



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM322	Title: Advanced newspaper writing	Level: third level
No of studying units: 12 theoretical 2 / practical: 2		

2- Overall aims of course:	To extend students' news writing skills and understandings, focusing on writing specialized content like science, politics, speeches, sports, crimes... etc
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define interview conduction a/2 Describe politics topics' a/3 Read politics pieces a/4 Recognize the nature of speech telling a/5 State the main factors of speech writing a/6 Indicate the key elements in sports writing a/7 Identify the structure of the sports news a/8 List the main points to build a science story a/9 Name the elements and questions in crime piece

	<p>a/10 Report the main key factors in the news piece</p> <p>a/11 Summarize the basic variables in a news photo</p> <p>a/12 Point out the necessity of photo captions</p>
b) Intellectual skills	<p>b/1 Distinguish a clear understanding of conducting an interview</p> <p>b/2 Confirm the ability of processing politics topics</p> <p>b/3 Compare between different politics pieces</p> <p>b/4 Interpret the structure of the speeches</p> <p>b/5 Discuss the factors of speech writing</p> <p>b/6 Outline the questions need to be answered in news piece</p> <p>b/7 Locate the most important factors in the news piece</p> <p>b/8 Illustrate what makes a good photo</p> <p>b/9 Illustrate the structure of catchy caption</p> <p>b/10 Relate the caption with the photo</p>
c) Professional and practical skills concerned to the course	<p>c/1 Conduct interviews</p> <p>c/2 Prepare lists of questions for the sources</p> <p>c/3 Analyze the political news</p> <p>c/4 Match the information provided for news piece</p> <p>c/5 Order the information given</p> <p>c/6 Use the questions you have to build up a story</p> <p>c/7 Develop a clear understanding of writing crime story</p> <p>c/8 Use the social media to gather information that can help build up a news piece</p>
d) General and transferable skills	<p>D/1 Improve presentation skills</p> <p>D/2 Develop interviewing skills</p> <p>D/3 Enhance online researching skills</p> <p>D/4 Practice critical thinking</p> <p>D/5 Improve the ability to find information</p> <p>D/6 Point out the necessity to connect ideas and information together</p>

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Course Coordinator: Dr. Hany Mohamed Ali

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



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توصيف مقرر دراسي

جامعة: القاهرة

كلية : الإعلام

القسم: شعبة اللغة الانجليزية

العام الدراسي: 2021/2020

1- بيانات المقرر:		
الفرقة/ المستوى: الأولى	اسم المقرر: لغة عربية 1 COMM100	الرمز الكودي:
عدد الوحدات الدراسية: نظري: 3 / عملي: —		التخصص: عام

2- هدف المقرر:	
<p><u>بنهاية هذا المقرر يكون الطالب قادرا على أن:</u></p> <p>التعرف على ضوابط تحرير النصوص والكتابة الصحيحة، والتعرف على بعض الموضوعات الأدبية مع إدراك توظيف مهارات القراءة والاستماع في إتقان الكتابة والتحدث بالعربية.</p>	
3- المستهدف من تدريس المقرر: بنهاية هذا المقرر يكون الطالب قادرا على أن:	
أ- المعلومات والمفاهيم:	<p>1/ يتعرف قواعد اللغة العربية الأساسية</p> <p>2/ يتعرف كيفية توظيف معرفته بقواعد اللغة العربية في كتابة المقالات بأنواعها.</p> <p>3/ يتعرف على طريقة تحليل النصوص الأدبية الشعرية.</p> <p>4/ يتعرف على كثير من الأخطاء اللغوية والنحوية والإملائية الشائعة.</p> <p>5/ يتعرف ضوابط تحرير النصوص وطرق الكتابة الإملائية السليمة الخالية من الأخطاء اللغوية والإملائية والأسلوبية.</p> <p>6/ يتعرف على كيفية قراءة النصوص الإعلامية قراءة جهرية صحيحة.</p> <p>7/ يتعرف على كيفية صياغة العبارات العددية بشكل صحيح.</p>

<p>8/أ يتعرف على قواعد رسم الهمزات. 9/أ التعرف على الأخطاء الشائعة في الكتابة الصحفية.</p>				
<p>ب/1 يستنتج الأخطاء الإملائية و الأسلوبية و التركيبية الواردة في النصوص يصححها. ب/2 استنتاج ضوابط تحرير النصوص وطرق الكتابة الإعلامية السليمة. ب/3 يستنبط مواضع الأخطاء الشائعة في العمل الإعلامي. ب/4 يستخرج الأفكار الرئيسية في المقالات و الأخبار و المواد الإعلامية لتلخيصها و إعادة صياغتها. ب/5 يستنبط استراتيجيات الإقناع في العمل الإعلامي.</p>	<p>ب- المهارات الذهنية:</p>			
<p>ج/1 يطبق قواعد الكتابة الصحيحة في العمل الإعلامي. ج/2 يصوب الكتابات و المواد الإعلامية بطريقة علمية صحيحة. ج/3 يصوغ العبارات العددية بشكل صحيح ويطبق قواعد رسم الهمزات في العمل الإعلامي. ج/4 يطبق مهارات التعرف على الأخطاء الشائعة في الكتابة الصحفية. ج/5 يوظف المهارات اللغوية في إنتاج أو تحرير مادة إعلامية ب/6 يوظف مهارات التلخيص و إعادة الصياغة في إعداد مادة إعلامية.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر:</p>			
<p>د/1 العمل بكفاءة ضمن فريق العمل. د/2 استخدام مهارات الاتصال. د/3 إدارة الوقت المتاح بكفاءة. د/4 تطوير مهارات الكتابة في تخصصة في المجتمع. د/5 تنمية التفكير الإبداعي و العصف الذهني.</p>	<p>د- المهارات العامة:</p>			
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ساعات التدريس	قائمة الموضوعات	أسبوع الدراسة		

		1	التعريف بالمقرر، وبيان أهدافه، والنهج المتبع فيه.	3
		2	قواعد رسم الهمزات (في أول و وسط و آخر الكلمة).	3
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		4	صياغة العبارة العددية + تدريبات	3
		5	صياغة العبارة العددية + تدريبات	3
		6	ميد ترم	1
		7	قصيدة بلدي احببتك يا بلدي+ تدريبات على القراءة و الاداء الصحيح وتحليل المضمون	3
		8	الأخطاء الشائعة في العمل الإعلامي	3
		9	استخدام علامات الترقيم في العمل الإعلامي	3
		10	مهارات الأداء الإذاعي لنشرات الأخبار	3
		11	كيف تنمي قاموسك الإعلامي (تحليل للعبارة الاصطلاحية في الأعمال الصحفية و الإعلامية)	3
		12	تدريبات عامة	3
		1/1	المحاضرات.	
		2/1	التدريبات العامة و المناقشات.	
		3/1	عصف ذهني.	
		4/1	الواجبات المنزلية.	
		5/1	البحث عبر الإنترنت.	
		6/1	تقسيم الطلاب إلى مجموعات عمل باستخدام غرف الاستراحة على منصة BlackBoard	
		1/6	توفير المحتوى الدراسي على CD لسهولة تحويلها بطريقة برايل (طلاب مكفوفين).	5- أساليب التعليم والتعلم للطلاب ذوي القدرات المحدودة:
		2/6	تقسيمهم إلى مجموعات صغيرة (إن وجدوا).	
		3/6	في حالة تغيب البعض عن امتحان المنتصف يحدد لهم موعداً آخر.	
		4/6	إجراء الاختبار بطريقة برايل للطلاب المكفوفين إذا كان من الصعب عليهم إجراء الاختبار على منصة BlackBoard.	
				7- تقويم الطلاب:
		أ/1-	الاختبار التحريري لمنتصف الفصل الدراسي	أ- الأساليب المستخدمة:

<p>2/أ/7-التكاليف الدراسية لتقييم قدرة الطالب على البحث والتقني 3/أ/7-المناقشة والمشاركة في المحاضرة 4/أ/7-اختبار تحريري في نهاية الفصل الدراسي</p>																	
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د- دوريات علمية أو نشرات... إلخ		http://www.brill.com/journal-arabic-literature															



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021-2022

course specifications

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

• Overall aims of course:	<u>After finishing this course the student will be able to :</u> Gain the information skills of business communication, besides the intellectual skills of the flow of communication between levels of business sectors and how they deal with each other, also gain practical skills of how after graduating he can easily work using this information about business sectors and its communication levels.
• Intended learning outcomes of course (ILOs)	
• Information and concepts	a.1. Explain the definitions of business communication. a.2. illustrate purpose and nature of communication. a.3. Demonstrate channels of business communication (upward, downward, horizontal and vertical) a.4. order different levels of business communication. a.5. compare different sectors of business (governmental Vs private) a.6. Develop perception and its concepts. a.7. Use encoding and decoding skills. a.8. explain Feedback and its usage. a.9 explain the hierarchy and flow of communication within

	<p>any organization.</p> <p>a.10 Differentiate between the nature of organizations and the kinds of sectors.</p> <p>a.11 Discuss the market share.</p> <p>a.12 Demonstrate the guidelines to a successful business communication strategies.</p>		
<ul style="list-style-type: none"> Intellectual skills 	<p>b.1- Analyze business sectors and types.</p> <p>b.2- Detect plans of flow of communication within any business sector.</p> <p>b.3- Examine levels of communication within organizations.</p> <p>b.4- Differentiate between upward and downward communication, horizontal and vertical ones.</p> <p>b.5- Improve communication within business sectors.</p>		
<ul style="list-style-type: none"> Professional and practical skills concerned to the course 	<p>c.1- Improve his skills of communication.</p> <p>c.2- Manage communication among different levels.</p> <p>c.3- Improve perception and apply its concepts.</p> <p>c.4- Formulate feedback and its usage.</p> <p>c.5- Apply business communication strategies.</p>		
<ul style="list-style-type: none"> General and transferable skills 	<p>d.1- Use the internet to collect data about business communication.</p> <p>d.2- work within a group to enhance the spirit of team work.</p> <p>d.3- present reports and researches about business communication, levels of communication, perception and feedback.</p> <p>d.4- discuss and compare different levels of communication in different types of business sectors.</p>		
<ul style="list-style-type: none"> Course contents: 	week	subjects	hour
	1	Definitions of business communication and difference between business communication and business sector	3
	2	Methods of business communication (mails, web, reports, telephone meetings etc)	3
	3	Nature and purpose of communication with examples	3
	4	Influences of behavior (reinforcing Vs aversive stimuli)	3
	5	levels of communication (superior Vs subordinate, upward vs. downward, horizontal vs. vertical)	3
	7	7 Myths and realities about nature	3

		of communication	
	8	7 Myths and realities about nature of communication (continued)	3
	9	variables of communication process and characteristics of effective feedback	3
	10	Encoding and decoding skills	3
	11	Perception and its concepts	3
	12	Revision	3
• teaching and learning methods:	5.1- Lectures 5.2- Discussions 5.3- PowerPoint presentations 5.4- class work exercises 5.5- projects		
• Teaching and learning methods for limited skills students:	6.1- provide the content on a CD to be easy to change it to Braille method (for blinds) 6.2- dividing them to groups (if exist) 6.3- In case of absence in midterm, provide an incomplete exam for them.		
• Student assessment methods:			
• Methods used:	7.1- Assignments 7.2- midterm exam 7.3- discussions in the lectures 7.4 class work and projects		
• Assessment schedule:	Assignment 1 (week 2) Assignment 2 (week 3) Assignment 3 (week 4) Project (week 5 and 6) Assignment 4 (week 8) Assignment 5 (week 9) Assignment 7 (week 10)		
• Weighting of Assessment	Evaluation	Schedule	Percentage
	Midterm exam or(project)	Week 6	20%
	Assignments and C.W	Week 2,3,4,8,9,10	30%
	Final exam	Week 13	50%
	Total		100%
• List of references:			
• Course notes:	PowerPoint presentations and notes		
• Essential books (text books)	Business and Administrative Communication 9th Edition by Kitty Locker (Author), Donna Kienzler (Author) 11 th edition		

<ul style="list-style-type: none">• Recommended book:	Improving Business Communication Skills, Deborah Britt Roebuck, <i>Kennesaw State College</i>
<ul style="list-style-type: none">• Scientific periods, websites, etc.	http://job.sagepub.com

Course Coordinator : Dr. Hayat Badr

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



Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 203	Title: Communication Research Methods	Level: 2 nd level
No of studying units: Theoretical: 2 / practical: 2		

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

<p>b) Intellectual skills</p>	<p>b/1- Explain the basics of communication research and public opinion polls. b/2- Discuss the steps of scientific research and how to select the research problem. b/3- Explain the importance of literature review. b/4- Discuss qualitative research methods. b/5- Explain the advantages and disadvantages of survey and how to construct questions in a questionnaire. b/6- Explain the types of samples. b/7- Distinguish between independent and dependent variables and between concepts and constructs. b/8- Distinguish between the different levels of measurement. b/9- Explain the principles of ethics in scientific research.</p>																						
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Apply ways of conducting research proposals. c/2- Conduct survey research on small samples of respondents. c/3- Apply the steps of scientific research. c/4- Apply qualitative research methods. c/5- Conduct ethically-based scientific research.</p>																						
<p>d) General and transferable skills</p>	<p>d/1- Develop research and analytical skills. d/2- Practice creative thinking and brainstorming. d/3- Develop presentations skills. d/4- Improve skills of writing for scientific research.</p>																						
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Topics</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretica l</th> <th>Practica l</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction to research</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Steps of scientific research</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Selecting the research problem</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Importance of literature</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Week	Topics	Studying Hours		Theoretica l	Practica l	1	Introduction to research	2	2	2	Steps of scientific research	2	2	3	Selecting the research problem	2	2	4	Importance of literature	2	2
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	5	Qualitative research methods	2	2
	6	Advantages and disadvantages of survey	2	2
	7	Questionnaire design and constructing questions	2	2
	8	Types of samples	2	2
	9	Independent and dependent variables	2	2
	10	The difference between concepts and constructs	2	2
	11	Levels of measurement	2	2
	12	Principles of ethics in scientific research	2	2
	5- teaching and learning methods:	<p>5/1- PowerPoint Lectures. 5/2-Assignments. 5/3- Project. 5/4- In-Class Discussions.</p>		
6- Teaching and learning methods for limited skills students:	<p>6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Being available to re-explain topics during the office hours, if needed. 6/3- Dividing students into working groups. 6/4- Providing the students with the course content on the Facebook group.</p>			
7- Student assessment methods:				
a) Methods used:	<p>7/a/1- Midterm exam. 7/a/2- Assignments.</p>			

	7/a/3- Project. 7/a/4- Final exam.																	
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>6th week</td> </tr> <tr> <td>Assignments</td> <td>7th, 8th & 9th weeks</td> </tr> <tr> <td>Project</td> <td>12th week</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> </tr> </tbody> </table>	Assessments	Time	Midterm exam	6 th week	Assignments	7 th , 8 th & 9 th weeks	Project	12 th week	Final exam	13 th week							
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8- List of references:																		
a) Course notes:	PowerPoint lectures.																	
b) Essential books (text books)	Wimmer, R., & Dominick, J. (2009). <i>Mass Media research: An introduction, 9th edition</i> . Boston: Wadsworth Cengage Learning.																	
c) Recommended book:	Berger, A. (2015). <i>Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches, 4th edition</i> . SAGE Publications, Inc.																	
d) Scientific periods, websites, etc.	Journal of Communication.																	

Course Coordinator: Prof. Dr. Shimaa Zolfaqar

Head of Department: Prof. Dr. Nermeen El Azraq



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

course specifications

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

2- Overall aims of course:	After finishing this course, the students will be able to understand the fundamental theories in mass communication field and use it effectively in academic research papers.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 To know the main theories in Mass Media. a/2 To recognize the theoretical frameworks applied in academic researches. a/3 Identify different Communication Models and Theories. a/4 Distinguish between the different types of variables. a/5 Acquire the knowledge of media effects theories. a/6 To know the different trends in addressing media effects on audience from powerful to limited to moderate effects. a/7 To identify several theoretical frameworks explaining communication process.

	<p>a/8 To Understand the main differences between theories used in Mass Communication field.</p> <p>a/9 To List the main concepts of the Mass media theories.</p> <p>a/10 To distinguish between the models of the Mass Media field.</p> <p>a/11 To acquire the basic assumptions of the theories used in the Mass Media field.</p> <p>a/12 To distinguish the difference between the theory, model and approach.</p>
<p>b) Intellectual skills</p>	<p>b/1 To interpret communication theories in relation to their everyday life.</p> <p>b/2 To distinguish between various effects of mass media.</p> <p>b/3 To Illustrate concepts, theories and debates.</p> <p>b/4 To evaluate theoretical models and methodologies through independent study and research;</p> <p>b/5 Critically analyze findings of academic researches.</p> <p>b/6 Interpret an appropriate research topic and theoretical framework</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 To apply theories on their communication practices.</p> <p>c/2 To report methods used in academic researches.</p> <p>c/3 To demonstrate their understanding by doing presentations about theories.</p> <p>c/4 To Evaluate work undertaken in a reflective manner with reference to appropriate debates and conventions.</p> <p>c/5 To criticize the theories used in academic researches.</p> <p>c/6 Develop arguments using evidence taken from reading, research and practice;</p>

<p>d) <i>General and transferable skills</i></p>	<p>D/1 To develop research skills.</p> <p>D/2 To improve presentation skills</p> <p>D/3 To develop their analytical skills</p> <p>D/4 To Work effectively as an individual as well as part of a production team;</p> <p>D/5 To practice creative thinking and brainstorming.</p>
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<p>4- <i>Course contents:</i></p>				
	Week	Content	Studying Hours	
			Theoretical	Practical
	1	What do we mean by communication and theory	2	1
	2	Media effects theories	2	1
	3	Uses & Gratifications theory	2	1
	4	Mood management theory	2	1
	5	Cultivation theory	2	1
	6	Midterm Exam	2	1
	7	Agenda setting theory	2	1
	8	Third person effect theory	2	1
	9	Social cognitive theory	2	1
	10	Social learning theory	2	1
11	Group presentation, with critical reviews from the doctor and colleagues	3	-	
12	Revision	3	-	

5- teaching and learning methods:	<p>5/1 lectures</p> <p>5/2 Dividing the students into working groups using the breakouts on Blackboard platform</p> <p>5/3 Educational videos</p> <p>5/4 Discussion</p>										
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam.</p> <p>6/2 Providing them with the technical facilities that they need.</p> <p>6/3 Students with limited skills are encouraged to ask for assistance from the coordinator or the assistant after the lectures or during the office hours.</p> <p>6.4- Make the exam in Braille for the blind students</p>										
7- Student assessment methods:											
a) Methods used:	<p>7/A/1 Written Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and investigate</p> <p>7/A/3 Discussion and participation in the lectures</p> <p>7/A/4 Project</p> <p>7/A/5 Written Final Exam</p>										
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Week</th> <th>Assignment</th> </tr> </thead> <tbody> <tr> <td>Week 2</td> <td>Assignment 1</td> </tr> <tr> <td>Midterm</td> <td>Week 5</td> </tr> <tr> <td>Group Projects</td> <td>Week 9</td> </tr> <tr> <td>Final exam</td> <td>Week 11</td> </tr> </tbody> </table>	Week	Assignment	Week 2	Assignment 1	Midterm	Week 5	Group Projects	Week 9	Final exam	Week 11
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Evaluation	Schedule	Percentage									

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

Course Coordinator: Dr. Radwa Saad

Head of Department: Prof. Dr. Nermin Al Azrak



Templates for course specifications

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

course specifications

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

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

b) Intellectual skills	<p>B/1 illustrate computer components b/2 illustrate operating systems. b/3 realize computer hardware and software b/4 compare between scanner and printer b/5 explain word processing software b/6 explain multimedia and internet b/7 explain digital camera b/8 Gain a profound understanding of computer networks</p>		
c) Professional and practical skills concerned to the course	<p>C/1 apply word processing software. C/2 use computer application in good manner. C/3 understand new tendency in computer field. c/4 Conduct plans, campaigns and designs using different computer applications and programs c/5 use storage systems, printer, laptop, internet</p>		
d) General and transferable skills	<p>D/1 Develop and enhance teamwork and time management skills D/2 Develop presentations skills D/3 Develop/Improve web surfing and computing skills D/4 Practice creative thinking and brainstorming</p>		
4- Course contents:	week	Topic	Hours
	1	Computer components.	3
	2	Computer basic application.	3
	3	Operating systems	3

	4	Hardware and Software	3
	5	scanner, printer, computer, laptop, tablet	3
	6	scanner, printer, computer, laptop, tablet	3
	7	Applications of word processing	3
	8	Storage systems	3
	9	Internet basics	3
	10	Internet basics	3
	11	Digital camera	3
	12	Computer networks	3
5- teaching and learning methods:	5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups 5/4 Interaction between the students through participating in class activities 5/5 Dividing the students into working groups using the breakout rooms on the Blackboard platform		
6- Teaching and learning methods for limited skills students:	6/1 If a student missed the Mid-Term exam, he/she can attend a make-up		

	<p>exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Dividing them into small groups (if they existed)</p> <p>6/4- Make the exam in Braille for the blind students if it's difficult for them to be examined on the Blackboard platform</p>														
7- Student assessment methods:															
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b) Assessment schedule:	<p>7/b/1 -Mid-term Exam: Week 6</p> <p>7/b/2 - (Assignment 1): Week 1 ,</p> <p>7/b/3 (Assignment 2): Week 2 ,</p> <p>7/b/4 (Assignment 3): Week4</p> <p>7/b/5 (Assignment 4) : Week 7</p> <p>7/b/ 6(Assignment 5) : week 8</p> <p>7/b/7 -Final Exam: Week 13</p> <table border="1" data-bbox="722 1310 1286 1632"> <tr><td>Week 1</td><td>Assignment</td></tr> <tr><td>Week 2</td><td>Assignment</td></tr> <tr><td>Week 4</td><td>Assignment</td></tr> <tr><td>Week 6</td><td>Mid term exam</td></tr> <tr><td>Week 7</td><td>Assignment</td></tr> <tr><td>Week 8</td><td>Assignment</td></tr> <tr><td>Week 13</td><td>Final exam</td></tr> </table>	Week 1	Assignment	Week 2	Assignment	Week 4	Assignment	Week 6	Mid term exam	Week 7	Assignment	Week 8	Assignment	Week 13	Final exam
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c) Weighting of assessments:	<table border="1" data-bbox="722 1677 1307 2033"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class Work as Assignments and Participation</td> <td>Week 1, Week 2, Week 4 Week 7 Week 8</td> <td>30%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Mid-Term Exam	Week 6	20%	Class Work as Assignments and Participation	Week 1, Week 2, Week 4 Week 7 Week 8	30%					
Evaluation	Schedule	Percentage													
Mid-Term Exam	Week 6	20%													
Class Work as Assignments and Participation	Week 1, Week 2, Week 4 Week 7 Week 8	30%													

	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	Computer essentials and applications: dr. Mohamed taymour.		
b) Essential books (text books)	Computer essentials and applications: dr. Mohamed taymour.		
c) Recommended book:	Wilson, K. (2016). Essential Computing: Concepts of ICT (Computer Essentials).		
d) Scientific periods, websites, etc.	Journal of Computer, Science and Technology.		

Course Coordinator :Dr. Mostafa Yaacoub

Head of Department : Dr. Nermine ALAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section

Academic year: 2021 - 2022

course specifications

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

2- Overall aims of course:	By the end of this course, students will be able to Define and present the concepts of Consumer Behavior. Identify Factors influencing Consumer Behavior. Indicate how Consumer Behavior can help develop sound marketing strategy.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 identify basic consumer behavior concepts A/2 describe human needs system A/3 list internal factors that affect consumer attitudes & purchasing decision process A/4 list external factors that affect consumer attitudes & purchasing

	<p>decision process</p> <p>A/5 Illustrate consumer motivations and dynamics</p> <p>A/6 Describe types of buying behavior</p> <p>A/7 Identify the correct target market and campaign objectives</p> <p>A/8 Identify The changes in the practice of consumer behavior</p> <p>A/9 List the different segmentation methods</p> <p>A/10 identify role of message and medium to achieve objectives of Consumer Behavior campaigns</p> <p>A/11 Introduce cases of Consumer Behavior campaigns</p> <p>A/ 12 identify the role of culture in shaping consumer perception and behavior</p>
<p>b) Intellectual skills</p>	<p>B/1 Distinguish between various consumer behaviors definitions and concepts</p> <p>B/2 Differentiate between the different Types of buying behavior</p> <p>B/3 Investigate the changes in consumer behavior developments over time.</p> <p>B/4 Discuss most appropriate & relevant target market</p> <p>B/5 Explain the factors affecting consumer perceptions</p> <p>B/6 Discuss the relevancy between campaigns approaches and consumer behavior</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C/1 Examine past campaigns and consumer attitudes towards them.</p> <p>C/2 Analyze market situation</p> <p>C/3 Conduct a SWOT analysis</p>

	<p>C/4 Apply segmentation approaches in campaign</p> <p>C/5 Analyze factors that impact Consumer Behavior</p> <p>C/6 Craft marketing strategies that fit the target market</p>																								
<p>d) General and transferable skills</p>	<p>d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.</p> <p>d/2 Use the internet in collecting data about the company, previous campaign, market insights</p> <p>d/3 Discuss and analyze all the new trends in consumer behavior</p> <p>d/4 enhance and develop communication and presentation skills</p>																								
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="707 1093 774 1227">Week</th> <th data-bbox="774 1093 1075 1227">Content</th> <th data-bbox="1075 1093 1208 1227">Theoretical</th> <th data-bbox="1208 1093 1327 1227">Practical</th> </tr> </thead> <tbody> <tr> <td data-bbox="707 1227 774 1361">1</td> <td data-bbox="774 1227 1075 1361">Intro to consumer behavior concepts</td> <td data-bbox="1075 1227 1208 1361">3</td> <td data-bbox="1208 1227 1327 1361"></td> </tr> <tr> <td data-bbox="707 1361 774 1496">2</td> <td data-bbox="774 1361 1075 1496">Consumer behavior factors and influences</td> <td data-bbox="1075 1361 1208 1496">3</td> <td data-bbox="1208 1361 1327 1496"></td> </tr> <tr> <td data-bbox="707 1496 774 1630">3</td> <td data-bbox="774 1496 1075 1630">Types of buying behavior</td> <td data-bbox="1075 1496 1208 1630">3</td> <td data-bbox="1208 1496 1327 1630"></td> </tr> <tr> <td data-bbox="707 1630 774 1845">4</td> <td data-bbox="774 1630 1075 1845">Consumer and marketing + Project screening</td> <td data-bbox="1075 1630 1208 1845">2</td> <td data-bbox="1208 1630 1327 1845">2</td> </tr> <tr> <td data-bbox="707 1845 774 2029">5</td> <td data-bbox="774 1845 1075 2029">Market analysis and segmentation + Project progress</td> <td data-bbox="1075 1845 1208 2029">2</td> <td data-bbox="1208 1845 1327 2029">2</td> </tr> </tbody> </table>	Week	Content	Theoretical	Practical	1	Intro to consumer behavior concepts	3		2	Consumer behavior factors and influences	3		3	Types of buying behavior	3		4	Consumer and marketing + Project screening	2	2	5	Market analysis and segmentation + Project progress	2	2
	Week	Content	Theoretical	Practical																					
	1	Intro to consumer behavior concepts	3																						
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	3	Types of buying behavior	3																						
	4	Consumer and marketing + Project screening	2	2																					
5	Market analysis and segmentation + Project progress	2	2																						

	6	Cross cultural variation in consumer behavior + Project progress	2	2
	7	Cross cultural variation in consumer behavior 2 + Project progress	2	2
	8	Group influences + Project progress	2	2
	9	Group influences 2 + Project progress	2	2
	10	Perception and exposure + Project screening	2	2
	11	Attention and interpretation + Project screening	2	2
	12	Final project presentation		6
5- teaching and learning methods:	5/1 Lectures 5/2 Discussions & brain storming 5/3 Showing students and analyzing various consumer behaviors towards campaigns. 5/4 Divide students into working groups using breakout rooms on Blackboard online platform. 5/5 Power point presentations			
6- Teaching and learning methods for limited skills	6/1 Make-up midterm exams for those who miss the exam in its original date			

students:	<p>(with an acceptable excuse)</p> <p>6/2 Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for blind students)</p> <p>6/3 Oral assignments</p> <p>6/4 Dedicating time for questions and re- explaining parts they don't understand</p> <p>6/5 Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard.</p>
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7- Student assessment methods:

1. Methods used:	<ul style="list-style-type: none"> ● In class discussions and analysis during the lectures ● Midterm project ● Consumer behavior project presentation ● Written Final Exam
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a) Assessment schedule:	Assessment		Week
	Mid-Term Project		7
	project presentation		12
	Final Exam		13

1. Weighting of assessments:			
	Evaluation	Time	Percentage
	Midterm project	7 th week	20%
	Classwork (CB project)	4-12 Weeks	30%
	Final exam	13 th week	50%
Total		100%	

8- List of references:

Course notes:	<p>Power point presentations</p> <p>In class discussions</p>
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Essential books (text books)	Hawkins, D., & Mothersbaugh, D. (2010). <i>Consumer behavior: Building a marketing strategy</i> . (11 th ed.). New York: McGraw-Hill/Irwin International.
a) Recommended book:	Hemann, C., & Burbary, K. (2018). <i>Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World</i> . (2 nd ed.). New Jersey: Pearson Education, Inc.
b) Scientific periods, websites, etc.	1- www.university.com/term-papers/best-buy-c.s.-website-analysis

Course Coordinator: Prof. Dr. Yasser Tawfik

Head of Department: Prof. Dr. Nermeen AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

Course specifications

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

2- Overall aims of course:	E-Marketing course aims to identify the use of social media, online tools, and e-marketing in the practice of advertising and strategic communication. It seeks to create an insightful understanding of steps of e-marketing campaign planning process. It works on helping the students to use different tools of e-marketing within different campaigns effectively to reach the target audience.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define online marketing and its different tools. a/2 Describe how to build a successful foundation. a/3 Illustrate the steps and phases of planning an online marketing website. a/4 Outline the stages and elements of building an online marketing website. a/5 State how to conduct content marketing. a/6 Illustrate search-engine marketing.

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

4- Course contents:

Week	Content	Studying Hours	
		Theoretical	practical
1	What is Online Marketing	1.5	3
2	Building Foundation	1.5	3
3	Planning An Online Marketing Website	1.5	3
4	Building A Site for Online Marketing	1.5	3
5	Content Marketing	1.5	3
7	Search Engine Marketing	1.5	3
8	Social Marketing	1.5	3
9	Blogging	1.5	3
10	Online Advertising	1.5	3

	<table border="1"> <tr> <td>11</td> <td>Email Marketing</td> <td>1.5</td> <td>3</td> </tr> <tr> <td>12</td> <td>Conclusion</td> <td>1.5</td> <td>3</td> </tr> </table>	11	Email Marketing	1.5	3	12	Conclusion	1.5	3		
11	Email Marketing	1.5	3								
12	Conclusion	1.5	3								
5- teaching and learning methods:	<p>5/1 Lectures.</p> <p>5/2 Discussions.</p> <p>5/3 Group presentations.</p> <p>5/4 Diving students into working groups using the breakouts on the Blackboard platform.</p>										
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on Facebook group</p> <p>6/3 Exercise more under the supervision of the professor.</p> <p>6/4 Provide them with the material on a hard copy to help them see it better than on the projector.</p> <p>6/5 Make the exam in Braille for the blind students.</p>										
7- Student assessment methods:											
a) Methods used:	<p>7/a/1 Individual assignments.</p> <p>7/a/2 Midterm project.</p> <p>7/a/3 Group projects.</p> <p>7/a/4 Final Exam.</p>										
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Individual assignments.</td> <td>Week 2 Week 4 Week 8</td> </tr> <tr> <td>7/b/2 Mid-Term project.</td> <td>Week 6</td> </tr> <tr> <td>7/b/3 Group projects.</td> <td>Week 9 Week 10 Week 11 Week 12</td> </tr> <tr> <td>7/b/4 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>	Evaluation	Schedule	7/b/1 Individual assignments.	Week 2 Week 4 Week 8	7/b/2 Mid-Term project.	Week 6	7/b/3 Group projects.	Week 9 Week 10 Week 11 Week 12	7/b/4 Final Exam	Week 13
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	Midterm project.	Week 6	20%
	Group projects.	Week 9 Week 10 Week 11 Week 12	20%
	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	8/a/1 Oral lectures.		
b) Essential books (text books)	8/b/1 Chaffey, D., & Smith, P. R. (2008). <i>E-Marketing Excellence: Planning and optimizing your digital marketing</i> . Amsterdam: Butterworth-Heinemann.		
c) Recommended book:	8/c/1 Thomas, L. (2011). <i>The McGraw-Hill 36-hour course: Online marketing</i> . New York: McGraw-Hill. 8/c/2 Lambert, Joe (2018). <i>Digital Storytelling: Capturing Lives, Creating Community</i> . 8/c/3 Hanlon, Annmarie (2019) <i>Digital Marketing: Strategic Planning & Integration</i> .		
d) Scientific periods, websites, etc.	8/d/1 Batesole, B. (2016). <i>Online Marketing Fundamentals</i> . Retrieved November 29, 2016, from https://www.lynda.com/Analytics-tutorials/Online-Marketing-Fundamentals/188429-2.html		

Course Coordinator:Dr. Maha Bahnasy

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



Templates for course specifications

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

Course Specifications

1- Course data:		
Code: COMM 312	Title: Communication Technology	Level: Third Level
No of studying units: Theoretical: 3 / Practical: -		

2- Overall aims of course:	By the end of this course, the students should be able to outline historical development and evolution of different communication technology means and usage, and to illustrate the new technologies in Media, their use and effect on life.
3- Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
a) Information and concepts	a/1 identify the development of communication technology a/2 identify the development of communication technology from telephone line to mobile phones a/3 identify the ISDN a/4 understand the functions and mechanisms of submarine cables

	<p>a/5 know the basics of microwave electromagnetic radiation and stations usage in data transferring</p> <p>a/6 illustrate the satellite</p> <p>a/7 illustrate the usage of laser in different means of applications</p> <p>a/8 recognize VOIP: Voice over Internet Protocol and it's methodology for the delivery of voice communications and multimedia sessions</p> <p>a/9 understand the new technology of IPTV/HDTV</p> <p>a/10 understand the function and usage of Infrared and Bluetooth</p> <p>a/11 List the benefits of Wi-Fi and Wimax in new era of communication technology</p> <p>a/12 Recognize the different computer applications in mass media</p>
<p>b) Intellectual skills</p>	<p>b/1 Interpret the basics of telephone line and mobile operation</p> <p>b/2 compare between submarine cables and microwave</p> <p>b/3 realize the effect of new technology on Satellite functions and mechanisms</p> <p>b/4 recognize the difference between satellite and HDTV and their usage in new technological age</p> <p>b/5 Develop a thorough understanding of various infrared, Bluetooth, Wifi and Wimax</p> <p>b/6 explain the difference in our everyday life caused by Digitization and communication technology</p>

	<p>applications</p> <p>b/7 discuss the latest types of communication technology in Egypt</p> <p>b/8 compare between various types of communication technology</p>															
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 trace the relationship between communication technology and age.</p> <p>c/2 demonstrate how each means of communication technology works.</p> <p>c/3 analyze the historical development of communication technology from early decades to nowadays.</p> <p>c/4 list the benefits of communication technology methodology for the delivery of audio, video communications and multimedia sessions</p> <p>c/5 Conduct plans, campaigns and designs using different computer applications and programs</p>															
<p>d) General and transferable skills</p>	<p>D/1 Develop and enhance teamwork and time management skills</p> <p>D/2 Develop presentations skills</p> <p>D/3 Develop/Improve web surfing and computing skills</p> <p>D/4 Practice creative thinking and brainstorming</p>															
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Telephone line</td> <td>3</td> </tr> <tr> <td>2</td> <td>mobile</td> <td>3</td> </tr> <tr> <td>3</td> <td>ISDN</td> <td>3</td> </tr> <tr> <td>4</td> <td>Submarine cables</td> <td>3</td> </tr> </tbody> </table>	Week	Content	hours	1	Telephone line	3	2	mobile	3	3	ISDN	3	4	Submarine cables	3
Week	Content	hours														
1	Telephone line	3														
2	mobile	3														
3	ISDN	3														
4	Submarine cables	3														

	5	microwave	3
	6	satellite	3
	7	laser	3
	8	VOIP	3
	9	IPTV/HDTV	3
	10	Infrared/ blue tooth	3
	11	Wi-Fi & WiMAX	3
	12	Revision	3
5- teaching and learning methods:	<p>5/1 Lectures</p> <p>5/2 Discussion</p> <p>5/3 Dividing the students into working groups</p> <p>5/4 Interaction between the students through participating in class activities</p> <p>5/5 Dividing the students into working groups using the breakout rooms on the Blackboard platform.</p>		
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on Facebook group</p> <p>6/3 Dividing them into small groups (if they existed)</p> <p>6/4 Providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be</p>		

	<p>usable for blinds (when found). 6/5 Make the exam in braille for blind students, if it's difficult for them to be examined on the Blackboard platform.</p>
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7- Student assessment methods:	
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a) Methods used:	<p>7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to research and investigate 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam</p>
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b) Assessment schedule:	<p>7/b/1 -Mid-term Exam: Week 6 7/b/2 - (Assignment 1): Week 1 7/b/3 (Assignment 2): Week 2 7/b/4 (Assignment 3): Week4 7/b/5 (Assignment 4): Week 7 7/b/ 6(Assignment 5): week 8 7/b/7 -Final Exam: Week 13</p> <table border="1" style="width: 100%;"> <tr> <td>Week 1</td> <td>Assignment</td> </tr> <tr> <td>Week 2</td> <td>Assignment</td> </tr> <tr> <td>Week 4</td> <td>Assignment</td> </tr> <tr> <td>Week 6</td> <td>Mid-term exam</td> </tr> <tr> <td>Week 7</td> <td>Assignment</td> </tr> <tr> <td>Week 8</td> <td>Assignment</td> </tr> <tr> <td>Week 13</td> <td>Final exam</td> </tr> </table>	Week 1	Assignment	Week 2	Assignment	Week 4	Assignment	Week 6	Mid-term exam	Week 7	Assignment	Week 8	Assignment	Week 13	Final exam
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c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Mid-Term Exam	Week 6	20%
	Class Work as Assignments and Participation	Week 1 Week 2 Week 4 Week 7 Week 8	30%
	Final Exam	Week 13	50%
	Total	100%	
	8- List of references:		
a) Course notes:	Powerpoint presentations		
b) Essential books (text books)	Ohm, J. (2004) Multimedia Communication Technology: Representation, Transmission and Identification of Multimedia Signals, Springer science and business media		
c) Recommended book:	Communication Technology, Mohamed Taymour.		
d) Scientific periods, websites, etc.	Journal of New media and society		

Course Coordinator: Dr. Radwa Saad

Head of Department: Prof. Dr. Nermeen Alazrak



توصيف مقرر دراسي

جامعة: القاهرة

كلية : الإعلام

القسم: شعبة اللغة الانجليزية

العام الدراسي: 2020 - 2021

1- بيانات المقرر:		
الرمز الكودي COMM101	اسم المقرر: لغة عربية 2	الفرقة/ المستوى: الأولى
التخصص: عام	عدد الوحدات الدراسية: نظري: 3 / عملي: _____	

2- هدف المقرر:	<p>بنهاية هذا المقرر يكون الطالب قادرا على أن:</p> <p>التعرف على ضوابط تحرير النصوص والكتابة الصحيحة، والتعرف على بعض الموضوعات الأدبية مع إدراك توظيف مهارات القراءة والاستماع في إتقان الكتابة والتحدث بالعربية.</p>
3- المستهدف من تدريس المقرر: بنهاية	<p>هذا المقرر يكون الطالب قادرا على أن:</p>
أ- المعلومات والمفاهيم:	<p>1/ أ يتعرف قواعد اللغة العربية في كتابة المقالات بأنواعها.</p> <p>2/ أ يتعرف كيفية توظيف معرفته بقواعد اللغة العربية في كتابة المقالات بأنواعها.</p> <p>3/ أ يفسر بعض الدراسات الأدبية.</p> <p>4/ أ يتعرف على طريقة تحليل النصوص الأدبية الشعرية.</p> <p>5/ أ يستنتج بنفسه المهارات اللغوية التي يحتاج إليها في الكتابة.</p> <p>6/ أ يتعرف على كثير من الأخطاء اللغوية والنحوية والإملائية الشائعة.</p> <p>7/ أ يحلل معارفه النحوية والبلاغية على بعض النصوص الشعرية من عصور مختلفة.</p>

<p>أ/8 يختار معارفه النحوية والأسلوبية في تلخيص دراسة أدبية بأسلوبه.</p> <p>أ/9 يتعرف ضوابط تحرير النصوص وطرق الكتابة الإملائية السليمة الخالية من الأخطاء اللغوية والإملائية والأسلوبية.</p>										
<p>ب/1 تحليل الأخطاء النحوية الواردة في النصوص وتصحيحها.</p> <p>ب/2 استنتاج الأخطاء اللغوية في النصوص.</p> <p>ب/3 استنتاج الأخطاء الإملائية والأسلوبية في النصوص.</p> <p>ب/4 استنتاج ضوابط تحرير النصوص وطرق الكتابة الأدبية السليمة.</p> <p>ب/5 التحليل النقدي للأشعار.</p>	<p>ب- المهارات الذهنية:</p>									
<p>ج/1 تطبيق الكتابة الصحيحة من الأخطاء.</p> <p>ج/2 تحليل مناطق الخلل في النصوص وتصويبها.</p> <p>ج/3 تطبيق بعض القواعد النحوية من كتب النحو المتخصصة وعرضها في المحاضرة.</p> <p>ج/4 تقييم موضوع من موضوعات الكتاب بطريقة علمية وفقا للمنهج الذي تم شرحه.</p>	<p>ج- المهارات المهنية الخاصة بالمقرر:</p>									
<p>د/1 العمل بكفاءة ضمن فريق العمل.</p> <p>د/2 استخدام مهارات الاتصال.</p> <p>د/3 إدارة الوقت المتاح بكفاءة.</p> <p>د/4 تطوير مهارات الكتابة.</p> <p>د/5 استخدام الإنترنت بكفاءة في البحث و الاطلاع.</p> <p>د/6 تنمية التفكير الإبداعي و العصف الذهني.</p>	<p>د- المهارات العامة:</p>									
<table border="1"> <thead> <tr> <th>ساعات التدريس</th> <th>قائمة الموضوعات</th> <th>أسبوع الدراسة</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>التعريف بالمقرر، وبيان أهدافه، والنهج المتبع فيه.</td> <td>1</td> </tr> <tr> <td>3</td> <td>تدريبات خاصة بالأخطاء الشائعة، وقراءات لقصيدة لفاروق شوشة، ومراجعة على قواعد نحوية وبلاغية.</td> <td>2</td> </tr> </tbody> </table>	ساعات التدريس	قائمة الموضوعات	أسبوع الدراسة	3	التعريف بالمقرر، وبيان أهدافه، والنهج المتبع فيه.	1	3	تدريبات خاصة بالأخطاء الشائعة، وقراءات لقصيدة لفاروق شوشة، ومراجعة على قواعد نحوية وبلاغية.	2	<p>4- محتوى المقرر:</p>
ساعات التدريس	قائمة الموضوعات	أسبوع الدراسة								
3	التعريف بالمقرر، وبيان أهدافه، والنهج المتبع فيه.	1								
3	تدريبات خاصة بالأخطاء الشائعة، وقراءات لقصيدة لفاروق شوشة، ومراجعة على قواعد نحوية وبلاغية.	2								

3	تدريبات خاصة بالأخطاء الشائعة، وتحليل لقصيدة فاروق شوشة لغويا ونحويا وبلاغيا، ودراسة موضوع بعنوان مدخل إلى شعر فاروق شوشة من الكتاب المقرر.	3	
3	تدريبات خاصة بالأخطاء الشائعة، وقرارات لقصيدة لأنس داود وتحليلها لغويا ونحويا وبلاغيا.	4	
3	تدريبات خاصة بالأخطاء الشائعة، ودراسة موضوع بعنوان أنس داود: شاعرا غنائيا من الكتاب المقرر.	5	
1	ميد ترم	6	
3	قراءات لقصيدة لمحمود حسن إسماعيل وتحليلها لغويا.	7	
3	دراسة القواعد الخاصة بكتابة العدد وتمييزه	8	
3	تدريبات خاصة بالأخطاء الشائعة، وقرارات حرة لنصوص من اختيار الطلبة، ودراسة موضوع بعنوان حكاية عربية في الأدب الإسباني من الكتاب المقرر.	9	
3	تدريبات خاصة بالأخطاء الشائعة، ودراسة موضوعين من الكتاب المقرر بعنوان مجمع الأحياء، والمخطوط القرمزي رواية إسبانية.	10	
3	دراسة موضوع بعنوان ديوان شوقا إليك من الكتاب المقرر، مقدمة عن أنواع المقالات وقراءات لنماذج من مقالات أعدها الطلاب.	11	
3	تسلم الأبحاث ومناقشتها، ومراجعة على ما سبق، والتدريب على نماذج امتحانية.	12	
	المحاضرات.	1/1	
	التدريبات العامة و المناقشات.	2/1	
	عصف ذهني.	3/1	
	الواجبات المنزلية.	4/1	
	البحث عبر الإنترنت.	5/1	
	تقسيم الطلاب إلى مجموعات عمل باستخدام غرف الاستراحة على منصة BlackBoard	6/1	
	1/6- توفير المحتوى الدراسي على CD لسهولة تحويلها بطريقة برايل (طلاب		5- أساليب التعليم والتعلم:
			5- أساليب التعليم والتعلم للطلاب

<p>ذوي القدرات المحدودة:</p> <p>مكفوفين).</p> <p>2/6 تقسيمهم إلى مجموعات صغيرة (إن وجدوا).</p> <p>3/6 في حالة تغيب البعض عن امتحان المنتصف يحدد لهم موعداً آخر.</p> <p>4/6 إجراء الاختبار بطريقة برايل للطلاب المكفوفين إذا كان من الصعب عليهم إجراء الاختبار على منصة BlackBoard.</p>																
<p>7- تقويم الطلاب:</p>																
<p>أ- الأساليب المستخدمة:</p> <p>1/أ- الاختبار التحريري لمنتصف الفصل الدراسي</p> <p>2/أ/7- التكاليف الدراسية لتقييم قدرة الطالب على البحث والتقني</p> <p>3/أ/7- المناقشة والمشاركة في المحاضرة</p> <p>4/أ/7- اختبار تحريري في نهاية الفصل الدراسي</p>																
<p>ب- التوقيت:</p> <table border="1"> <thead> <tr> <th>التقييم</th> <th>التوقيت</th> </tr> </thead> <tbody> <tr> <td>التكاليف</td> <td>تكليف 1: الأسبوع الرابع.</td> </tr> <tr> <td></td> <td>تكليف 2: الأسبوع الثامن.</td> </tr> <tr> <td>الميدترم</td> <td>الأسبوع السادس</td> </tr> <tr> <td>اختبار نهاية الفصل الدراسي</td> <td>الأسبوع 13</td> </tr> </tbody> </table>		التقييم	التوقيت	التكاليف	تكليف 1: الأسبوع الرابع.		تكليف 2: الأسبوع الثامن.	الميدترم	الأسبوع السادس	اختبار نهاية الفصل الدراسي	الأسبوع 13					
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100%		المجموع														
<p>8- قائمة الكتب الدراسية والمراجع:</p>																
<p>أ- مذكرات:</p> <p>- دراسات نقدية، أد/ عبد اللطيف عبد الحليم عبد الله</p>	<p>ب- كتب ملزمة:</p> <p>- النحو الواضح، على الجارم ومصطفى أمين.</p> <p>- البلاغة الواضحة، على الجارم ومصطفى أمين.</p>															
<p>ج- كتب مقترحة:</p> <p>- معجم الصواب اللغوي، د: أحمد مختار عمر.</p> <p>- أخطاء اللغة العربية المعاصرة عند الكتاب والإذاعيين، د: أحمد</p>																

مختار عمر - معجم التعابير الاصطلاحية، د: وفاء كامل - معجم الحافظ للمتصاحبات العربية، د: الطاهر بن عبد السلام.	
http://www.brill.com/journal-arabic-literature	د- دوريات علمية أو نشرات... إلخ

رئيس مجلس القسم العلمي : أ.د. شيماء ذو الفقار

أستاذ المادة : د. علاء رأفت و د. حمودة المصرى



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Academic year: 2021-2022

Department: English section

Course specifications

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

2- Overall aims of course:	By the end of this course the student should have their reading skills, writing skills improved. And the students should be able to write and criticize essays.
3- Intended learning outcomes of course (ILOs) by the end of this course the student should be able to:	
a) Information and concepts	a/1- Recognize the different punctuation rules. a/2- Recognize the different capitalization rules. a/3- recognize English sentence structure a/4- state the rules of writing an essay focusing on the form . a/5- identify the rules of writing an essay focusing on content a/6- learn different grammatical rules while writing an essay. a/7- acquire essential skills for reading English sentence in a good manner.

	<p>a/8- understand the concept of literary projection.</p> <p>a/9- recognize the difference between British and American English.</p>												
b) Intellectual skills	<p>b/1- discuss how to select suitable vocabulary for different topics</p> <p>b/2- investigate different capitalization and punctuation rules.</p> <p>b/3- distinguish how to correctly build an English sentence</p> <p>b/4- analyze the rules of writing an essay focusing on content.</p> <p>b /5- differentiate between British and American English vocabulary.</p> <p>b/6- differentiate between British and American English pronunciation.</p>												
c) Professional and practical skills concerned to the course	<p>c\1- apply the rules of writing focusing on form in terms of punctuation and capitalization rules</p> <p>c\2- apply the rules of writing focusing on content</p> <p>c\3- write essays on certain selected topics in class</p> <p>c\4- criticize various literary formats (e.g. Salah Jahin’s and Ahmed Foad Negm’s poems)</p> <p>c/5- criticize various essays presented throughout the classes.</p>												
d) General and transferable skills	<p>D-1- Develop and enhance teamwork and time management skills</p> <p>D-2- Develop presentations skills</p> <p>D-3- Develop research and analytical skills.</p> <p>D-4- Improve writing skills</p> <p>D-5- Improve English language and translation</p> <p>D-6- Develop/Improve web surfing and computing skills</p> <p>D-7- Practice creative thinking and brainstorming</p>												
4- Course contents:	<table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Basic Punctuation & Capitalization rules</td> <td>3</td> </tr> <tr> <td>2</td> <td>Basic Punctuation & Capitalization rules</td> <td>3</td> </tr> <tr> <td>3</td> <td>Exploring</td> <td>3</td> </tr> </tbody> </table>	Week	Content	Hours	1	Basic Punctuation & Capitalization rules	3	2	Basic Punctuation & Capitalization rules	3	3	Exploring	3
Week	Content	Hours											
1	Basic Punctuation & Capitalization rules	3											
2	Basic Punctuation & Capitalization rules	3											
3	Exploring	3											

		sentence structure	
	4	Exploring sentence structure	3
	5	Rules of Writing an Essay Focusing on Content	3
	6	Midterm exam	1
	7	Rules of Writing an Essay Focusing on Content	3
	8	Rules of Writing an Essay Focusing on Content	3
	9	Rules of Writing an Essay Focusing on Form	3
	10	Rules of Writing an Essay Focusing on Form	3
	11	Final Presentation	3
	12	Final Presentation	3
5- teaching and learning methods:	5/1- Lecturing 5/2- discussion 5/3- dividing students into groups using the breakout rooms on the black board platform 5/4- Presentation		
6- Teaching and learning methods for limited skills students:	6/1- providing the content on CD, so that it can be easily changed to Braille style of writing so that it would be usable for blinds (when found). 6/2- dividing students into small work groups 6/3- if some couldn't attend the exam, there would be Make Up exams.		
7- Student assessment methods:			
a) Methods used:	7/a/1- Mid- term 7/a/2- Final Exam		

b) Assessment schedule:	Assessments	Time
	Assignments	1 st , 2 nd , 3 rd , 4 th , 5 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th week
	Midterm exam	6 th week
	Final exam	13 th week

c) Weighting of assessments:	Assessment	Timing	Final
	Course work	5,7,8,9,10, 11, 12	30%
	Mid-term exam	Week 6	20%
	Final-term exam	Week 13	50%

8- List of references:

a) Course notes:	Notes include the assigned text book, and several writing exercises on format and content
b) Essential books (text books)	Alice Oshima, Ann Hogue, <u>Introduction to Academic Writing</u> , 2007 USA: Longman
c) Recommended book:	Oshima, A. & Hogue, A. (2007) <u>An Introduction to Academic Writing</u> , Pearson: NewYork, 3 rd edition.
d) Scientific	

periods, websites, etc.	http://web.anlia.ac.uk/anet/students/documents/2010/helpful-guide-to-essay-writing.pdf http://www.internationalstudent.com/essay_writing/essay_tips/
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Course Coordinator : Dr. Dalia Azmy

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



Templates for course specifications

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

Course specifications

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

2- Overall aims of course:	By the end of this course the student will be able to : Acquire an overall grasping of the different phases of news reports production.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<p>a/1- learn most popular R and TV terminology of broadcast news production.</p> <p>a/2- learn about the structure of TV news story.</p> <p>a/3- know the function of news leads and how to write an interesting lead in different formats.</p> <p>a/4- know the different visual components of TV news reports.</p> <p>a/5- understand the different formats of electronic graphics and transition devices</p> <p>a/6-understand the main features of TV news reports</p>

	<p>a/7- understand the main characteristics of TV features</p> <p>a/8- learn about the audio components of TV news</p> <p>a/9- know the different element of broadcast news worthiness</p> <p>a/10- know the different techniques and guidelines for interviewing</p> <p>a/11- learn about the grammar for writing TV news script</p> <p>a/12- understand how to evaluate and criticize news reports</p>						
b) Intellectual skills	<p>b/1- differentiate between print TV techniques in writing news.</p> <p>b/2- criticize different broadcast new reports .</p> <p>b/3- analyzing various reporting and writing skills</p> <p>b/4- differentiate between TV and print leads</p> <p>b/5- differentiate between different styles of writing TV news leads</p> <p>b/6- investigate the variables of news worthiness for news stories</p>						
c) Professional and practical skills concerned to the course	<p>c/1- create effective grasping TV leads.</p> <p>c/2- create an interesting script for news story.</p> <p>c/3- produce visually strong news stories or features.</p> <p>c/4- use natural sounds and different types of audio effectively.</p> <p>c/5- apply different electronic graphics and transition devices effectively</p>						
d) General and transferable skills	<p>D-1- Develop and enhance teamwork and time management skills</p> <p>D-2- Develop presentations skills</p> <p>D-3- Develop research and analytical skills.</p> <p>D-4- Improve writing skills</p> <p>D-5- Develop/Improve web surfing and computing skills</p> <p>D-6- Practice creative thinking and brainstorming</p>						
4- Course contents:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Broadcast</td> <td>3</td> </tr> </tbody> </table>	Week	Topics	Hours	1	Broadcast	3
Week	Topics	Hours					
1	Broadcast	3					

		news terminology	
	2	Skeleton of news story production	3
	3	TV news leads	3
	4	Visual components of TV news	3
	5	Electronic graphics and transition devices	3
	6	Midterm exam	1
	7	News reports and features	3
	8	Audio	3
	9	Elements of news worthiness	3
	10	Interviewing techniques	3
	11	Grammar	3

		for writing TV news					
	12	Production of news reports	3				
5- teaching and learning methods:	<ul style="list-style-type: none"> - PowerPoint lectures. - Students' assignments. - Practical work including mobile and camera news reports. - Previously produced news reports and features - Dividing students into working groups using the breakout rooms feature on the Blackboard platform. 						
6- Teaching and learning methods for limited skills students:	<ul style="list-style-type: none"> - Extra slides and explanation in the TAs office " an hour weekly" - Make the exam in braille for blind students if it is difficult for them to be examined on the Blackboard Platform. 						
7- Student assessment methods:							
a) Methods used:	<ul style="list-style-type: none"> - Midterm exam - Assignments. - Final exam. 						
b) Assessment schedule:	<table border="1"> <tr> <td>Assessments</td> <td>Time</td> </tr> <tr> <td>Assignments</td> <td>2nd, 3rd, & 8th week</td> </tr> </table>	Assessments	Time	Assignments	2 nd , 3 rd , & 8 th week		
Assessments	Time						
Assignments	2 nd , 3 rd , & 8 th week						

	Midterm exam	6 th week																
	Final exam	13 th week																
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Assignments	2 nd 3 rd & 8 th week	30%																
Final exam	13 th week	50%																
Total	100%																	
8- List of references:																		
a) Course notes:	Students are provided with slides and written notes per lecture.																	
b) Essential books (text books)	<p>Broadcast News (with InfoTrac) (Wadsworth Series in Broadcast and Production) Paperback - July 16, 2004 by Mitchell Stephens</p> <p>Broadcast journalism : a guide for the presentation of r and tv news (david keith choler ,2006)</p>																	
c) Recommended book:	<p>Broadcast Journalism by <i>Suman Kumar Kasturi</i> (2018)</p> <p>Understanding Broadcast Journalism by <i>Stephen Jukes</i> (2018)</p>																	
d) Scientific periods, websites, etc.	<p>http://creativeskillset.org/job_roles/287_tv_broadcast_journalist</p> <p>http://www.thenewsmanual.net/Resources/glossary.html</p>																	

Course Coordinator: Dr. Dina Magdy

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



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Academic year: 2021/2022

course specifications

1- Course data:		
Code:COMM431	Title:Radio and TV Drama	Level:fourth level
	No of studying units: 3h Theoretical: theoretical 2/ practical: 2	
2- Overall aims of course:	At the end of the course the students acquire the basic knowledge skill to transfer a story, novel or verse into a visual or audio drama. The students will be capable of writing a script, drawing a storyboard to produce a professional short film with low budget according to the stages of scriptwriting, they will also be able to identify the dramatic structure and the roles of the director.	
	3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1) Recognizing the historical and origins of drama. a/2) Understanding the stages of scriptwriting. a/3) Obtaining the knowledge of the dramatic structure. a/4) Making brainstorm to select an idea for drama. a/5) The Delineating of character. a/6) The Developing of the dialogue.	

	<p>a/7) Writing dialogue for different characters a/8) Applying shooting script. a/9) Settingshooting lists for production a/10) Highlighting the different formats of Drama a/11) Identifying movies and screenplays a/12) Introducing the role of the director in Drama</p>
<p>b) Intellectual skills</p>	<p>b/1) Analyzing the dramatic structure of the film (opening scene, rising action, falling action). b/2) Understanding the theme/thought of the film b/3) Realizing the process message of the film and Capability to criticize the film based on the plot b/4) Criticizing dialogue and screenplays b/5) Criticizing directors b/6) Recognition of the different types of plot. b/7) Knowing the different types of the conflict. b/8) Differentiate between the dramatic text and dramatic performance (subtext)</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1) Acquiring oral presentation of making film. c/2) Capability to produce a short film with low budget. c/3) Constructing the scenes (Proxemics, camera movement, lens perspectives and characteristics, camera angles, Focus) c/4) Recognition how to set the sequence of the film. c/5) Understanding the importance of the obligatory scene. c/6) Realizing to adopt & present a point of view via drama. c/7) Obtaining the skill to make a story board and write script professionally.</p>
<p>d) General and transferable skills</p>	<p>D-1- Scriptwriting & dramatic structure skills. D-2- Directing drama skills. D-3- Criticizing drama skills. D-4- Presentation skills (theme/log line, premise, outline.) D-5- Production of drama. (short films) D-6-Knowing the Crew's responsibilities. (the director, the</p>

	associate director, the production manager, the PA, the LD, etc...)																																																		
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<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1) Content on CD 6/2) One to One meetings with students who had special cases 6/3) Mid-term makeup. 6/4) Make the exam in braille for blind students if it is difficult for them to be examined on the Blackboard Platform.</p>																	
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<p>a) Methods used:</p>	<p>7/A/1) Assignments to assess. 7/A/2) Presentation to assess (storyboard& script). 7/A/3) short films to analyze. 7/A/4) Mid Term 7/A/5) final Exam 7/A/6) Participation</p>																	
<p>b) Assessment schedule:</p>	<p>7/b/1) Midterm: week 6 7/b/2) Assignment 2: week 4 7/b/3) Assignment 3: week 9 7/b/3) presentations: week 12</p>																	
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<p>8- List of references:</p>																		
<p>a) Course notes:</p>																		

	Power Point Presentations
b) Essential books (text books)	Steve wetton. Writing TV Scripts. (UK: The Baskerville Press Ltd. 2005).()
c) Recommended book:	The Digital Filmmaking Handbook by <i>Sonja Schenk</i> (2015)
d) Scientific periods, websites, etc.	http://www.arabfilmtvschool.edu.eg/

Course Coordinator: Dr. Noha Atef

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



Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM432	Title: Radio & Television Performance	Level: Fourth level
No of studying units: 3		
Theoretical: 3 / practical:		

2- Overall aims of course:	To prepare students to work in the field of radio and television presenting, improve presentation skills verbal and non - verbal.
3- Intended learning outcomes of course (ILOs): at the end of the course the student must be able to:	
a) Information and concepts	a/1 Describe the announcer a/2 Identify presentation skills a/3 Point the announcer mistakes a/4 Describe how to prepare yourself and the interview a/5 List the different types of questions used in interviews a/6 Recognize how to be a charismatic announcer a/7 State how to be charming a/8 Describe how to build your self confidence a/9 Identify the use of non-verbal communication a/10 Describe the best and worst guests a/11 Recognize the etiquette rules a/12 Identify the art of interviewing
b) Intellectual skills	b/1 Experiment the presentation skills

	<p>b/2 Distinguish good and bad announcers</p> <p>b/3 Discuss the preparation of an interview</p> <p>b/4 Illustrate the different types of questions used in interviews</p> <p>b/5 Discuss how to be charismatic and charming announcer</p> <p>b/6 Distinguish the best and worst guests</p>																																		
c) Professional and practical skills concerned to the course	<p>c/1 Prepare the student to be a good announcer</p> <p>c/2 Apply verbal and non-verbal communication interviews</p> <p>c/3 Develop the students' self confidence</p> <p>c/4 Use different presentation skills</p> <p>c/5 Apply etiquette rules</p>																																		
d) General and transferable skills	<p>d/1 Develop and enhance teamwork and time management skills</p> <p>d/2 Develop presentations skills</p> <p>d/3 Develop research and analytical skills</p> <p>d/4 Practice creative thinking and brainstorming</p>																																		
4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>Practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Who is the announcer</td> <td>3</td> <td></td> </tr> <tr> <td>2</td> <td>Presentation skills</td> <td>3</td> <td></td> </tr> <tr> <td>3</td> <td>Announcer mistakes</td> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>Preparing yourself and the interviews</td> <td>3</td> <td></td> </tr> <tr> <td>5</td> <td>Types of questions</td> <td>3</td> <td></td> </tr> <tr> <td>7</td> <td>How to be charismatic announcer</td> <td>3</td> <td></td> </tr> <tr> <td>8</td> <td>How to be</td> <td>3</td> <td></td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	Practical	1	Who is the announcer	3		2	Presentation skills	3		3	Announcer mistakes	3		4	Preparing yourself and the interviews	3		5	Types of questions	3		7	How to be charismatic announcer	3		8	How to be	3	
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	10	How to use the body language / eye contact / hand gestures and voice tone effectively	3	
	11	Best and worst guests	3	
	12	Etiquette rules	3	
5- teaching and learning methods:	<p>5/1 Lectures</p> <p>5/2 Discussion</p> <p>5/3 Dividing students into working groups using the breakout rooms feature on the Blackboard platform.</p> <p>5/4 Interaction between the students through participating in class activities</p>			
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on CDs to be easily converted to Braille (for blind students)</p> <p>6/3 Dividing them into small groups (if they existed)</p> <p>6/4 Make the exam in braille for blind students if it is difficult for them to be examined on the Blackboard Platform.</p>			
7- Student assessment methods:				
a) Methods used:	<p>7/A/1 Written Mid-Term Exam</p> <p>7/A/2 Assignments to evaluate the students' ability to research and investigate</p>			

	7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam																				
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessment</th> <th colspan="2">Week</th> </tr> </thead> <tbody> <tr> <td>Mid-term Exam</td> <td colspan="2">6</td> </tr> <tr> <td>Assignment 1</td> <td colspan="2">1</td> </tr> <tr> <td>Assignment 2</td> <td colspan="2">3</td> </tr> <tr> <td>Assignment 3</td> <td colspan="2">8</td> </tr> <tr> <td>Final Exam</td> <td colspan="2">13</td> </tr> </tbody> </table>			Assessment	Week		Mid-term Exam	6		Assignment 1	1		Assignment 2	3		Assignment 3	8		Final Exam	13	
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8- List of references:																					
a) Course notes:	PowerPoint Presentation																				
b) Essential books (text books)	Broadcast Announcing Worktext: A Media Performance Guide , By Alan Stephenson, David Reese, Mary Beadle, 2013																				
c) Recommended book:	The TV's Presenter Career Handbook: To Market Yourself in TV Presenter by <i>Kathryn Wolfe</i> (2015)																				
d) Scientific periods, websites, etc.	<i>Reacting to Reality Television: Performance, Audience and Value</i> , edited by Beverly Skeggs and Helen Wood <i>Television & New Media</i> , May																				

	<i>2014; vol. 15, 4: pp. 387-390., first published on March 5, 2014</i>
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Course Coordinator: Dr. Ahmed Nader

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



Templates for course specifications

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

Course Specifications

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

2- Overall aims of course:	This course concentrates on all aspects of Internet Publishing including its history, current practice and future trends in both theoretical and practical ways.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1) Know the history of Internet Publishing. a/2) Understand multiple publishing tools and trends a/3) Appreciate the difference between Journalism and Free Expression a/4) practice application of knowledge in a location based project a/5) Identify new online publishing trends a/6) Practice intensive actual publishing of successful content a/7) Merge of theoretical and practical elements into a living laboratory of Internet publishing

	<p>a/8) Identify the rapidly changing nature of Internet publishing</p> <p>a/9) use all forms of past, present and future Internet publishing</p> <p>a/10) criticize the increasingly tension between traditional and new and social media</p> <p>a/11) list all they have learned to a practical expression of publishing professional content on the internet</p> <p>a/12) Introduce them to the role of the Social media in Journalism</p>												
<p>b) Intellectual skills</p>	<p>b/1) Analyze the successful elements of publishing online</p> <p>b/2) Analyze different publishing techniques</p> <p>b/3) Post online news stories on online portal</p> <p>b/5) Criticize news stories to understand journalism ethics</p> <p>b/6) criticize social media to identify fake news</p> <p>b/7) analyze news stories on social media</p> <p>b/8) analyze social media algorisms</p>												
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1) Ability to publish online</p> <p>c/2) Creating successful presence of journalism on social media</p> <p>c/3) Avoidance of being tricked by fake news on social media</p> <p>c/4) Recognition how to set the sequence of the film.</p> <p>c/5) Understand the significance of online journalism.</p> <p>c/6) Realize the potentials they have for practicing online journalism</p> <p>c/7) Obtain the skills to make a news story in a limited time</p>												
<p>d) General and transferable skills</p>	<p>D-1-News writing</p> <p>D-2-Online Publishing.</p> <p>D-3- Criticizing social media.</p> <p>D-4- Presentation skills</p> <p>D-5-Real-time coverage</p> <p>D-6-Knowing the responsibilities of journalists</p>												
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="459 1845 571 1935">Week</th> <th data-bbox="571 1845 1072 1935">Content</th> <th colspan="2" data-bbox="1072 1845 1445 1935">Study Hours</th> </tr> <tr> <td data-bbox="459 1935 571 1975"></td> <td data-bbox="571 1935 1072 1975"></td> <th data-bbox="1072 1935 1283 1975">Theoretical</th> <th data-bbox="1283 1935 1445 1975">Practical</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1975 571 1975"></td> <td data-bbox="571 1975 1072 1975"></td> <td data-bbox="1072 1975 1283 1975"></td> <td data-bbox="1283 1975 1445 1975"></td> </tr> </tbody> </table>	Week	Content	Study Hours				Theoretical	Practical				
Week	Content	Study Hours											
		Theoretical	Practical										

	1	Introduction	3	
	2	Different Types of Internet Publishing	3	
	3	What Do We Publish	3	
	4	Multi-Media		6
	5	Location And Meaning	2	2
	7	Free Expression Vs Journalism	1	4
	8	It's Time To Publish	2	2
	9	We Are What We Publish	2	2
	10	Location Based Publishing Project	3	
	11	Review Of Location Based Publishing Project	1	4
	12	Revision	3	
	5- teaching and learning methods:	5/1) Lectures 5/2) Discussion 5/3) Students presentations 5/4) Dividing the students into working groups using the breakout rooms on the Blackboard platform.		
6- Teaching and learning methods for limited skills students:	6/1) One to One meetings with students who had special cases. 6/2) Only students with excused absences (e.g., documented emergencies) will be allowed to make up work (e.g., exams, in-class exercises). Students need to contact the instructor immediately (<i>within 24-hours of the scheduled task</i>), and make an arrangement for the make-up. 6/3) Make the exam in braille for blind students, if it's difficult for them to be examined on the Blackboard platform.			

7- Student assessment methods:																
a) Methods used:	<p>7/A/1) Assignments to assess. 7/A/2) Project about publishing online content. 7/A/3) Mid Term 7/A/4) final Exam 7/A/5) Participation</p>															
b) Assessment schedule:	<p>7/b/1) Midterm: week 6 7/b/2) Assignment 2: week 4 7/b/3) Assignment 3: week 9 7/b/3) presentations: week 12</p>															
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8- List of references:																
a) Course notes:	PowerPoint Presentations															
b) Essential books (text books)	Golbeck, J., & Klavans, J. L. (2015). <i>Introduction to social media investigation: a hands-on approach</i> . Waltham, MA: Syngress, an imprint of Elsevier.															
c) Recommended book:	<p>Kahin, B., & Varian, H. R. (2000). <i>Internet publishing and beyond: the economics of digital information and intellectual property</i>. Cambridge, MA: MIT Press.</p> <p>Lee, S. H. (2007). <i>Print vs. digital: the future of coexistence</i>. Binghamton, NY: Haworth Information Press.</p>															
d) Scientific periods, websites, etc.	<p>https://www.tumblr.com/ https://wordpress.com www.alexacom</p>															

Course Coordinator: Dr. Sahar Talaat

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



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English section

Academic year: 2021/2022

course specifications

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

2- Overall aims of course:	<p>Introduce students to the basic concepts of Creative advertising, market research and media strategies. Enable students to conduct accurate market research. Enable students to come up with campaign ideas and creative advertising themes.</p> <p>Teach students the basic criteria of successful advertising and suitable media choices.</p>
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3- Intended learning outcomes of course (ILOs)

a) Information and concepts	A.1 Defining creativity in advertising. A.2 outline the role of research in planning a successful campaign. A.3 Identify different types of research A.4 List factors for the success of campaign A.5 Define what is meant by approach and big idea A.6 Recognize the importance consumer insights A.7 List various creative strategies A.8 List media strategies A.9 define media planning terminology A.10 identify types of marketing A.11 Illustrate the importance of campaign objectives in determining its success A.12 Introduce real life cases of running campaigns
b) Intellectual skills	B.1 Distinguish between different types of creative strategies B.2 Differentiate between various media strategies platforms B.3 Analyze campaign's big idea for successful campaign B.4 Differentiate between types and uses of different types of research B.5 Discuss the fit between objectives and strategy B.6 Analyze the approach, tone of voice and appeal of campaign
c) Professional and practical skills concerned to the course	C.1 Conduct accurate market research,

	<p>consumer and product research.</p> <p>C.2 Design appropriate campaign objectives</p> <p>C.3 Select relevant channels for delivering the required campaign message.</p> <p>C.4 Develop best creative strategy</p> <p>C.5 Construct media plan for the campaign</p> <p>C.6 Understanding how to make a campaign message consistent through multiple media.</p>								
<p>d) General and transferable skills</p>	<p>d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.</p> <p>d/2 Use the internet in collecting data about the company, previous campaign, market insights</p> <p>d/3 Discuss and analyze all the new trends in IMC</p> <p>d/4 enhance and develop communication and presentation skills</p>								
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="705 1384 820 1597">Week</th> <th data-bbox="820 1384 1015 1597">Content</th> <th data-bbox="1015 1384 1182 1597">Theoretical</th> <th data-bbox="1182 1384 1332 1597">Practical</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 1597 820 2027">1</td> <td data-bbox="820 1597 1015 2027">Intro to creativity and marketing</td> <td data-bbox="1015 1597 1182 2027">3</td> <td data-bbox="1182 1597 1332 2027"></td> </tr> </tbody> </table>	Week	Content	Theoretical	Practical	1	Intro to creativity and marketing	3	
Week	Content	Theoretical	Practical						
1	Intro to creativity and marketing	3							

		g concepts		
	2	IMC tools and promotio nal practices	3	
	3	Role of research	2	2
	4	Campaig n objective s + Project idea approval	2	2
	5	Market	2	2

		analysis and segment ation + Project screenin g		
	6	Creative strategie s + Project screenin g	2	2
	7	Creative strategie s 2 + Project	2	2

		screenin g		
	8	Media strategy + Project screenin g	2	2
	9	Media buying + Project screenin g	2	2
	10	Budget + Project screenin g	2	2
	11	Social	2	2

		marketin g + Project screenin g		
	12	Pre final project presentat ion	2	2
	13	Final project presentat ion	2	2
5- teaching and learning methods:	<ul style="list-style-type: none"> 1- Lectures 2- Discussions & brain storming 3- Showing students and analyzing various campaign approaches & strategies. 4- Divide students to teams for Project through the breakout rooms on Blackboard platform. 			

	5- Power point presentations
6- Teaching and learning methods for limited skills students:	<ul style="list-style-type: none"> - Oral assignments - Make-up midterm exams for those who miss the exam in its original date (with an acceptable excuse) - Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for blind students) - Dedicating time for questions and re- explaining parts they don't understand - Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.
7- Student assessment methods:	
a) Methods used:	<ul style="list-style-type: none"> ● In class discussions and analysis during the lectures ● Midterm project ● Creative Campaign project presentation ● Written Final Exam

b) Assessment schedule:	<table border="1"> <thead> <tr> <th data-bbox="730 248 1102 293">Assessment</th> <th data-bbox="1102 248 1323 293">Week</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 293 1102 338">Mid-Term Project</td> <td data-bbox="1102 293 1323 338">7</td> </tr> <tr> <td data-bbox="730 338 1102 383">project presentation</td> <td data-bbox="1102 338 1323 383">12</td> </tr> <tr> <td data-bbox="730 383 1102 477">Final Exam</td> <td data-bbox="1102 383 1323 477">14</td> </tr> </tbody> </table>	Assessment	Week	Mid-Term Project	7	project presentation	12	Final Exam	14							
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Final Exam	14															
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th data-bbox="743 539 986 667">Evaluation</th> <th data-bbox="986 539 1118 667">Time</th> <th data-bbox="1118 539 1323 667">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="743 667 986 795">Midterm project</td> <td data-bbox="986 667 1118 795">7th week</td> <td data-bbox="1118 667 1323 795">20%</td> </tr> <tr> <td data-bbox="743 795 986 981">Classwork (project)</td> <td data-bbox="986 795 1118 981">4-12 Weeks</td> <td data-bbox="1118 795 1323 981">30%</td> </tr> <tr> <td data-bbox="743 981 986 1108">Final exam</td> <td data-bbox="986 981 1118 1108">14th week</td> <td data-bbox="1118 981 1323 1108">50%</td> </tr> <tr> <td data-bbox="743 1108 986 1189">Total</td> <td colspan="2" data-bbox="986 1108 1323 1189">100%</td> </tr> </tbody> </table>	Evaluation	Time	Percentage	Midterm project	7 th week	20%	Classwork (project)	4-12 Weeks	30%	Final exam	14 th week	50%	Total	100%	
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Final exam	14 th week	50%														
Total	100%															
8- List of references:																
a) Course notes:	Power point presentations summarizing the content.															
b) Essential books (text books)	Creative and Media strategies by Dr. Samy Abdel Aziz															
c) Recommended book:	<ul style="list-style-type: none"> <li data-bbox="770 1839 1294 1917">• Strategic Management in the Media (Kung, Lucy, 2017). 															

d) Scientific periods, websites, etc.	www.Brandingstrategyinsider.com
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Course Coordinator: Dr. Dalia Ameen

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



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

Course specifications

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

2- Overall aims of course:	Marketing and Media Research course aims to explain quantitative and qualitative research methods. It aims to provide knowledge about research used in the field of marketing. It discusses theoretical background and marketing research methods towards an understanding of consumer behavior.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define Marketing research. a/2 Identify the relationship between marketing research and decision making. a/3 Identify the role of marketing research. a/4 Illustrate the marketing research process. a/5 Illustrate research design definition. a/6 Illustrate the difference between

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

coordination skills.
 d/3 Enhance teamwork, time management, and peer evaluation skills.
 d/4 Improve presentations skills.
 d/5 Improve writing skills.
 d/6 Practice creative thinking and brainstorming.

4- Course contents:

Week	Content	Studying Hours	
		Theo	Prac
1	Definition of marketing research. Market research and decision making.	2	2
2	The role of marketing research. A classification of Marketing research. The Marketing Research Process.	2	2
3	Research design definition. Research design classification. Primary vs. secondary data. Criteria for evaluating secondary	2	2

		data. Classification of secondary data.		
	4	Qualitative versus quantitative research. Focus group discussions. In-Depth interviews. Projective techniques. Analysis of Qualitative Data.	2	2
	5	Measurement and scaling. Primary scale of measurement.	2	2
	6	Questionnaire definition. Questionnaire design process.	2	2
	7	Explaining the group research projects and meeting the student to follow up on their progress.	2	2
	8	Following up on students' projects.	2	2
	9	Revision	2	2
	10	Students' final presentation	2	2

		of their projects										
	11	Students' final presentation of their projects	2	2								
5- teaching and learning methods:	<p>5/1 Lectures</p> <p>5/2 Discussions & brain storming</p> <p>5/3 Showing students and analyzing various campaign approaches & strategies.</p> <p>5/4 Divide students to teams for Project through the breakout rooms on Blackboard platform.</p> <p>5/5 Power point presentations</p>											
6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on Facebook group</p> <p>6/3 Exercise more under the supervision of the professor.</p> <p>6/4 Provide them with the material on a hard copy to help them see it better than on the projector.</p> <p>6/5 Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.</p>											
7- Student assessment methods:												
a) Methods used:	<p>7/a/1 Midterm project.</p> <p>7/a/2 Group projects.</p> <p>7/a/3 Final Exam.</p>											
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Mid-Term project.</td> <td>Week 6</td> </tr> <tr> <td>7/b/2 Group projects.</td> <td>Week 9 Week 10 Week 11 Week 12</td> </tr> <tr> <td>7/b/3 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>				Evaluation	Schedule	7/b/1 Mid-Term project.	Week 6	7/b/2 Group projects.	Week 9 Week 10 Week 11 Week 12	7/b/3 Final Exam	Week 13
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7/b/3 Final Exam	Week 13											

c) Weighting of assessments:	Evaluation	Schedule	Percentage
	Midterm project.	Week 6	20%
	Group projects.	Week 9 Week 10 Week 11 Week 12	30%
	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	8/a/1 PowerPoint presentations.		
b) Essential books (text books)	8/b/1 Malhorta, N. (2010). Marketing research: An Applied Orientation. New York: Pearson International.		
c) Recommended book:	<p>8/c/1 Adams, K., & Brace, I. (2006). An introduction to market & social research: Planning & using research tools & techniques. London: Kogan Page.</p> <p>8/c/2 Essentials of marketing research: A hands on orientation (Malhotra, Naresh K, 2015).</p> <p>8/c/3 Qualitative Marketing Research (Maison, Dominika, 2019).</p>		
d) Scientific periods, websites, etc.	<p>8/d/1 AMA Journals - Journal of Marketing Research.</p> <p>8/d/2 Journal of Consumer Research</p>		

Course Coordinator: Dr. Eman Soliman

Head of Department: Dr. Nermeen El-Azrak.



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Academic year: 2020/2021

Course specifications

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

2- Overall aims of course:	At the end of this course, the student should be able to: Define the social psychology and communications and its basic elements as well as give the students insights about the persuasion, its models, strategies and elements.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	<ul style="list-style-type: none"> a/1 Define social psychology a/2 Identify the basic elements of communications a/3 Recognize communications and perceptions a/4 Define persuasion a/5 List the elements of persuasion a/6 List the factors related to the persuasive communication model. a/7 Classify the hierarchy of Maslow's model a/8 analyze the models and strategies of persuasion. a/9 Discuss case studies on persuasion. a/10 Define definitions of attitude. a/11 Compare attitude to opinions and persuasion.

	a/12 Discuss case studies about opinions.															
b) Intellectual skills	<p>b/1 Explain the work of the human mind</p> <p>b/2 Distinguish between the different models of persuasion</p> <p>b/3 Discuss persuasion techniques</p> <p>b/4 Distinguish between the factors related to the persuasive communication model.</p> <p>b/5 Discuss attitude and its aspects.</p> <p>b/6 Examine the case studies about persuasion, opinions and attitudes.</p>															
c) Professional and practical skills concerned to the course	<p>c/1 Choose a topic among the topics studied in class and read a research about it</p> <p>c/2 Prepare a presentation about the topic of their choice.</p> <p>c/3 Use the definitions of psychology to choose a topic and apply a case study on it.</p> <p>c/4 Develop the psychological communication and understandings.</p> <p>c/5 Improve attitudes and persuasion</p>															
d) General and transferable skills	<p>d/1 Use the internet to collect data about social psychology of communications.</p> <p>d/2 Work in group about a relevant topic chosen.</p> <p>d/3 Discuss the different aspects relevant to social psychology in media.</p> <p>d/4 present reports and researches about opinions, attitudes and persuasion.</p>															
4- Course contents:	<table border="1"> <thead> <tr> <th>Week</th> <th>Topics</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>- Introduction about communication. - Introduction about psychology and its definition all over the world</td> <td>3</td> </tr> <tr> <td>2</td> <td>- What is meant by social psychology in communication?</td> <td>3</td> </tr> <tr> <td>3</td> <td>Communication and its basic elements in the human mind.</td> <td>3</td> </tr> <tr> <td>4</td> <td>- Persuasion and media</td> <td>3</td> </tr> </tbody> </table>	Week	Topics	Hours	1	- Introduction about communication. - Introduction about psychology and its definition all over the world	3	2	- What is meant by social psychology in communication?	3	3	Communication and its basic elements in the human mind.	3	4	- Persuasion and media	3
	Week	Topics	Hours													
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	2	- What is meant by social psychology in communication?	3													
	3	Communication and its basic elements in the human mind.	3													
4	- Persuasion and media	3														

	5	Persuasion and its definitions. - Maslow's hierarchy. - The central notions in definitions. -Aspects of persuasion.	3
	6	- Elements of persuasion. Models and strategies of Persuasion.	2
	7	-Case studies on persuasion and opinions	3
	8	- Attitude and its definitions. -Attitude and opinion.	3
	9	-project presentations	3
	10	- project presentations	3
	11	-project presentations	3
	12	- Revision	3
5- teaching and learning methods:	5/1- PowerPoint Lectures. 5/2- Press conference simulation by students. 5/3- Presentations by students. 5/4- Dividing students into working groups using the breakout rooms on Blackboard platform.		
5. Teaching and learning methods for limited skills students:	6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Dividing students into working groups. 6/3- Providing the students with the course content on the Facebook group. 6/4- Make the exam in braille for the blind students if it's difficult for them to be examined on Blackboard.		
6. Student assessment methods:			
a) Methods used:	6/a/1 Mid-term and final exams 6/a/2 Group assignments 6/a/3 In class discussions		
b) Assessment schedule:	6/b/1 Mid-term exam (6 th week) 6/b/2 Presentations (9 th , 10 th and 11 th week) 6/b/3 Assignments (2 nd , 4 th and 7 th week)		

c) Weighting of assessments:	<table border="1"> <thead> <tr> <th data-bbox="715 331 983 376">Evaluation</th> <th data-bbox="983 331 1334 376">Time</th> <th data-bbox="1334 331 1541 376">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="715 376 983 465">Midterm examination</td> <td data-bbox="983 376 1334 465">6th week</td> <td data-bbox="1334 376 1541 465">20%</td> </tr> <tr> <td data-bbox="715 465 983 555">Classwork</td> <td data-bbox="983 465 1334 555">2nd , 4th , 7th , 9th , 10th and 11th week</td> <td data-bbox="1334 465 1541 555">30%</td> </tr> <tr> <td data-bbox="715 555 983 600">Final exam</td> <td data-bbox="983 555 1334 600">13th week</td> <td data-bbox="1334 555 1541 600">50%</td> </tr> <tr> <td data-bbox="715 600 983 651">Total</td> <td colspan="2" data-bbox="983 600 1541 651">100%</td> </tr> </tbody> </table>	Evaluation	Time	Percentage	Midterm examination	6 th week	20%	Classwork	2 nd , 4 th , 7 th , 9 th , 10 th and 11 th week	30%	Final exam	13 th week	50%	Total	100%	
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Final exam	13 th week	50%														
Total	100%															
7. List of references:																
a) Course notes:	7/a Power point presentations															
b) Essential books (text books)	7/b Communication and interpersonal skills in social work															
c) Recommended book:	<p data-bbox="707 1066 1501 1144">7/c The Social Psychology of Communication by Derek Hook, Bradley Franks and Martin Bauer.</p> <p data-bbox="707 1189 1522 1267">7/d Consumer Psychology (Jansson-Boyd, Cathrine V, 2019).</p>															
d) Scientific periods, websites, etc.	<p data-bbox="707 1413 767 1447">7/e</p> <p data-bbox="707 1491 1517 1570">http://www.worldmediation.org/education/chapter-2-5.pdf</p>															

Course Coordinator : Dr. Gailan Sharaf.

Head of Department : Dr. Shaimaa Zolfakar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021/2022

Course specifications

1- Course data:		
Code: COMM	Title: Critical thinking	Level: 1st level
No of studying units: 12 theoretical 2 / practical: 2		

2- Overall aims of course:	To extend the basic skills of analyzing information to students. Attention is given specially to scientific thinking skills — problem solving, observation, analysis, inferencing, interpretation, and argumentation in both reading, oral and written expression.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 Define different levels of thinking a/2 Describe Applying Reason a/3 Read different problem pieces a/4 Recognize the nature of speech telling a/5 State the main factors of expressing

	<p>a/6 Indicate the key elements in critical thinking</p> <p>a/7 Identify the structure of the right opinion</p> <p>a/8 List the main points to build a strong case</p> <p>a/9 Name the elements and questions in problematic piece</p> <p>a/10 Report the main key factors in the piece</p> <p>a/11 Summarize the basic variables in a problem</p>
<p>b) Intellectual skills</p>	<p>b/1 Distinguish a clear understanding of critical thinking</p> <p>b/2 Confirm the ability of processing problematic topics</p> <p>b/3 Compare between different pieces</p> <p>b/4 Interpret the structure of the opinions</p> <p>b/5 Outline the questions need to be answered in a problem</p> <p>b/6 Locate the most important factors in the piece</p> <p>b/7 Illustrate what makes a right opinion</p> <p>b/8 Illustrate the structure of a concrete opinion</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Conduct discussions</p> <p>c/2 Prepare lists of questions about the problem</p> <p>c/3 Analyze the problem</p> <p>c/4 Match the information provided from different sources</p> <p>c/5 Order the information given</p> <p>c/6 Use the questions you have to build up an opinion</p> <p>c/7 Develop a clear understanding of critical thinking</p> <p>c/8 Use the social media to gather information that can help build up an understanding about the problem</p>
<p>d) General and transferable skills</p>	<p>D/1 Improve presentation skills</p> <p>D/2 Develop investigating skills</p> <p>D/3 Enhance online researching skills</p> <p>D/4 Practice critical thinking</p> <p>D/5 Improve the ability to find information</p>

D/6 Point out the necessity to connect ideas and information together

4- Course contents:

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

5- teaching and learning methods:	<p>5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups 5/4 Interaction between the students through participating in class activities</p>												
6- Teaching and learning methods for limited skills students:	<p>6/1 Providing the course content on facebook group 6/2 Dividing them into small groups (if they existed)</p>												
7- Student assessment methods:													
a) Methods used:	<p>7/A/1 Assignments to evaluate the students' ability to research and investigate 7/A/2 Discussing and participating in the lectures 7/A/3 Written Final Exam</p>												
b) Assessment schedule:	<p>7/b/1 (Assignment 1): Week 2 , 7/b/2 (Assignment 2): Week4 7/b/3 (Assignment 3) : Week 7 7/b/ 4(Assignment 4) : week 8 7/b/5 -Final Exam: Week 13</p> <table border="1" data-bbox="647 1294 1158 1671"> <thead> <tr> <th>Schedule</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>Week 2,</td> <td>Assignment 1</td> </tr> <tr> <td>Week 4,</td> <td>Assignment 2</td> </tr> <tr> <td>Week 7</td> <td>Assignment 3</td> </tr> <tr> <td>Week 8</td> <td>Assignment 4</td> </tr> <tr> <td>Week 13</td> <td>Final exam</td> </tr> </tbody> </table>	Schedule	Assessment	Week 2,	Assignment 1	Week 4,	Assignment 2	Week 7	Assignment 3	Week 8	Assignment 4	Week 13	Final exam
Schedule	Assessment												
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Evaluation	Schedule	Percentage											
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Total	100%												
8- List of references:													

a) Course notes:	Power point presentations
b) Essential books (text books)	Critical thinking - Cairo university Language: English
c) Recommended book:	Critical thinking - Cairo university Language: English
d) Scientific periods, websites, etc.	https://www.thoughtco.com/critical-thinking-definition-with-examples-2063745

Course Coordinator: Dr Rehab Hany

Head of Department: Prof. Dr. Nermin Al Azrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021-2022

Course specifications

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

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

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

	<p>B.6. explain the role of editor in editing different television formats.</p> <p>B.7. interpret the different shooting techniques.</p> <p>B.8. summarizes the major differences between different directing schools.</p>						
<p>c) Professional and practical skills concerned to the course</p>	<p>c.1 apply the different stages of production</p> <p>c.2 illustrate the role of director through different stages of production</p> <p>c.3 apply the differences between tv directors and radio directors</p> <p>c.4 Demonstrates the impact the director have over the whole productions stages.</p> <p>C.5. Apply the differences between different camera lenses.</p> <p>C.6. Illustrate the different stages of post production.</p>						
<p>d) General and transferable skills</p>	<p>D.1 improve the students skills to work as team work to share their knowledge and opinions</p> <p>D.2 evaluate the students ability to accept others opinions</p> <p>D. D.3 improve the students ability to work all together to deliver the best masterpiece.</p> <p>D.4 improve the student ability to use the interent to bring footage and archive material.</p> <p>D.5 improve the student ability for critical thinking.</p> <p>D.6. Develop presentation skills.</p>						
<p>4- Course contents:</p>	<table border="1" data-bbox="730 1854 1321 1951"> <thead> <tr> <th data-bbox="730 1854 874 1899">lecture</th> <th data-bbox="874 1854 1209 1899">topics</th> <th data-bbox="1209 1854 1321 1899">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 1899 874 1951"></td> <td data-bbox="874 1899 1209 1951"></td> <td data-bbox="1209 1899 1321 1951"></td> </tr> </tbody> </table>	lecture	topics	Hours			
lecture	topics	Hours					

			Theor etical	pra ctic al
1	Introduction of Radio directing Impact of radio director	2	2	
2	Radio directing tools	2	2	
3	Radio studio	2	2	
4	Human voice	2	2	
5	Music library and sound effects	2	2	
6	Working as a radio drama director	2	2	
7	Scripting	2	2	
8	Mid term	3		
9	Directing & Acting Post production	2	2	

		Dialog editing		
5- teaching and learning methods:	10	Final edit and mixing Types of radio broadcasting	2	2
6- Teaching and learning methods for limited skills students:	11	Introduction of TV Directing Director's nature	2	2
	12	Director's main tasks Types of camera angle	2	2
5- teaching and learning methods:	5.1- Lectures 5.2- Discussions 5.3- Dividing students into working groups through the breakouts room on the blackboard platform. 5.4- PowerPoint presentations 5.5- Assign students to produce Audio/Video projects. 5.6- quizzes			
6- Teaching and learning methods for limited skills students:	6.1- provide the content on a CD to easily change it to Braille method (for blinds) 6.2- make the exam in braille for the blind students if it's difficult for them to be examined on the BlackBoard platform. 6.3- dividing them to groups (if exist) 6.4- In case of absence in midterm, provide an incomplete exam for them.			

7- Student assessment methods:																		
a) Methods used:	7.a.1- Assignments 7.a.2- midterm exam 7.a.3- discussions in the lectures 7.a.4- class work and projects 7.a.5- Quizzes																	
b) Assessment schedule:	7. <table border="1" data-bbox="730 622 1238 1048"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>Assignment 1</td> <td>Week 1</td> </tr> <tr> <td>Assignment 2</td> <td>Week 2</td> </tr> <tr> <td>Quiz</td> <td>Week 4</td> </tr> <tr> <td>mid term</td> <td>Week 6</td> </tr> <tr> <td>Assignment 3</td> <td>Week 7</td> </tr> <tr> <td>Quiz</td> <td>Week 8</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>		Evaluation	Schedule	Assignment 1	Week 1	Assignment 2	Week 2	Quiz	Week 4	mid term	Week 6	Assignment 3	Week 7	Quiz	Week 8	Final Exam	Week 13
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c) Weighting of assessments:	<table border="1" data-bbox="730 1639 1493 2011"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class Work</td> <td>Week 1, Week 2, Week 4, Week 7, Week 8</td> <td>30%</td> </tr> <tr> <td>Final Exam</td> <td>Week 13</td> <td>50%</td> </tr> </tbody> </table>		Evaluation	Schedule	Percentage	Mid-Term Exam	Week 6	20%	Class Work	Week 1, Week 2, Week 4, Week 7, Week 8	30%	Final Exam	Week 13	50%				
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Final Exam	Week 13	50%																

	Total	100%
8- List of references:		
a) Course notes:	Power point presentations	
b) Essential books (text books)	Zettle, Television Production Handbook, 2012.	
c) Recommended book:	Studio Television Production and Directing: Concepts, Equipment, and Procedures. Andrew Hicks Utterback, 2016	
d) Scientific periods, websites, etc.	http://www.g-w.com/television-production-broadcast-journalism-2012	

Course Coordinator: Dr Bassant Mourad

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



Templates for course specifications

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

Course Specifications

1- Course data:		
Code: COMM103	Title: English (2)	Level: First Level
No of studying units: Theoretical: 3 / practical: -		

2- Overall aims of course:	At the end of the course the students will be able to: Acknowledge the informational and intellectual skills related to improving their reading and writing skills and the practical skills related literary analysis and criticism.
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3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1 learn about the author of the novella <i>George Orwell</i> . a/2 know the literary themes included in the novella <i>Animal farm</i> . a/3 learn the literary genre reflected in the novella's characters. a/4 know the method of narration applied in the novella. a/5 learn the literary plot included in the novella. a/6 To know the satire format of the novella. a/7 know how the novella was a lament for the Russian revolution and other revolutions. a/8 learn about the literary projection reflected in the novella's characters a/9 learn about the literary projection reflected in the novella's events.

<p>b) Intellectual skills</p>	<p>b/1 To analyze different elements of English literature including narration style, plot, characters.</p> <p>b/2 To apply an analysis of the different elements of the novella animal farm.</p> <p>b/3 To distinguish how to build critical essay in appropriate language.</p> <p>b/4 To analyze extracts from animal farm.</p> <p>b/5 to distinguish various aspects of literary projection.</p>															
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 To develop their ability literary analysis.</p> <p>c/2 To develop their skills of literary criticism.</p> <p>c/3 To Write correct analytical essays using appropriate linguistic structure.</p> <p>c/4 To apply the rules of Grammar and structure while writing.</p>															
<p>d) General and transferable skills</p>	<p>D-1- Develop and enhance teamwork and time management skills</p> <p>D-2- Develop presentations skills</p> <p>D-3- Develop research and analytical skills.</p> <p>D-4- Improve writing skills</p> <p>D-5- Improve English language and translation</p> <p>D-6- Develop/Improve web surfing and computing skills</p> <p>D-7- Practice creative thinking and brainstorming</p>															
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="491 1294 635 1370">week</th> <th data-bbox="635 1294 1209 1370">subjects</th> <th data-bbox="1209 1294 1453 1370">Hour</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 1370 635 1534">1</td> <td data-bbox="635 1370 1209 1534">Background on the novel as a literary genre focusing on the author.</td> <td data-bbox="1209 1370 1453 1534">3</td> </tr> <tr> <td data-bbox="491 1534 635 1653">2</td> <td data-bbox="635 1534 1209 1653">Background on the novel as a literary genre focusing on the themes.</td> <td data-bbox="1209 1534 1453 1653">3</td> </tr> <tr> <td data-bbox="491 1653 635 1774">3</td> <td data-bbox="635 1653 1209 1774">Background on the novel as a literary genre focusing on the characters.</td> <td data-bbox="1209 1653 1453 1774">3</td> </tr> <tr> <td data-bbox="491 1774 635 1971">4</td> <td data-bbox="635 1774 1209 1971">Background on the novel as a literary genre focusing on the method of narration.</td> <td data-bbox="1209 1774 1453 1971">3</td> </tr> </tbody> </table>	week	subjects	Hour	1	Background on the novel as a literary genre focusing on the author.	3	2	Background on the novel as a literary genre focusing on the themes.	3	3	Background on the novel as a literary genre focusing on the characters.	3	4	Background on the novel as a literary genre focusing on the method of narration.	3
week	subjects	Hour														
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3	Background on the novel as a literary genre focusing on the characters.	3														
4	Background on the novel as a literary genre focusing on the method of narration.	3														

	5	Background on the novel as a literary genre focusing on the Plot.	3	
	6	Mid-term exam	1	
	7	Background on the novel as a literary genre focusing on the style.	3	
	8	The novella's different elements and its satire form	3	
	9	Animal Farm being a lament for the Russian Revolution and how it can be a lament for all revolutions.	3	
	10	Analysis of literary projection in the novella	3	
	11	Analysis of literary projection in the novella	3	
	12	Revision	3	
5- Teaching and learning methods:	5/1 Lectures 5/2 Discussions 5/3 Dividing the students into working groups using the breakout rooms on the Blackboard platform. 5/4 Presentations			
6- Teaching and learning methods for limited skills students:	6/1 Dividing them into subgroups. 6/2 Making make up exams for students who have excuses. 6/3 Make the exam in braille for blind students, if it's difficult for them to be examined on the Blackboard platform.			
7- Student assessment methods:				
a) Methods used:	7/1 midterm exam 7/2 assignments an research papers 7/3 Discussion and participation in lectures 7/4 final exam			

b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>4th & 8th week</td> </tr> <tr> <td>Midterm exam</td> <td>6th week</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> </tr> </tbody> </table>	Assessments	Time	Assignments	4 th & 8 th week	Midterm exam	6 th week	Final exam	13 th week							
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c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Timing</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Midterm Exam</td> <td>Sixth week</td> <td>20%</td> </tr> <tr> <td>Class work</td> <td>4th week & 8th week</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>Week 13</td> <td>50%</td> </tr> <tr> <td colspan="2">Total</td> <td>100%</td> </tr> </tbody> </table>	Evaluation	Timing	Percentage	Midterm Exam	Sixth week	20%	Class work	4th week & 8th week	30%	Final exam	Week 13	50%	Total		100%
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Final exam	Week 13	50%														
Total		100%														
8- List of references:																
a) Course notes:	Notes include English Readings and several writing exercises on format and content.															
b) Essential books (text books)	Readings of various novels, books, articles and journals.															
c) Recommended book:	Encyclopedia of Contemporary Literary Theory															
d) Scientific periods, websites, etc.	http://web.anglia.ac.uk/anet/students/documents/2010/helpful-guide-to-essay-writing.pdf http://www.internationalstudent.com/essay_writing/essay_tips/ https://www.cliffsnotes.com/literature/a/animal-farm/															

Course Coordinator: Dr. Dalia Azmy

Head of Department: Prof. Dr. Shaimaa Zulfakar



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English

Academic year: 2021-2022

Course specifications

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

2- Overall aims of course:	<u>After finishing this course the student will be able to:</u>
	<p>This module enables students to engage in a range of media production activities including the writing, researching, shooting and editing, to produce either a film or a program or a magazine or a media campaign as a final production. Course content will be applied on the idea that the group members will agree upon based on negotiations with their supervisor.</p>
3- Intended learning outcomes of course (ILOs)	

<p>a) Information and concepts</p>	<p>A.1. Describe an in depth understanding of a specific issue or set of issues and of the journalistic means to present or explore them.</p> <p>A.2. cite the various steps of preproduction process.</p> <p>A.3. state the differences between pre-production, production & post production.</p> <p>A.4. List the basic steps of choosing the right idea for their grad project.</p> <p>A.5. define the different ways of conducting research for producing the grad project.</p> <p>A.6. define the basics of preparing the detailed research.</p> <p>A.7. cite the basic steps of writing script.</p> <p>A.8. describe the basic of editing techniques.</p> <p>A.9. recognize the layout principles.</p> <p>A.10. list the different ways for using social media for promoting final productions.</p> <p>A.11. Describe basics of planning a marketing campaign.</p> <p>A.12. list the basic differences between different media productions.</p>
<p>b) Intellectual skills</p>	<p>-B.1 describe the steps to design, refine, and do the preparatory research for the development of an independent, self directed</p>

	<p>broadcast or printed magazine project.</p> <p>-B.2 Discuss the steps needed to promote the development of the skills required for the development of independent project work.</p> <p>-B.3 explain the steps of developing project work.</p> <p>B.4 interpret the different ways to encourage a critical reflection of broadcasting practice.</p> <p>B.5. Describe the ways to criticize media production.</p> <p>B.6. discuss the characteristics needed to be a good director.</p> <p>B.7. Discuss the steps of writing story board.</p> <p>B.8 interpret the basic of media ethics.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>C.1 Applying the various steps of production techniques.</p> <p>.C.2 develop an in-depth understanding of journalistic standards.</p> <p>C.3 demonstrate technical standards television or journalism production.</p> <p>C.4 demonstrate the steps of script breakdown.</p> <p>C.5 apply the steps of visualizing journalistic ideas.</p> <p>C.6. APPLY The steps of promoting media campaigns.</p>

<p>d) General and transferable skill</p>	<p>-D.1. improve the ability to work effectively both independently and with supervisor.</p> <p>-D.2. asses the ability to respond to criticism.</p> <p>-D.3 evaluate the work effectively both individually and as a member of team.</p> <p>D.4. improve the ability to verify data from internet</p> <p>D.5 improve the ability to share their knowledge and opinions.</p> <p>D.6 improve the ability to think in different approaches.</p>
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<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th rowspan="2">week</th> <th rowspan="2">Subjects</th> <th colspan="2">hour</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>-Different types of different media productions</td> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>How to Develop an idea for your research project.</td> <td>1</td> <td>4</td> </tr> <tr> <td>3</td> <td>How to do a research to narrow down you topic from Several sources of information.</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	week	Subjects	hour		Theoretical	practical	1	-Different types of different media productions	1	4	2	How to Develop an idea for your research project.	1	4	3	How to do a research to narrow down you topic from Several sources of information.	1	4
	week			Subjects	hour														
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2	How to Develop an idea for your research project.	1	4																
3	How to do a research to narrow down you topic from Several sources of information.	1	4																

	4	Choose final topic for your production.	1	4
	5	How to write on outline to your research project.	1	4
	6	Discuss research outline with students.	1	4
	7	Specific people you want to interview.	1	4
	8	How to set your budget .	1	4
	9	Production techniques.	1	4
	10	Production techniques.	1	4
	11	Final editing for research project.	1	4
	12	Using social media to promote your project.	1	4
5- teaching and learning methods:	<p>5. 5/1 lectures</p> <ul style="list-style-type: none"> • 5/2 practical sections and shooting in the field • 5/3 discussion • 5/4 Hold weekly meetings with the students using Blackboard online platform. 			
6- Teaching and learning methods for limited skills students	<p>6/1 More practices.</p> <p>6/2 Provide personal assistant to them through giving them one-to-one private sections.</p> <p>6/3 Give visually-impaired and special needs students tasks that</p>			

	are convenient for them.												
7- Student assessment methods:													
a) Methods used:	7.a.1 Discussion and weekly meetings with students 7.a.2 Final project												
b) Assessment schedule:	Assessing the idea (week 4) Final project (week 13)												
c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>1,2,3</td> <td>25%</td> </tr> <tr> <td>Practical sections</td> <td>4,5,6,7,8,9,10, 11,12.</td> <td>25%</td> </tr> <tr> <td>Final project</td> <td>Week 13</td> <td>50%</td> </tr> </tbody> </table>	Evaluation	Schedule	Percentage	Lectures	1,2,3	25%	Practical sections	4,5,6,7,8,9,10, 11,12.	25%	Final project	Week 13	50%
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Final project	Week 13	50%											
8- List of references:													
a) Course notes:	Power point presentations												
b) Essential books (text books)	Filming on a micro budget, Hardy. P. (2008). New challenges for documentary- 2 nd edition, Rosnethal, A. (2005). Marketing Research: An applied orientation 6 th edition, Malhotra.												
c) Recommended book:	Lipschultz, J. (2020). <i>Social Media Measurement and Management: Entrepreneurial Digital Analytics</i> . (1 st ed.). New York: Routledge. McKay, J. (2019). <i>The Magazines Handbook</i> . (4 th ed.). Oxfordshire: Routledge.												

	Winston, B., Vanstone, G., & Chi, W. (2017). <i>The Act of Documenting: Documentary Film in the 21st Century</i> .
d) Scientific periods, websites, etc.	Panos, L., Lacey, S. (2015). <i>The spaces of Television. Critical studies in Television</i> , 10(3), 1-4. http://study.com/directory/category/Communications_and_Journalism/Communication_Technology/Radio_and_Television_Broadcasting.htm

Course Coordinator:

Head of Department: Prof. Dr. Nermeen AlAzrak



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021/2022

course specifications

1- Course data:		
Code: COMM 213	Title: Graphic Design	Level: Second
No of studying units: 12 theoretical 2 / practical: 2		

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

	<p>a/7 Identify the basics of graphic design</p> <p>a/8 Recognize the difference between flyers, brochures, booklets, catalogs and calendars</p>
<p>b) Intellectual skills</p>	<p>b/1 Compare publications' designs</p> <p>b/2 Explain the use of design in different aspects</p> <p>b/3 Distinguish the designs used according to the type of publication</p> <p>b/4 Explain the overall design preparation process</p> <p>b/5 Discuss the dos and don'ts of design</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1 Produce Graphics for television, journalism, advertising and public relations</p> <p>c/2 use the camera to develop a message</p> <p>c/3 Sketch a design</p> <p>c/4 Develop design criticism</p> <p>c/5 Produce designs for different types of publications</p> <p>c/6 Apply the concepts of balance and variety in design.</p>
<p>d) General and transferable skills</p>	<p>D/1 Develop creative thinking and brainstorming</p> <p>D/2 Develop time management skills</p> <p>D/3 Develop internet surfing skills</p> <p>D/4 Improve aesthetic value skills</p> <p>D/5 Develop teamwork skills</p>

4- Course contents:	<table border="1"> <thead> <tr> <th rowspan="2">Week</th> <th rowspan="2">Content</th> <th colspan="2">Studying Hours</th> </tr> <tr> <th>Theoretical</th> <th>practical</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Types of graphic art</td> <td>2</td> <td>2</td> </tr> <tr> <td>2</td> <td>Design principles</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>Stages of design preparation</td> <td>2</td> <td>2</td> </tr> <tr> <td>4</td> <td>Basic of graphic design</td> <td>2</td> <td>2</td> </tr> <tr> <td>5</td> <td>Indoor posters</td> <td>2</td> <td>2</td> </tr> <tr> <td>7</td> <td>flyers</td> <td>2</td> <td>2</td> </tr> <tr> <td>8</td> <td>brochures</td> <td>2</td> <td>2</td> </tr> <tr> <td>9</td> <td>booklets</td> <td>2</td> <td>2</td> </tr> <tr> <td>10</td> <td>catalogues</td> <td>2</td> <td>2</td> </tr> <tr> <td>11</td> <td>calendars</td> <td>2</td> <td>2</td> </tr> <tr> <td>12</td> <td>Revision</td> <td>3</td> <td>-</td> </tr> </tbody> </table>	Week	Content	Studying Hours		Theoretical	practical	1	Types of graphic art	2	2	2	Design principles	2	2	3	Stages of design preparation	2	2	4	Basic of graphic design	2	2	5	Indoor posters	2	2	7	flyers	2	2	8	brochures	2	2	9	booklets	2	2	10	catalogues	2	2	11	calendars	2	2	12	Revision	3	-
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6- Teaching and learning methods for limited skills students:	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam</p> <p>6/2 Providing the course content on facebook group</p> <p>6/3 Giving the students a written assignments instead of practical tailoring them to their skills</p> <p>6/4 Trying to engage them more in lectures</p> <p>6/5 Make the exam in braille for blind students,</p>																																																		

	if it's difficult for them to be examined on the Blackboard platform.																	
7- Student assessment methods:																		
a) Methods used:	7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to design 7/A/3 Written Final Exam																	
b) Assessment schedule:	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> </tr> </thead> <tbody> <tr> <td>7/b/1 Mid-Term Exam</td> <td>Week 6</td> </tr> <tr> <td>7/b/2 Assignments</td> <td>Week 2, Week 4, Week 7, Week 9</td> </tr> <tr> <td>7/b/3 Final Exam</td> <td>Week 13</td> </tr> </tbody> </table>			Evaluation	Schedule	7/b/1 Mid-Term Exam	Week 6	7/b/2 Assignments	Week 2, Week 4, Week 7, Week 9	7/b/3 Final Exam	Week 13							
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8- List of references:																		
a) Course notes:																		
b) Essential books (text books)	Crony peter, "graphic design & reproduction techniques", London, Focalpress, 2008.																	
c) Recommended book:	Cullen, C. Dangle.: Graphic design that work, USA, Rockport Publishers, INC., 2009.																	

	Sawahata,Les: Color Harmony Workbook- Massachuessts-Rockport Publishers Inc.2007.
d) Scientific periods, websites, etc.	

Course Coordinator : Dr. Mahmoud Azmi

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



Templates for course specifications

University: Cairo

Faculty: Mass Communication

Department: English Section

Academic year: 2021-2022

course specifications

1- Course data:		
Code: COMM 341	Title: Integrated Marketing Communication	Level: Third Level
No of studying units: 3 Theoretical: 2/ practical: 2		

2- Overall aims of course:	At the end of this course, the student should be able to: Recognize the concepts of Integrated Marketing communications as well as identify the MC functions and determine the elements of a successful MC mix.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	A/1 Define Integrated marketing communications A/2 identify the Marketing Mix A/3 Define Advertising A/4 Recognize Public Relations & publicity A/5 Describe Internet/social media marketing A/6 List the different targeting techniques A/7 Define Personal selling A/8 Identify The changes in the practice of

	<p>advertising and IMC</p> <p>A/9 Define Sales Promotion</p> <p>A/10 Investigate the IMC programs</p> <p>A/11 Define Direct Marketing</p> <p>A/12 Identify target market and campaign objectives</p>
b) Intellectual skills	<p>B/1 Distinguish between Marketing, Marketing communications, Integrated marketing communications.</p> <p>B/2 Differentiate between the different IMC programs</p> <p>B/3 Investigate the changes in IMC developments over time.</p> <p>B/4 Detect most appropriate & relevant target market</p> <p>B/5 Design campaign objectives</p> <p>B/6 Discuss the various campaigns strategies and approaches</p>
c) Professional and practical skills concerned to the course	<p>C/1 Examine past campaigns and analyze them.</p> <p>C/2 Analyze market situation</p> <p>C/3 Apply segmentation approaches in campaign</p> <p>C/4 Develop an integrated marketing communication program</p> <p>C/5 Develop a creative strategy</p> <p>C/6 Manage implementation and the consistency with campaign objectives</p>
d) General and transferable skills	<p>d/1 Work in groups to enhance the team work and be able to communicate effectively in the work environment.</p> <p>d/2 Use the internet in collecting data about the company, previous campaign, market insights</p>

	<p>d/3 Discuss and analyze all the new trends in IMC</p> <p>d/4 enhance and develop communication and presentation skills</p>																																																				
<p>4- Course contents:</p>	<table border="1"> <thead> <tr> <th data-bbox="719 461 826 539">Week</th> <th data-bbox="826 461 1139 539">Content</th> <th data-bbox="1139 461 1262 539">Theory</th> <th data-bbox="1262 461 1390 539">Pact.</th> </tr> </thead> <tbody> <tr> <td data-bbox="719 539 826 678">1</td> <td data-bbox="826 539 1139 678">IMC Concepts and importance</td> <td data-bbox="1139 539 1262 678">2</td> <td data-bbox="1262 539 1390 678">2</td> </tr> <tr> <td data-bbox="719 678 826 757">2</td> <td data-bbox="826 678 1139 757">IMC & Marketing mix</td> <td data-bbox="1139 678 1262 757">2</td> <td data-bbox="1262 678 1390 757">2</td> </tr> <tr> <td data-bbox="719 757 826 896">3</td> <td data-bbox="826 757 1139 896">Changes in advertising & promotion mix</td> <td data-bbox="1139 757 1262 896">2</td> <td data-bbox="1262 757 1390 896">2</td> </tr> <tr> <td data-bbox="719 896 826 974">4</td> <td data-bbox="826 896 1139 974">IMC tools</td> <td data-bbox="1139 896 1262 974">2</td> <td data-bbox="1262 896 1390 974">2</td> </tr> <tr> <td data-bbox="719 974 826 1052">5</td> <td data-bbox="826 974 1139 1052">IMC tools 2</td> <td data-bbox="1139 974 1262 1052">2</td> <td data-bbox="1262 974 1390 1052">2</td> </tr> <tr> <td data-bbox="719 1052 826 1191">6</td> <td data-bbox="826 1052 1139 1191">Case study: Whooper freakout Campaign</td> <td data-bbox="1139 1052 1262 1191">2</td> <td data-bbox="1262 1052 1390 1191">2</td> </tr> <tr> <td data-bbox="719 1191 826 1330">7</td> <td data-bbox="826 1191 1139 1330">Target Market & segmentation</td> <td data-bbox="1139 1191 1262 1330">2</td> <td data-bbox="1262 1191 1390 1330">2</td> </tr> <tr> <td data-bbox="719 1330 826 1408">8</td> <td data-bbox="826 1330 1139 1408">Consumer Behavior</td> <td data-bbox="1139 1330 1262 1408">2</td> <td data-bbox="1262 1330 1390 1408">2</td> </tr> <tr> <td data-bbox="719 1408 826 1487">9</td> <td data-bbox="826 1408 1139 1487">Project presentation</td> <td data-bbox="1139 1408 1262 1487"></td> <td data-bbox="1262 1408 1390 1487">6</td> </tr> <tr> <td data-bbox="719 1487 826 1565">10</td> <td data-bbox="826 1487 1139 1565">Project presentation</td> <td data-bbox="1139 1487 1262 1565"></td> <td data-bbox="1262 1487 1390 1565">6</td> </tr> <tr> <td data-bbox="719 1565 826 1644">11</td> <td data-bbox="826 1565 1139 1644">Project presentation</td> <td data-bbox="1139 1565 1262 1644"></td> <td data-bbox="1262 1565 1390 1644">6</td> </tr> <tr> <td data-bbox="719 1644 826 1783">12</td> <td data-bbox="826 1644 1139 1783">Project presentation festival</td> <td data-bbox="1139 1644 1262 1783"></td> <td data-bbox="1262 1644 1390 1783">6</td> </tr> </tbody> </table>	Week	Content	Theory	Pact.	1	IMC Concepts and importance	2	2	2	IMC & Marketing mix	2	2	3	Changes in advertising & promotion mix	2	2	4	IMC tools	2	2	5	IMC tools 2	2	2	6	Case study: Whooper freakout Campaign	2	2	7	Target Market & segmentation	2	2	8	Consumer Behavior	2	2	9	Project presentation		6	10	Project presentation		6	11	Project presentation		6	12	Project presentation festival		6
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12	Project presentation festival		6																																																		
<p>5- teaching and learning methods:</p>	<p>5/1 Lectures</p> <p>5/2 Discussions</p> <p>5/3 Showing students and analyzing different types of IMC campaigns.</p> <p>5/4 Divide students into working groups</p>																																																				

	<p>using breakout rooms on Blackboard online platform.</p> <p>5/5 power point presentations</p>												
<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1 Lectures using power point presentations using Braille style and provide the course content on CDs to be easily converted to Braille (for visually-impaired students)</p> <p>6/2 Oral assignments</p> <p>6/3 If a student missed the Mid-Term exam, he/she can attend a make-up exam.</p> <p>6/4 Prepare Braille exams for visually-impaired students if it's difficult for them to take their exam on Blackboard.</p>												
<p>7- Student assessment methods:</p>													
<p>a) Methods used:</p>	<p>7/a/1 In class discussions and analysis during the lectures</p> <p>7/a/2 Midterm project</p> <p>7/a/3 IMC campaign project presentation</p> <p>7/a/4 Written Final Exam</p>												
<p>b) Assessment schedule:</p>	<table border="1"> <thead> <tr> <th>Assessment</th> <th>Week</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Project</td> <td>7</td> </tr> <tr> <td>IMC campaign project presentation</td> <td>9-12</td> </tr> <tr> <td>Final Exam</td> <td>14</td> </tr> </tbody> </table>	Assessment	Week	Mid-Term Project	7	IMC campaign project presentation	9-12	Final Exam	14				
Assessment	Week												
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Final Exam	14												
<p>c) Weighting of assessments:</p>	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>Time</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Midterm project</td> <td>7th week</td> <td>20%</td> </tr> <tr> <td>Classwork (IMC project)</td> <td>9-12 Weeks</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> </tbody> </table>	Evaluation	Time	Percentage	Midterm project	7 th week	20%	Classwork (IMC project)	9-12 Weeks	30%	Final exam	13 th week	50%
Evaluation	Time	Percentage											
Midterm project	7 th week	20%											
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Final exam	13 th week	50%											

	Total	100%
8- List of references:		
a) Course notes:	8/A/1 Power point presentations In class discussions	
b) Essential books (text books)	Belch, G. & Belch, M. (2007). <i>Advertising and promotion An integrated marketing communication perspective</i> . New York: McGraw-HILL.	
c) Recommended book:	Coleman, D. (2018). <i>Building Brand Experiences: A Practical Guide to retaining Brand Relevance</i> . New York: Kogan Page Ltd.	
d) Scientific periods, websites, etc.	8/D/1 Check websites like : <ul style="list-style-type: none"> • www.effie.org • www.clioawards.com • www.cassies.ca • www.canneslions.com • www.prsa.org/awards/silveranvil 	

Course Coordinator: Dr. Maha Bahnassy

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



Templates for course specifications

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

course specifications

1- Course data:	
Code: COMM 301	Title: International Communication Level: 3
No of studying units: 3	
Theoretical: 3 / practical:	
2- Overall aims of course:	By the end of this course, students should be able to describe the broad overview of the role, history, scope of international communication, and major international trends of a theoretical, cultural, economic, public policy, or foreign relations nature as well as actors, stakeholders, and global activities. They should also be able to interpret the use of select theories in international communication, and draw parallels between historical and contemporary use of international communication. Finally, students should be able to analyze the complexities and current international/global events on the international communication scene.
3- Intended learning outcomes of course (ILOs): Students should be able to:	
a) Information and concepts	a/1 define the meaning of international / global communication a/2 Describe the role of international communication a/3 describe the scope of international communication a/4 Identify major international trends that are of a theoretical, cultural, economic, public policy, or foreign relations in nature. a/5 Indicate major actors, and global activities a/6 Acquire general knowledge of academic research specialized in international communication a/7 understand public diplomacy concept a/8 understand the complexities of the international communication scene a/9 Interpret the use of select theories in international communication

	<p>a/10 understand the role of the internet in global systems</p> <p>a/11 enumerate the factors affecting international Arab media</p> <p>a/12 understand global communication theories affecting global media</p>												
b) Intellectual skills	<p>b/1 Draw parallels between historical and contemporary use of international communication</p> <p>b/2 Interpret the basics of communication research</p> <p>b/3 Criticize regulations, ethical and legal issues concerning media acts.</p> <p>b/4 Discuss the role of effective media messages that help change behaviors and attitudes of individuals in a society.</p> <p>b/5 Analyze the factors of success and failure of global media message</p> <p>b/6 Investigate the role and influence of various society actors and relevant stakeholders</p> <p>b/7 Realize the role of public diplomacy</p> <p>b/8 Realize the effect of new technology and internet on international communication systems</p>												
c) Professional and practical skills concerned to the course	<p>c/1 Criticize contemporary acts, policies, and activities of international communication</p> <p>c/2 Propose international activities for the Egyptian context</p> <p>c/3 analyze the complexities of the international communication scene</p> <p>c/4 conduct a research on global communication system</p> <p>c/5 criticize the factors affecting international Arab media</p>												
d) General and transferable skills	<p>D/1- Develop and enhance teamwork and time management skills</p> <p>D/2- Develop presentations skills</p> <p>D/3- Develop research and analytical skills.</p> <p>D/4- Develop/Improve web surfing and computing skills</p> <p>D/5- Practice creative thinking and brainstorming</p>												
4- Course contents:	<table border="1"> <thead> <tr> <th>Contents</th> <th>weeks</th> <th>hours</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>1</td> <td>3</td> </tr> <tr> <td>Global Communication: Background</td> <td>2</td> <td>3</td> </tr> <tr> <td>Global</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Contents	weeks	hours	Introduction	1	3	Global Communication: Background	2	3	Global	3	3
Contents	weeks	hours											
Introduction	1	3											
Global Communication: Background	2	3											
Global	3	3											

	Communication: Background		
	Development Research Traditions and Global Communication	4	3
	Development Research Traditions and Global Communication	5	3
	• Midterm exam Public Diplomacy: New Dimensions and Implications	6	3
	Public Diplomacy: New Dimensions and Implications	7	3
	Counter global media theory arguments	8	3
	Internet: The evolving Frontier	9	3
	Internet: The evolving Frontier	10	3
	Arab Media and the Al-Jazeera Effect	11	3
	Revision	12	3
5- teaching and learning methods:	5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups using the breakouts on the Blackboard Platform 5/4 Interaction between the students through participating in class activities		

<p>6- Teaching and learning methods for limited skills students:</p>	<p>6/1 If a student missed the Mid-Term exam, he/she can attend a make-up exam 6/2 Providing the course content on facebook group 6/3 Dividing them into small groups (if they existed) 6/4 Make the exam in braille for the blind students.</p>																
<p>7- Student assessment methods:</p>																	
<p>a) Methods used:</p>	<p>7/A/1 Written Mid-Term Exam 7/A/2 Assignments to evaluate the students' ability to research and investigate 7/A/3 Discussing and participating in the lectures 7/A/4 Written Final Exam</p>																
<p>b) Assessment schedule:</p>	<p>7/b/1 -Mid-term Exam: Week 6 7/b/2 - (Assignment 1): Week 1 , 7/b/3 (Assignment 2): Week 2 , 7/b/4 (Assignment 3): Week4 7/b/5 (Assignment 4) : Week 7 7/b/ 6(Assignment 5) : week 8 7/b/7 -Final Exam: Week 13</p> <table border="1" data-bbox="576 1160 1139 1653"> <tr> <td>Week 1</td> <td>Assignment</td> </tr> <tr> <td>Week 2</td> <td>Assignment</td> </tr> <tr> <td>Week 4</td> <td>Assignment</td> </tr> <tr> <td>Week 6</td> <td>Mid term exam</td> </tr> <tr> <td>Week 7</td> <td>Assignment</td> </tr> <tr> <td>Week 8</td> <td>Assignment</td> </tr> <tr> <td>Week 13</td> <td>Final exam</td> </tr> </table>			Week 1	Assignment	Week 2	Assignment	Week 4	Assignment	Week 6	Mid term exam	Week 7	Assignment	Week 8	Assignment	Week 13	Final exam
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<p>c) Weighting of assessments:</p>	<table border="1" data-bbox="576 1765 1262 2020"> <thead> <tr> <th>Evaluation</th> <th>Schedule</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mid-Term Exam</td> <td>Week 6</td> <td>20%</td> </tr> <tr> <td>Class Work as Assignments and Participation</td> <td>Week 1, Week 2, Week 4 Week 7 Week 8</td> <td>30%</td> </tr> </tbody> </table>			Evaluation	Schedule	Percentage	Mid-Term Exam	Week 6	20%	Class Work as Assignments and Participation	Week 1, Week 2, Week 4 Week 7 Week 8	30%					
Evaluation	Schedule	Percentage															
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	Final Exam	Week 13	50%
	Total	100%	
8- List of references:			
a) Course notes:	Instructor's power point presentations		
b) Essential books (text books)	McPhail, Thomas L. (2010). 'Global Communication: Theories, Stakeholders, and Trends.' Third Edition. Wiley-Blackwell.		
c) Recommended book:	<ul style="list-style-type: none"> - The Handbook of Global Media and Communication Policy - Cross-cultural journalism, Len-Rios, Maria - Media and politics in a globalizing world, ROBERTSON, ALEXA 		
d) Scientific periods, websites, etc.			

Course Coordinator: Prof.Dr. Nermeen Al-Azrak

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



Templates for course specifications

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

Course specifications

1- Course data:		
Code: COMM 441	Title: International Marketing	Level: 4
No of studying units: Theoretical: 3 hours / practical: -		

2- Overall aims of course:	This course aims at making the student recognize the scope of international marketing, distinguish international marketing from domestic marketing, list the challenges that face international marketers while working and apply previous marketing knowledge of and the knowledge acquired from this course to prepare assignments. It also aims at making students able to develop general knowledge skills on the political, economic and social level and at making students able to gain the cognitive and scientific ability that allows it to compete in the media market locally and internationally.
3- Intended learning outcomes of course (ILOs)	
a) Information and concepts	a/1- Summarize global business trends. a/2- List the benefits of international marketing. a/3- Describe why international marketing occurs. a/4- State the reasons of the difference between international research and domestic research. a/5- Describe the global aspects of marketing. a/6- Identify the types of international marketing

	<p>company organizations.</p> <p>a/7- Describe the importance of international research.</p> <p>a/8- Describe parameters and environmental factors.</p> <p>a/9- Describe the process of researching foreign market potentials.</p> <p>a/10- Define secondary data.</p> <p>a/11- Identify secondary data resources.</p> <p>a/12- Identify the mechanisms of selecting marketing strategies.</p>
<p>b) Intellectual skills</p>	<p>b/1- Explain international marketing challenges.</p> <p>b/2- Distinguish the environments facing international marketers.</p> <p>b/3- Distinguish international from domestic marketing.</p> <p>b/4- Discuss theoretical background and marketing research methods towards an understanding of consumer behavior.</p> <p>b/5- Investigate the role and influence of various society actors and relevant stakeholders.</p> <p>b/6- Discuss the steps of marketing campaign planning process.</p> <p>b/7- Investigate case studies; Procter & Gamble and Adidas Olympics Campaign 2012.</p>
<p>c) Professional and practical skills concerned to the course</p>	<p>c/1- Apply previous knowledge of marketing and the knowledge acquired from this course to prepare assignments.</p> <p>c/2- Solve general marketing-related questions concerning general knowledge about marketing and one of them about a specific case study taught in the course. (For example, the marketing mix, sponsorship ...etc.).</p> <p>c/3- Conduct plans, campaigns and designs using different computer applications and programs.</p> <p>c/4- Analyze consumer insights based on market research in a challenging market and media environment.</p> <p>c/5- Analyze various types of promotional materials (ads, press releases,...etc.).</p>
<p>d) General and transferable skills</p>	<p>d/1- Criticize information introduced through lectures.</p> <p>d/2- Develop and enhance teamwork and time</p>

management skills.
 d/3- Develop presentations skills.
 d/4- Develop research and analytical skills.

4- Course contents:

Week	Topics	Studying hours	
		Theoretica l	Practica l
1	Global business trends	3	-
2	Case study: Adidas Olympics campaign 2012.	3	-
3	Global aspects of marketing	3	-
4	International & domestic research	3	-
5	Case study of Procter & Gamble	3	-
6	Midterm Exam	1	-
7	Building knowledge base	3	-

		(conducting research)		
	8	Types of international marketing company organizations, Market selection, ethnocentrism	3	-
	9	The international marketing mix	3	-
	10	Importance of International research, Research objectives, Parameters and environmental factors	3	-
	11	Process of Researching foreign Market potentials, Secondary data and its sources	3	-

	12	Research techniques, The mechanisms of selecting marketing strategies, Scenario building	3	-					
5- teaching and learning methods:	<p>5/1 Lectures 5/2 Discussion 5/3 Dividing the students into working groups using the breakout rooms on the Blackboard platform 5/4 Interaction between the students through participating in class activities</p>								
6- Teaching and learning methods for limited skills students:	<p>6/1- If a student missed a midterm exam, he/she can attend a make-up exam. 6/2- Being available to re-explain topics during the office hours, if needed. 6/3- Dividing students into small work groups. 6/4- Providing the students with the course content on the Facebook group. 6/5 Make the exam in Braille for the blind students if it's difficult for them to be examined on the Blackboard platform</p>								
7- Student assessment methods:									
a) Methods used:	<p>7/a/1- Assignments. 7/a/2- Midterm exam. 7/a/3- Final exam.</p>								
b) Assessment schedule:	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Assessments</th> <th style="text-align: center;">Time</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Midterm exam</td> <td style="text-align: center;">6th week</td> </tr> </tbody> </table>					Assessments	Time	Midterm exam	6th week
Assessments	Time								
Midterm exam	6th week								

	<table border="1"> <tr> <td>Assignments</td> <td>2nd & 5th weeks</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> </tr> </table>	Assignments	2 nd & 5 th weeks	Final exam	13 th week											
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c) Weighting of assessments:	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Time</th> <th>weighting</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>6th week</td> <td>20%</td> </tr> <tr> <td>Assignments</td> <td>2nd & 5th week</td> <td>30%</td> </tr> <tr> <td>Final exam</td> <td>13th week</td> <td>50%</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> </tr> </tbody> </table>	Assessments	Time	weighting	Midterm exam	6 th week	20%	Assignments	2 nd & 5 th week	30%	Final exam	13 th week	50%	Total	100%	
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Assignments	2 nd & 5 th week	30%														
Final exam	13 th week	50%														
Total	100%															
8- List of references:																
a) Course notes:	PowerPoint lectures.															
b) Essential books (text books)	Ghauri, P., & Cateora, P. (2014). <i>International Marketing 4e</i> . New York: McGraw-Hill Higher Education.															
c) Recommended book:	Doole, I., & Lowe, R. (2008). <i>International Marketing Strategy: Analysis, Development and Implementation</i> . London: Cengage Learning.															
d) Scientific periods, websites, etc.	Souchon , A., Hughes, P., Farrell, A., Nemkova, E., & Oliveira, J. (2016). Spontaneity and international marketing performance. <i>International Marketing Review</i> , 33 (5), 671 - 690. doi: http://dx.doi.org.ugrade1.eul.edu.eg:2048/10.1108/IMR-06-2014-0199															

Course Coordinator: Dr. Yasser Tawfik

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

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Templates for course specifications

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

course specifications

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

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

	communication using the guidelines discussed.		
* Intellectual skills	b.1- Analyze interpersonal communication. b.2- State the importance of communication in the daily life. b.3- Detect relationships of interpersonal Communication. b.4- Examine the self-disclosure and how to use it in our life in terms of interpersonal communication. b.5- point out skills and motives of interpersonal Communication		
* Professional and practical skills concerned to the course	c.1- Improve verbal and non-verbal communication. c.2- plan how to efficiently communicate with people c.3- Develop the presentation skills c.4- create ways to apply self-disclosure c.5- plan strategies to avoid barriers of interpersonal communication.		
* General and transferable skills	d.1- Use the internet to collect data about communications. d.2- work within a group to enhance the spirit of team work. d.3- present reports and researches about interpersonal communication, self-disclosure, motives. d.4- discuss and compare what is new in media and relationships.		
* Course contents:	week	subjects	hour
	1	A brief to communication and Definition of communication	3
	2	Models of communication	3
	3	Essential components of communication	3
	4	Communication in context	3
	5	Principles of communication	3
	7	Verbal and non-verbal communication	3
	8	Barriers to interpersonal communication	3
	9	Self-disclosure	3
	10	Interpersonal communication motives	3
	11	Interpersonal communication ethics and relation between it and technology	3
	12	Revision	3
* teaching and learning methods:	5.1- Lectures 5.2- Discussions 5.3- PowerPoint presentations		

	5.4- class work exercises 5.5- projects 5.6- quizzes		
* Teaching and learning methods for limited skills students:	6.1- provide the content on a CD to be easy to change it to Braille method (for blinds) 6.2- dividing them to groups using the breakouts on Blackboard platform 6.3- In case of absence in midterm, provide an incomplete exam for them. 6.4- Make the exam in Braille for the blind students		
* Student assessment methods:			
* Methods used:	7.1- Assignments 7.2- midterm exam 7.3- discussions in the lectures 7.4 class work and projects 7.5- quizzes		
* Assessment schedule:	Assignment 1 (week 2) Assignment 2 (week 3) Assignment 3 (week 4) Assignment 4 (week 8) Assignment 5 (week 9) Project (week 5 and 6) Assignment 7 (week 10) quiz (week 11)		
* Weighting of Assessment	Evaluation	Schedule	Percentage
	Midterm exam (project)	Week 6	20%
	Assignments and C.W and quizzes	Week 2,3,4,8,9,10	30%
	Final exam	Week 13	50%
	Total		100%
* List of references:			
* Course notes:	interpersonal communication notes and PowerPoint slides		
* Essential books (text books)	Pearson new international Edition: interpersonal communication relating to others beebe beebe reamond 7 th edition		
* Recommended book:	The basics of interpersonal communication, Scott McLean, Arizona Western College Interpersonal Skills in Organizations		

* Scientific periods, websites, etc.	Encountering virtual users: A qualitative investigation of interpersonal communication Marie L. Radford Article first published online: 25 APR 2006
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