weeks	Topics	Credit Hours
1	Concept, areas and developments of communication technology.	3
2	Fundamentals of radio/wave engineering.	3
3	Fundamentals of radio engineering / radio studio.	3
4	Fundamentals of radio/TV studio engineering.	3
5	Terrestrial radio and television broadcasting methods.	3
6	Mid-Term Exam	3
7	Digital media, its origins and developments.	3
8	multimedia technology	3
9	digital photo.	3
10	Artificial intelligence applications in the media content industry.	3
11	The effects of communication technology.	3
12	Development of a field of communication technology.	3

● Teaching and Learning Methods:

- Lectures & Online sessions on Blackboard Learning platform.
- Discussions.
- PowerPoint Presentation.
- Group visits to studios, or a satellite station if possible, or individual visits and assignments research.
- Training in the use of information through self-learning or research.

● Evaluation System:

- Discussion and participation during lectures.
- Individual and group assignments.
- Mid-term Exam.
- Final Exam.



Course Description

Course Title: Diction and Phonetics	Level: Third level
Course ID:	Semester:
Credit Units: 3 units (3) Theoretical () Practical	Radio and Television department

• Learning Outcomes:

A) Information and Concepts:

- 1- To know the concept of (Language) and (Communication).
- 2- To define the structure of the sentence in the Arabic language.
- 3- To know the place of articulation and features of sounds.
- 4- To learn about ways to communicate information and the importance of correct formulation of sentences in the Arabic language.
- 5- To define the concept of (Semasiology).
- 6- To know the meaning of (Diction), and to define the skills of effective speaker.
- 7- To know the meaning of effective speech, and identify its elements and requirements.
- 8- To learn the vocal and physical elements of diction and speech.
- 9- To learn the basics of sound production.
- 10- To defines the advantages and disadvantages of the sound.
- 11- To learn the basics of Voice-over and dubbing.

B) Mental Skills:

- 1- To differentiate between ascending, descending, and inclined sounds.
- 2- To link between the articulation, the attribute, and the pronunciation of each letter.
- 3- To summarizes the steps for developing and refining vocal recitation.
- 4- To assess the different pitches, intensity, and effects of sounds.
- 5- To analyze vocal, emotional, and physical performance in many different program formats.
- 6- To link between methods of expression and non-verbal communication, and the multiple applications of vocal recitation.
- 7- To demonstrate the effectiveness of training for good presentation and voice recitation.
- 8- To summarize the elements and requirements of effective speech.

C) Professional Skills:

- 1- To analyze group of presidents and leaders speeches, to identify the place of articulation and how the letters are pronounced.
- 2- To reveal the semantics of sound layers used in some songs and operas.
- 3- To record Arabic letters that he pronounces correctly.
- 4- To use effective speech skills to record some Arabic sentences that formulated and pronounced in a correct way.
- 5- To chooses methods of communicate information, expressions and non-verbal communication, to communicate the messages which he records.
- 6- To use broadcasting technical equipment (such as microphones, cameras and recording and video editing programs) to produce a news bulletin for radio and television, with correct pronunciation and good performance.

D) General Skills:

- 1- To improve computer skills on writing and presentation programs (Word, Power Point...est.) in preparing and displaying the required assignments.
- 2- To develop leadership skills and presentation skills.
- 3- To Increase the skills of effective searching for information on the Internet.
- 4- To use websites that offer training programs that help to develop his speech skills.
- 5- To develop critical thinking and analysis.
- 6- To increase artistic taste, hearing and pronunciation of the student.

Content:

- 1- Arabic phonology and related sciences.
- 2- The phenomenon of speech and the features of Arabic phonemes.
- 3- Human speech system.
- 4- The classification of Arabic sounds, their characteristics and place of articulation.
- 5- Analysis of sounds phenomenon's.
- 6- Mid-semester Exam.
- 7- Causes of speech disorders and their treatments.
- 8- Practical applications of the Arabic phoneme's articulation.
- 9- Applications of the human voice, its characteristics and the skill of listening.
- 10- Criticism and analysis of sound models.
- 11- Practical applications of listening skill
- 12- Applications of acoustics in radio and television production.

● **Teaching and Learning Methods:**

- Lectures.
- Discussions.
- PowerPoint Presentation.
- Blackboard learning platform.

● **Evaluation System:**

- Discussion and participation during lectures.
- Individual and group assignments.
- Mid-term Exam.
- Final Exam.



توصيف مقرر دراسي

Program: All Programs. Academic level: fourth. Semester: First Semester – Second Semester	Course name: Media Research Methods Course Code: COM 203
Number of credits: Theoretical: (2) Practical: (1)	Specialization:

Targeted Learning Outcomes:

a. Information and concepts:

A / 1 Get to know the concept of scientific research and its most prominent features and characteristics. A/2 Describe the areas of media research, and current and future developments in the field of public relations and advertising. A/3 Mention the characteristics and types of samples. A/4 Recognize the uses of the survey method, its application, and the steps of conducting quantitative research. A/5 Mention the uses of content analysis. A/6 Recognize the methods and qualitative methods in media research. A/7 Mention the characteristics and characteristics of the scientific report of the research. A/8 Describe the steps for conducting scientific research in the field of basic research. A/9 Learn about applied research conducted by research companies and public relations and advertising agencies.

B. mental skills:

B\1 Compare between scientific thinking and ordinary thinking. B\2 Select the appropriate sample and size. B/3 Plans to conduct a research using different methods.

B/4 Differentiate between qualitative methods and techniques in media research and when they are used, by applying them to issues related to current events. B/5 Analyzes the survey sheet he is conducting, gets rid of the results and writes the report. B/6 analyzes the elements and steps of conducting scientific research in the field of media research with a focus on the field of public relations and advertising. B/7 concludes the appropriate methodological design for the research issue. B/8 differentiates between data collection tools while distinguishing the characteristics of different tools, quantitative and qualitative and their uses. B/9 Analyzes the elements of applied research conducted by public relations and research companies and deduces the stages of preparation and implementation. B/10 Analyzes the strengths and weaknesses of the survey method and the content analysis method.

c. Professional skills:

C/1 formulates a research problem. C / 2 prepares a research plan for one of the issues related to public relations or advertising. C/3 applies each type of media research. C/4 designs a survey form. C/5 formulates the objectives of the research and is able to develop the main questions for a research project. C/6 applies the survey method to a research issue he chooses and chooses the study population and sample. C/7 He is able to collect data about an imaginary organization in which he works and uses this to support the reputation of the organization and serve its interests. C/8 applies the elements and steps of the scientific research he studied to the applied research conducted by the public relations companies and agencies under study. C/9

Able to use databases to collect scientific studies related to a research topic or issue in the field of specialization.

Dr.. General skills:

D.1 The Internet is used to collect information. D\2 write a research report.

D/3 works in a team work. D/4 discusses the questionnaire newspaper that he designed. D/5 Uses the official websites of business organizations to collect information and use it in planning a research project. D/6 Provides a critical view of the applied studies conducted by public relations and research companies. D/7 works under pressure. D/8 It compares scientifically and methodically between the research curricula under study. D/9 compares the fields of basic research and applied research.

- Content:

4/1 The concept of scientific research, its steps and fields.

4/2 variables and levels of measurement.

4/3 Research design and theoretical interventions, traditional and digital media studies.

4/4 Social research methods (such as: survey, experimental, case study).

4/5 Tools and means for collecting quantitative data.

4/6 Means and methods of qualitative data collection.

4/7 mid-semester exam.

4/8 Study population, samples and types.

4/9 The survey method, questionnaire sheet, and sample presentation

4/10 Quantitative methods (content analysis, a model) – qualitative methods (discourse analysis, a model).

4/11 focus group discussions.

4/12 In-depth interviews and unstructured interviews.

4/13 applied models (eg: Edelman Annual Survey, Weber Shandwick Agency Research).

4/14 Writing a research report and schools of scientific writing.

4/15 end-of-semester exam.

Teaching and learning methods:

1– Lecture 2– Discussion 3– Presentations 4– Divide students into work teams 5– Practical field applications

• Evaluation and Evaluation System:

7 / A \ 1 mid-semester written test 7 \ A \ 2 tuition costs 7 \ A \ 3 Discussion and participation 7 \ A \ 4 Written test at the end of the semester.



Course Description

Course Name: Intro to PR Course Code: Com102	Level : First Level
Credit Units : 3 Units Theoretical : (3) Practical: (0)	Department: Public Relation and Advirtesement

Learning OutComes:

A) Information and Concepts:

- A/1 To mention the concept of public relations. A/2 to know the first pioneers of public relations.
- A/3 To distinguish between the concept of media and advertising, mentions the definitions of advertising and distinguishes between its types. A/4 To Mention the ethics of the PR profession.
- A/5 Summarizes the characteristics of employees and managers in public relations.
- A/6 Recognize the role of the consultant in public relations, with knowledge of the disadvantages and advantages of using it.
- A/7 Recognize the importance of public relations in contemporary organizations.
- A/8 Distinguish between the concepts of mental image, social responsibility and two-way communication.
- A/9 recognizes the stage of research and information gathering as one of the public relations operations.
- A/10 Summarizes the planning stage, methods of identifying the audience, and formulating public relations programmes.
- A/11 To know the concept of communication and distinguishes between its different types and forms.
- A/12 To mention the most important means of communication for public relations.
- A/13 defines the importance of the new media in achieving the goals of organizations.

B) Mental Skills:

- B/1 Analyzes the ethical frameworks of the profession according to four target segments (personal integrity, dealing with the media, behavior towards clients, behavior among colleagues of the profession)
- B/2 Know the difference between professional media and gray and black propaganda.
- B/3 Explains the importance of public relations. B/4 distinguishes between PR functions.
- B/5 differentiate between the objectives of public relations and the objectives of its research.
- B/6 To select appropriate planning strategies for the various public relations programs.
- B/7 Analyze the types of communication and its general means and those related to public relations.

C) Professional Skills:

- C/1 To Apply The role of the consultant in the public relations of any organization.
- C/2 designs public relations research.

C/3 prepares a plan to launch public relations programs through strategic planning

C/4 evaluates the special means of communication in public relations according to the extent of their effectiveness

D) General Skills:

D/1 Use The Internet to gather Information. D/2 work in Groups to do assignments.

D/3 presents a presentation on one of the public relations plans.

D/4 discusses everything new in the field of public relations campaigns.

D/5 translates foreign books in public relations.

D/6 Using the Blackboard platform in the educational process.

E) Content:

1– Introduction to the course and the historical establishment of public relations.

2– Scientific concepts of public relations.

3–The first pioneers of public relations

4– Concepts related to public relations (media advertising advertising)

5– Professional ethics and charters

6– Characteristics of those who work in the profession

7– midterm exam.

8– The importance of public relations in contemporary organizations and the motives for interest in them

9– public relations research stage

10– The strategic planning stage for public relations (the concept of planning – its importance – the challenges facing planning)).

11– planning stages (situation analysis – setting goals)

12– Completing the planning stage (determining the available means and capabilities – selecting topics and defining programs)

13– Communication stage in public relations and evaluation stage

14– Public Relations Strategies

15– final exam.

F) Teaching and Learning Method:

– Lectures & Online sessions on Blackboard Learning platform.

– Brainstorming and Discussions among Students.

– Showing PowerPoint Presentation.

– Evaluate students assignments.

G) Evaluation System:

– Discussion and participation during lectures.

– Individual and group assignments.

– Mid-term Exam.

– Final Exam.



Course Description

Program:Radio&Tv Level: 4 Term: 2021-2022	Course name: Specialized programs Course code: RTV406
Number of studing units: Theoretical:3 Practical:0	Specialization: RTV

- **Targeted learning Outcomes:**

- A- Information & concepts:**

- A / 1 knows the concept of program planning for a broadcasting organization**

- A / 2 defines the elements for submitting a proposal for a plan to produce a specialized program**

- A/3 know the elements of children's programmes.**

- A/4 know the production and evaluation elements of talk show programs**

- A/5 know the basics of producing educational programs**

- A/6 defines the roles assigned to sports programs and the elements of their production**

- A / 7 know the aspects of producing women's programs**

- A/8 List ideas and issues that may be suitable for producing different types of programs**

A / 9 know the strengths and weaknesses in the production of certain types of specialized programs

According to the producer.

A/10 identifies the objectives and functions assigned to the different types of programs.

B- Mental Skills:

B/1 Apply the rules of strategic planning for different types of programs.

B/2 classifies the production elements of specialized programs in the different production stages

B/3 It diagnoses the weaknesses found in certain types of programs presented in Egyptian media.

B/4 plans to produce different types of specialized programs.

B/5 Evaluate the program performance of some specialized templates.

B/6 analyzes the production elements of different types of specialized programs.

B/7 Evaluate the specific functions of producing specialized programs and the target audience from each of them.

C– Professional skills:

C/1 Produces a specialized television programme

C/2 Produces a specialized radio programme

C/3 employs the types of specialized programs to serve community issues

C/4 Invents new ideas to present them through specialized programs.

C/5 Criticize the specialized programs in terms of form, content and treatment.

C/6 designs production proposals that are valid for specialized program production

C / 7 applies the studied production principles to the types of specialized programs

C/8 designs the appropriate format for the production of a specialized program

D– General skills:

D / 1 solves the problems of specialized program production in a scientific and realistic thinking.

D / 2 works with the team work on the stages of media planning.

D/3 conducts a dialogue with the team work in a democratic manner.

D/4 Uses modern capabilities in specialized program production

E-Content

- **The concept of specialized media**
- **Program planning**
- **Children's Programs**
- **Women's Programs**
- **Sports Programs**
- **educational programs**
- **Talk Show Programs**
- **Practical presentations of different programs designs**

F- Teaching and learning methods:

- **Lecture**
- **Discussion**
- **Presentations of specialized programs models**
- **Analysis and design of models**
- **Preparing different forms of specialized programs**

G- Evaluation System:

1-assignments,to know the student's ability to research and investigation.

2- discussion and participation in the lecture.

3- mid-term test& final exam.



Course Description

Course title : Writing for radio and television programs	Level : second level
Course ID : RTV 203	Semester :
Credit units : 3 units (2) Theoretical (1) Practical.	Department : RTV .

❖ **Targeted Learning outcomes :**

A) information and concepts:

By the end of this course the student will be able to:

A/1- The student knows the importance of the idea in the various forms and radio programming templates (audio and visual).

A/2- The student determines the characteristics of a good and attractive radio text (audible and visual).

A/3- The student knows the basics of preparing, writing presenting and producing radio (audio and visual).

A/4- The student knows the concept of preparation, the specifications of the successful producer and its sources.

A/5- The student calls each radio template (visual or audio) with the correct name and scientific term.

A/5- The student defines the characteristics of a successful live speech template.

A/6- The student knows the concept of talk shows and the methods of preparing and presenting them.

A/7- The student determines the difference between the different talk shows (interviews - seminars - discussions).

A/8- The student lists the differences between template competitions, miscellaneous, investigations, and documentary .

A /9- The student knows the form and basics of writing the script for the various forms and radio program templates .

B) Mental skills : The graduate should be able to:

B/1- The student differentiates between (textual and visual) radio program forms and templates.

B/2- The student evaluates the various radio programs (visual and audio) according to the scientific bases and standards.

B/3- The student analyzes the success elements of the various forms and program templates.

B/4- The student deduces the specifications of the successful preparer and the sources that can be relied upon.

B/ 5- The student summarizes the basics of writing, preparing and presenting radio (audio and visual).

B/6- The student designs a radio script (visual and audio) that takes into account the correct scientific standards that would attract the attention of the audience.

B/7- The student derives the ways of utilizing the different programmatic shapes and templates to serve the community.

B/8- The student proposes to introduce new television formats, templates and programs that keep pace with the development of society and the needs of the target audience .

C . Professional skills : The graduate will be able to:

C/1- The student analyzes the strengths and weaknesses in the different forms and program templates that he sees.

C/2- The student is able to choose the appropriate broadcast language for each program template based on the nature of the topic, the form of the template, the target audience, as well as the objective of the program .

C/3- The student uses the correct scientific terms for each program form and template that he sees or hears.

C/4- The student examines the characteristics of the various radio program shapes and templates (audio and visual) to be able to distinguish between these forms and templates.

C / 5. The student is responsible for research and collecting information on the subject that will be submitted in any form and broadcasting software (visible and audio) (either through reading, reading, internet or personal observation or personal interviews with responsible and specialized sources .

C/6- The student proves the possibility of employing radio programs (visual and audio) in addressing current events and meeting the needs of the target audience in a manner that serves the community .

C/7 - The student is implementing an end to one of the various forms and templates explained in lectures (direct interviews, interviews, discussions, debates, various competitions and include : Documentary Programs, Film and Programs, and film .

D) General skills:

- The student works in a team work in a team manner.
- They solve problems scientifically and realistically.
- Conducts a dialogue in a democratic professional manner.
- Deals efficiently with information sources.
- Employs direct communication skills in dealing with others.
- He teaches himself.
- Thinks critically.

❖ Content :

Studying weeks	Topics	Credit Hours
1		
	Importance of the idea in the television program and forms of programs (audio and visual).	3
	Preparation conditions, equipment specifications and sources, characteristics broadcast text.	
2		3
	Prepare direct speech with models of programs that represent this	
3	template, as well as allowing students to present ideas that work	
	To template live talk and evaluate them.	
4	Characteristics of the interview template, the types of interviews that are	3
	conducted, and commenting with students on examples of programs that	
	represent that template while allowing students to present ideas that are valid	
	To mold and evaluate interviews.	

5	The characteristics of the seminars template as well as the discussion	3	
	template with an explanation of the methods of preparing each of them,		
	in addition to clarification of the relationship between these templates		
	and the dialogue template, in addition to the comments with the		
	students on the templates of the software programs.		
	The template for the symposium, discussion and their evaluation.		
6	Mid term exam	1	
7	Features and importance of investigations template.	3	
8		3	
	Characteristics and methods of writing women's and children's programmes		
9	Competition programs characteristics, purpose and methods of preparation	3	

10	The documentary programs , its characteristics and methods of preparation	3	
11	Distinguish between a documentary film template and a documentary program .		
12	practical assignments for students; Where a number of students present an episode of a program that represents any of the templates that They have been explained in previous lectures to comment on the idea, the language used, and the sources of information gathering. As well as the suitability of all these elements with the nature of and properties of the template being used .	3	

❖ learning methods:

- Theoretical lectures.
- Discussions during the lecture .
- Viewing and criticizing some programs .
- Preparing and writing correct radio texts (audio and visual) for the different forms and program templates that were explained in the lectures .

❖ evaluation system:

1	Periodic assignments	To assess: comprehension skills and mental Skills .
2	Periodic tests.	To assess: knowledge and comprehension skills.
3	Mid-term test.	To assess: the skill of knowledge and comprehension skills
4	Final test	To assess: All skills.



Course description

Course Title: tourist guidance Course ID: FRE102	Level: general Program : general
Credit Units: 3 units (-) Practical (3) Theoretical	Specialization: General

A) Targeted Learning Outcomes:

- **Information and concepts:**

- Mention the definitions of tourism and its traditional and modern types.
- To know the concept of tourism development and considerations for its realization.
- It identifies the differences between traditional and sustainable tourism development and the tools used to achieve sustainability in tourism.
- learn about the situation of tourism in Egypt from its various elements.
- Familiar with the situation of Egyptian tourism since 2010 until now and the changes that have occurred in it

During this important period

- Recognize the role of the media in tourism development with a focus on the role of television in this field
- defines the concept of tourism media and the requirements for the success of this type of specialized media.
- Learn the differences between direct and indirect tourist content.
- Recognize models of Arab and foreign tourism satellite channels.
- Criticizes the role of social media in serving tourism and promoting it with strategies.

Mental Skills:

- The relationship between the media and tourism, and analyzes the media's presentation of positive images about the country.
- analyze the difference between traditional and modern tourism.
- It analyzes and critiques the role of the media in tourism development.
- Criticizes and analyzes the various touristic contents that it is exposed to through the media and how it can contribute to the service of tourism.
- The success and failure factors of the experiences of specialized tourism channels.
- The future situation of the Egyptian tourism is deduced by analyzing the reality of the practice of the media in relation to the tourism sector.

- It analyzes the vision of both media and tourism experts in the tourism sector in Egypt and how the media is used in the development of Egyptian tourism.

c) Professional Skills:

- Dealing with the tourism potentials in Egypt in a different and renewable way .
- Uses appropriate promotional methods to display important tourist places.
- Uses social media to promote Egyptian tourism

It discusses a future vision for using traditional and new media for tourism development.

General skills:D

- Uses social media activities to promote tourism.
- Uses the various sources to increase the field of tourism.
- Acquires the skill of working within the team spirit.
- Acquire the skill of presenting and presenting ideas that are designed to stimulate Egyptian tourism.

Content:

Week	topics	Hours of teaching
1	The concept of tourism, and the types of traditional tourism	3
2	Types of new tourism	3
3	The concept of environmental tourism , and its role in achieving the idea of sustainable and the role of countries in achieving this.	3
4	Understanding of developmental tourism , its goals, its considerations, its right, and the differences between Transitional and sustainable development	3
5	Tourism in Egypt, its components, attention to it, tourism conditions from 2010 until now	3
6	Media and its role in tourism development, the definition of tourism media and the requirements of its success, television and its role in tourism development.	3
7	Mid-term exam	1
8	Arab and foreign specialized channels "about them and their origin, their goals, their programs, the factors of their success or failure"	3
9	A future view of the use of media in tourism development and experts' vision Egyptian tourists	3
10	Egyptian media experts' vision of the role of the media in achieving the development of the media in Egypt.	3
11	General proposals to promote the tourism sector in Egypt and proposals for the use of communication in support of tourism development with the development of a media plan to create Egyptian tourism	3

12	Presentations of students' ideas to use social media in development the tourism.	3
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► **learning methods:**

- Lecture
- presentations in the Lecture (powerpoint)
- discussion during the lecture
- present explaining videos to students.

• **evaluation system:**

- Mid-term test.
- assessments.
- discussing and participating in the lecture.
- final exam.



Course Description

Academic level: Third level Semester: 1st semester - 2nd semester	Course title : theories of communication . Course code : COM302C
Credit units : 3 Theoretical :(3) practical : (-)	Department : RTV

❖ **Targeted Learning Outcomes:**

a. Information and concepts:

A/1- Mention the concept of the communication process, its components, and its most important types.

A/2- Mention the most important media theories and their assumptions.

A/3- Mention the function of the communication process in society.

A/4- Mention the strengths and weaknesses of the studied media theories.

A/5- Recognize the stages of development of the communication process.

A/6- Summarize the methods used in the communicative message.

A/7- Describes the psychological and social dimensions of the effects of media theories on the public.

A/8- Mention the persuasion strategies used in the media message.

A/9- Discusses the advantages and disadvantages of using each of the media theories.

A/10- Summarize the theories used via the Internet and social networks

B. mental skills:

B/1- Analyze the strengths and weaknesses of the media theories.

B/2- Choose the appropriate media theory when conducting media research.

B/3- Explains the reasons for the development of media theories.

B/4- Deduce the difference between the influencing factors used in the media message for each theory.

B/5- Choose the appropriate type of communication when sending the media message.

c. Professional skills:

C/1- Prepare a media research and discuss the theory that was used.

C/2- Evaluate and compare the hypotheses used with those of the main theory.

C/3- Evaluates the suitability of the theory used for the subject of the study.

C/4- Provides a presentation of the possibility of using an alternative theory when designing Media message.

D. General skills:

D/1- He uses the college library to view scientific theses.

D/2- Presents a summary of his study by making a presentation during the lecture.

D/3- Discusses and compares everything new in the field of media theories.

❖ **Content:**

- The concept of theory, and a historical view of the development of media theories.
- Theory of media dependence.
- The theory of priority setting and the criticisms leveled against it.
- The theory of the spiral of silence and its criticisms.
- Theory of news frameworks.
- Theory of the media gatekeeper.
- Mid - term exam.
- Theory of uses and effects.
- Social Presence Theory.
- The medium-rich theory.
- Theory of the third person effect.
- New media theories (eg: the public sphere, Remediation).
- Theories explaining violence in the media.
- New theories explaining the spread of rumors.
- final exam.
-

❖ **Teaching and learning methods:**

- 1- Lecture (Live Teaching).
- 2- Discussion.
- 3- Show practical examples
- 4- Presenting practical models for applying theories in media research
- 5- Student assignments
- 6- Brainstorming .

❖ **Evaluation system:**

- 1- Mid term exam .
- 2- Student Assignments to assess the student's ability to research and investigate .
- 3- Discussing, participating and observing the behavior and performance of students in the lecture .
- 4- Final exam



Course Description

Program: Level: 3 Term: 2021-2022	Course name: Media Translation 2 Course code: RTV308
Number of studying units: Theoretical: 1 Practical: 1	Specialization: RTV

- **Targeted learning Outcomes:**

- A- Information & concepts:**

- 1- The student knows the basics of the translation.
- 2- The student knows the rules of the English language.
- 3- The student knows the rules of the Arabic language.
- 4- To know the skills and characteristics of media translation.
- 5- The student knows the media terminology specialized in media translation.
- 6- The student describes the difficulties of translation.
- 7- The student knows the important abbreviations used in the field of media translation.
- 8- To know the media, news agencies and information sources that broadcast in English language.
- 9- To know the characteristics of the media translator.
- 10- Recognize the uses of translation in the media field.
- 11- Know the difficulties of the translation process.

B- Mental Skills:

- 1- differentiate between different types of translation
- 2- Deduce professional methods in the media translation process.
- 3- Analyzes terms and abbreviations used in translation.
- 4- Analyzes topics and events that are presented in the English language media.
- 5- Deduce the linguistic methods used in media translation.
- 6- Distinguishes between the different editorial styles in the English language media.
- 7- refers to different linguistic vocabulary.
- 8- Analyzes the strengths and weaknesses of the translator's work.

C- Professional skills:

- 1- The student deduces the target audience and employs translation according to that audience
- 2- The student uses the suitable terminology.
- 3- The student translates a short Movie.
- 4- Uses Arabic and English grammar in translation.
- 5- Uses the characteristics of Arabic and English in translation.
- 6- The student analyzes the media texts that he translates.
- 7- Choose suitable methods and meanings in translation.
- 8- The student know how to translate media works that he is exposed to in the media in English.

D- General skills:

D/1 Communicates in a teamwork

D/2 thinks critically and objectively

D/3 Use The Internet to collect information about the translation.

D/4 deals skillfully in gathering information.

D/5 Skillfully deals with different sources of information.

D/6 Apply new communication technology tools in the work of the translator.

D/7 Complete the translation process on time.

D/8 Solve the problems facing the translator.

E-Content

Hours	Topics	Week
3	Basics of the Media translation	1
3	explain and apply the basics of the translation process	2
3	Characteristics of the Arabic and English language	3
3	identify the characteristics of the Arabic language and the English language and apply it	4
3	Explain the difficulties of translation and	5

	how to overcome them	
3	Explain how to overcome translation difficulties	6
3	explain Terminology specialized in different fields and used in translation	7
3	Important abbreviations in the translation	8
3	Explain the important abbreviations in the translation process	9
3	Different types of translations and the differences between them.	10
3	Translator skills	11
3	Uses of translation in the media field	12

F- Teaching and learning methods:

- 1- lecture.**
- 2-Discussion.**
- 3 -Divide the students into teams.**
- 4- brainstorming**

G- Evaluation System:

- 1- mid-term test.**
- 2 -assignmentsto know the student's ability to research and investigation.**
- 3- discussion and participation in the lecture.**
- 4- final exam.**



Course Description

Course Name: Introduction to Advertising Course code: Com 103	Program: Public relation and Advertising Academic level: first level The Semester: First and Second Term
Specialization: General	Number of Units: 3 Theoretical: (3) Practical: (1)

- **Intended learning outcomes:**

- A- Information and Concepts:**

A / 1- Know the definition of marketing and the elements of the marketing mix.

A/2 - Mention the concept of advertising, its development, and its various characteristics.

A/3- Know the divisions, types and effects of advertising.

A/4 - Summarize criticisms of the advertisement and responds to them.

A/5- Summarize the functions of advertising communication and the communication stages in advertising.

A/6- Recognize the characteristics of advertising communications.

A / 7 – Mention the definition of the advertiser, the functions of advertising management and the organization of advertising management.

A/8 - Identifies the factors affecting the attraction of the advertisement.

A/9- Know the advertising media (their types and characteristics of each).

A/10 - Mention the factors that influence the selection of advertising media.

A / 11- Recognize the characteristics of advertising in modern advertising means (advertising via social networking sites, advertising via smart phones, and direct mail advertising).

A/12- Mention the definition of advertising agencies and their most important characteristics.

A/13- Recognize the criteria for selecting advertising agencies.

A/14- Define the types of advertising agencies and their organization patterns.

b- Mental skills:

B/1- Distinguish the difference between marketing and promotional mix policies.

B/2- Analyze the criticisms that are directed at advertising.

B/3-choose the most appropriate media when planning advertising.

B/4- Explain the reasons for choosing one medium over another when planning the advertising campaign.

B/5- Infer the functions of advertising communication.

B/6- Distinguish between advertising agencies and their various services.

B/7- Compare the characteristics of advertising in traditional and modern means.

B/8- Analyze the factors affecting attracting attention to the advertisement.

c- Professional skills:

C/1- Apply modern thinking patterns to evaluate an advertising campaign

C/2- Carry out a scientific research on the features and characteristics of advertising in traditional media compared to modern media.

C/3- Prepare presentations for choosing advertising media.

C/4- Apply The scheduling of the means in the planning of the campaign.

C/5 - Design the advertising and waiting organization structure.

d- General skills:

D/1 - works with the group in a one-team style.

D / 2- discusses the advertisements he is exposed to and compares them.

D/3 - Presents a report on one of the attachments.

D/4- uses the Internet to search for other readings related to the advertisement.

D/5- Uses The computer to accomplish the various tasks in the course

- **Content:**

/1- Advertising (its origin, development, definition and characteristics).

4/2- Advertising divisions, types and effects.

4/3- Criticisms of advertising.

4/4- The advertising communication process and advertising communication functions.

4/5- Marketing (its development, definition, and elements of the marketing and promotional mix).

4/6- The advertiser (the advertiser's definition of the advertiser's advertising management functions and the organization of advertising management).

4/7- Mid-term exam.

4/8- Factors affecting attracting attention to advertising.

4/9- Advertising media (definition, types, characteristics, units of measurement for advertising in them).

4/10 - Advertising in traditional advertising means (newspapers, radio, television, cinema and road advertisements).

4/11- Advertising in modern advertising means (advertising via social networking sites, advertising via smart phones, and direct mail advertising).

4/12- Factors affecting the selection of advertising media and media planning and scheduling.

4/13- Advertising agencies (definition, importance, selection criteria).

4/14- Types of advertising agencies, their organization patterns, and the services they provide.

4/15- The final exam.

- **Teaching and learning methods:**

1- Theoretical lectures.

2- Case study.

3- Discussions and brainstorming

4- Self-learning

5- E-learning

6- Working in groups.

- **Evaluation System:**

1-The mid-semester written test.

2- Assignments and researches to evaluate the student's ability to research and investigation.

3- Discussion and participation in the lecture.

4- A written test at the end of the semester.



Course Description

Course name: Graduation project Course code: RTV404	Program: Radio and television Academic level: Fourth Term:
Specialization: Radio and Television	Number of Academic Units: My view:) practical: (3)

- Targeted Learning Outcomes:

1.For information and concepts:

After completing the course, the student will be able to:

A/1 Explain the concept of broadcast production.

A/2 Explain the concept of television production.

A/3 Identifies the different broadcasting formats and the differences between them.

A/4 Identifies the different television program formats and the differences between them.

A/5 Describes the stages of production of the various broadcasting program formats.

A/6 Describe the stages of production of the various television program formats.

A/7 List the possibilities available in producing the different broadcasting program formats.

A/8 enumerate the possibilities available in producing the different television program formats.

A/9 Names several proposals for a radio or television graduation project.

A/10 Explain different treatments for radio or television graduate project ideas.

A/11 Define the appropriate program format for implementing the ideas of a radio or television graduation project.

A/12 List the resources and people that are related to the idea of a radio or television graduation project that has been reached.

A/13 Describe the importance of field research to reach the extent to which the idea of a radio or television graduation project can be implemented.

A/14 Knows how to write a radio or television script.

A/15 Know how to sound an idea for a radio graduation project.

A/16 Know how to conceptualize the graduation television project.

A/17 Know the different production rules for finalizing the idea for a radio or television graduation project.

2.For mental skills:

B/1 analyzes the strengths and weaknesses of several pre-designed program formats.

B/2 Deduce the appropriate form for presenting the idea for a radio or television graduation project.

B/3 Infer the distinctive treatment for presenting the idea for a radio or television graduation project.

B/4 Classify the information collected in the research phase according to its importance.

B/5 Suggests guests and resources to be hosted in the final program.

B/6 Compose a complete script for a radio or television programme.

B/7 Makes a complete plan for recording or filming the programme.

B/8 justifies his choice of certain sentences and shots to appear in the final form of the program during the production stage.

B/9 relates the pictorial music to the recorded or pictorial material.

B/10 It is inferred that the lighting and the composition of the shots were not adjusted in the TV graduation project.

c. Professional skills:

C/1 Coordinates the elements and stages of radio and television production.

C/2 Develops specific goals that can be addressed in a radio or television graduation project.

C/3 Fluent in using databases to access information in the idea-processing stage of a radio or television graduate project.

C/4 Creates an initial idea script to produce a radio or television graduation project.

C/5 Fluent in using the rules of recording and sound production in the production of a radio project.

C/6 Fluent in using the rules of photography and editing in the production of a television project.

C/8 selects appropriate music and sound effects for the business idea.

C/9 Creates aesthetics in the composition of the television picture.

Dr.. General skills:

D/1 Using the Internet to collect information about a radio or television graduation project.

D/2 Work in a team work in a collective manner.

D/3 Brainstorming.

D/4 Conducting dialogue in a professional and democratic manner.

D/5 Solve the problems encountered during implementation in a scientific manner.

D/6 Presenting the ideas and treatments he presents to his colleagues in an interesting and attractive manner.

Content:

week studying	List of topics	Hours teaching
1	The concept of television production elements	3
2	Different program formats and facets The difference between them	3
3	The stages of producing software forms different	3
4	Putting forward a number of suggested ideas for radio graduation project or TV	3
5	Provide different treatments for project ideas Radio or television graduation.	3
6	Determine the appropriate program format for implementation Radio Graduation Project Ideas or Television.	3
7	Sources and people related to an idea Radio or television graduation project that have been reached.	3
8	How to write a radio script or Television.	3
9	How to portray the idea for a project TV Graduation	3
10	Project photography	3
11	Various editing rules to get the idea out In its final form for a project Radio or television graduation.	3
12	Editing of the project in its final form	3

Teaching and learning methods:

N/1 Brainstorming sessions

N/2 discussion.

N/3 working groups.

N/4 Practical application.

Evaluation and evaluation system:

M/1 Discussion and participation in brainstorming sessions.

M / 2 stages of radio and television production.

M/3 Practical exercises that students do

