2024

Communication and Media Studies

CURRICULUM

Communication and Media Studies

2024

Table of Contents

Description of the Study Program 3

Curricular Web 10

Specialisation 11

study program 12

Informatics 12

Introduction to Social Research 15

Communication and Culture 17

Development of Communication Skills 20

Social Communication 24

Major Scenes and Instruments of Communication 26

Presentation Techniques 28

Important Functions and Interpretations of Communication 32

Social History of Media and Communication 35

Media Law 37

Emotions and Communication 39

Official Communication 41

Visual Communication 43

Specific fields of media and communication 45

Media and Communication 48

Social psychology and sociolinguistics 50

Project Communication 52

Rhetoric 54

Thesisi writing 1 Communications Research Methodology 56

Thesis 2- Thesis Writing 62

Internship 63

BUSINESS COMMUNICATION SPECIALIZATION 64

Organizational Communication 64

Organizational psychology and development 66

Communication and Media Studies

2024

The Communication of Change Management	68
Conflict Management and Economic Mediation	70
Business negotiation and presentation	72
Public relations 1.	74
Sustainable development and corporate social responsibility	76
Public relations 2.	78
MEDIA COMMUNICATION SPECIALIZATION	80
Creating animation	80
Digital image creating	81
Motion picture creation and sound recording	82
Television Programme Production	83
Business negotiation and presentation	85
Multimedia	87
Autonomy and responsibility	87
Short Film Making	89
Creative media projects	91

Communication and Media Studies

2024

Description of the Study Program

Communication and Media Science	
The higher educational institution responsible for the study program	University of Dunaújváros (Dunaújvárosi Egyetem)
Identification number of the higher educational institution	FI60345
Address	1/A Táncsics Mihály utca, 2400 Dunaújváros, Hungary
Head of the higher educational institution	Dr habil. István András, Ph.D., Rector
People responsible for the study program	
The institute responsible for the study program	Social Sciences Institute
Director of the institute (name, scientific degree)	Dr. Andrea Keszi-Szeremlei Ph.D., College Professor
Responsible person for the study program (name, scientific degree)	Dr. habil István András College Teacher
Specializations and the person responsible for the specialization (name, scientific degree)	
Media Communication Specialisation	Dr. Péter Ludik, Associate Professor
Business Communication Specialization	Dr. László Balázs Ph.D., Associate Professor
Details of the study program	
Entry requirements	General Certificate of Education/High School Diploma
Level	undergraduate
Qualification	Bachelor of Arts (BA)
Description of the qualification in Hungarian	Kommunikátor
Description of the qualification in English	Expert in Communication

Duration of study	6 semesters
Credit points to be acquired	180
Educational goals of the study program	The aim of the study program is to train such professionals who are acquainted with the various organizations and institutions operating in the diverse field of communication. They are familiar with the scenes of social communication, the structure of its institutions, the main organizations of communication and the media, as well as their operation. Based on their knowledge, skills and attitudes acquired in the program, they are fully competent to perform communication related tasks in the various organizations operating in the field of communication. They are also ready to pursue their studies on master's level.
Prerequisite(s) of selecting a specialization	A minimum of one specialization is to be started in the semester indicated in the curriculum, which is the one most students apply for. The precondition of starting two specializations is to have a minimum of 10 students applying for each.
Prerequisite(s) of starting a specialization and the way of classification	
Work placement/Internship	A minimum of 80 hours long work placement at an organization operating in one of the various fields of communication.
Prerequisitie(s) of issuing the pre-degree certificate (absolutorium)	The pre-degree certificate (absolutorium) certifies the successful completion of the exams and other study requirements as defined in the curriculum, with the exception of those for the thesis and the foreign language examination. It also confirms the attainment of the required number of credit points, with the exception of those earned by the thesis. This certificate confirms, without a qualification or evaluation, that the student has fulfilled all the study and exam requirements defined in the curriculum of the study program.
Thesis	The aim of thesis writing is the application and synthesis of the knowledge attained during the

	study program. By their thesis students prove that they are able to solve complex professional problems, apply the theoretical and practical knowledge and methods acquired in their studies, and are familiar with the professional literature of the field. The general regulations on thesis writing can be found in *TVSZ,* the study and exam regulations of the university.
Prerequisite(s) of the final exam	The prerequisites of the final exam are the attainment of the pre-degree certificate (absolutorium) and the submission of the thesis (approved for review).
The final exam	The aim of the final exam is to check and assess the knowledge, skills and abilities required for the obtaining of a certificate on the study program. Students are also expected to prove their competence in applying the acquired theoretical knowledge in professional practice. The final exam consists of defending the student's thesis and an oral exam on the subjects defined in the curriculum (FES1, FES2)
Subjects of the final exam	**Final Exam Subjects 1 (FES1) (Complex):** TKM-006 Major Scenes and Instruments of Communication TKM-010 Specific fields of Media and Communication TKM-116 Communication and Culture TKM-008 Social Communication TKM-005 Social History of Communication and Media **Final Exam Subjects 2 (FES2) (Specialization):** <u>ZV2/1 – Media Communication:</u> TKM-018 Digital Image Creating TKM-019 Motion picture creation and sound recording TKM-120 Multimedia TKM-123 Television Programme production <u>ZV2/2 – Business Communication:</u> TKM-024 Conflict Management and Economic

	Mediation TKM-028 Business Negotiation and Presentation TKM-153 Public relations I. TKM-025 Organizational Communication
Average of the certificate	The average of the certificate should be calculated in the following way: (FE + D + SA)/3. Where (FE) is the mathematical average of the marks of the final exam subjects (FES1, FES2); (D) is the mark awarded for the thesis by the final exam committee; and (SA) is the cumulative average of the study marks weighted with the credits points obtained by the student.
Qualification of the certificate	excellent 4,51 - 5,00 good 3,51 - 4,50 satisfactory 2,51 - 3,50 pass 2,00 - 2,50
Preconditions of issuing the certificate	The preconditions of issuing the certificate are a successful final exam and the passing of the required foreign language exam. The mother tongue of a foreign student is qualified as advanced language exam according to the Hungarian regulations.
Language Training	English
Mobility window	During the program, students should ideally take advantage of the mobility window in the 4th and 5th semesters. Since mobility depends on both the capacity of the foreign institution and the student's travel options, this window is flexibly integrated into the curriculum by the principles outlined in Section 45 of the Student Requirements System Study and Examination Regulations. A designated member of the International Relations Office will assist in selecting the host institution.

Physical Education	For students participating in full-time training, 2 hours per week are mandatory for a minimum of 4 semesters during the training period.
Study mode	Full time, part-time

Required competencies:

a. knowledge
- acquires the knowledge of main definitions and principles connected to social science, understands the interdependences, which form the basis of society and the academic interpretations of social communication;
- acquires the knowledge of the correlations related to the operation of society, the academic contexts connected to these;
- acquires and understands the operational mechanism of social phenomena and its subsystems examined by the Communication and Media Sciences;
- acquires the knowledge to review the various fields of social communication correctly within the correlations of social communication, as for the normative system and operational practice of institutions like economics, politics, science, art, morality, religion, language, law;
- acquires the knowledge of the most important factors of social, structural, economic and political processes that determine the field of Communication and Media Sciences;
- acquires a self-confident methodological knowledge, understands and reviews the possibilities and perspectives of methodological innovation;

b. abilities
- able to find a way in the deeper interdependences of the field of specialization and the actual social, communicational and media science problems occurred during practice, and the possible methods for solution;
- able to process the latest knowledge of the field of specialization effectively;
- able to handle self-confidently the printed and digital specialized literature resources, the databases of social science and media research and the appliances serve their operating;
- able to make the synthetic collocation of the basic theories and conceptions of social communication, make rational argumentations, in other words able to form and protect opinion during the discussions in different fields of communication;
- on the basis of elementary level theoretical preparedness able to work out the work hypothesis concerning the exploration and examination of the real relations on the fields of social communication and able to work out the most suitable empirical method to examine this and the conception of the procedure;
- able to analyse profound and in details the facts revealed at the levels and stages of communication got to know during the theoretical and practical work and able to explore the interdependences coming from the results;
- able to adjudicate the information of the fields of communication and media research correctly and able to define own suggestions building upon the consequences of these;

- able to use the professional vocabulary, the professional basic definitions of the profession and the elements of the professional lexis built upon them confidently during professional usage;
- able to make decisions in decision processes in correlation with the field of specialization (interpersonal, group, public, organizational, intercultural and mass communicational) at the level of practical application;

c. attitude
- open to the value-based reception of social changes; susceptible to adapting views which combat prejudices;
- accepts the fact that cultural phenomena are historically determined and changing;
- accepts the religious and social historical and contemporary diversity of the Hungarian and European identity;
- has a desire for understanding cultures outside Europe; is open and accepts these cultures;
- accepts and consistently adheres to the versatile approach of social sciences, and authentically represents it in his/ her immediate surroundings and beyond;
- open and sensitive to the most serious social problems; professional and human solidarity with the deprived and vulnerable has a ubiquitous presence throughout his/ her perspective;
- committed to social equality, democratic values in all spheres of life, respect for the rule of law and the European community of values, and is able to formulate his/ her opinion in an appropriate way;
- open to all forms of professional innovation; inclusive but does not accept theoretical, practical or methodological innovations unthinkingly;
- open to critical self-evaluation, to the various forms of continuous training, to the self-development methods of the intellectual worldview, and puts efforts into self-development;
- able to acquire and constantly develop communication skills, and capable of self-reflexion of his/ her abilities in this field;
- supports confidently and with responsibility, in all forms of cooperation, the consistent compliance with and protection of the legal, ethical and professional norms of the society and in his/ her own professional field and workplace;
- consciously represents the methodology that he/ she applies in his/ her profession, and accepts the diverse methodological phenomena of other academic disciplines;
- accepts and practises the attitudes and behaviours related to health protection;

d. autonomy and responsibility
- plays an independent and pro-active role in promoting acceptance of his/ her adopted view of society in the professional circles specialised in communication and media science;
- in his/ her own professional circle, develops a historically and politically coherent individual attitude which helps the development and raises the awareness of his/ her own self and the surrounding people;
- having become part of a professional working community, he/ she is able to perform or control complex tasks in accordance with professional requirements;

- organises his/her work with independence and responsibility as expected in accordance with his/ her position in the organisational structure;
- formulates views as a sovereign person in professional and social forums; responsibly represents his/ her profession, organisation and trade/ professional group;
- independent, constructive and assertive in the forms of cooperation inside and outside the institution;
- takes responsibility for the specialised native or foreign language texts prepared by him/ her and is aware of the possible consequences.

Communication and Media Studies

2024

Curricular Web

Subject code	Subject name	Credit	Requirement	Semester - Classes per week																	Prerequisite
				1			2			3			4			5			6			
				T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	
DUEN-ISF-010	Informatics	5	M	0	0	3																-
DUEN-TKM-112	Introduction to social research	5	M	1	2	0																-
DUEN-TKM-116	Communication and culture	5	M	1	2	0																-
DUEN-TKM-117	Development of Communication Skills	5	M	0	3	0																-
DUEN-TKM-150	Legal Knowledge	5	E	3	0	0																-
DUEN-TKM-155	Social Communication	5	E	2	1	0																-
DUEN-TSK-251	Major Fields and Means of Communication	5	E				1	2	0													-
DUEN-TKM-215	Presentation Techniques	5	M				1	2	0													-
DUEN-TKM-220	Business Communication	5	M				1	2	0													-
DUEN-TKM-250	Important functions of communication and his interpretations	5	E				1	2	0													-
DUEN-TKM-252	Social History of Media and Communication	5	E				2	1	0													-
DUEN-TSK-250	Media Law	5	E				3	0	0													-
DUEN-TKM-113	Emotions and Communication	5	M							1	2	0										-
DUEN-TKM-115	Official Communication	5	M							2	1	0										-
DUEN-TKM-125	Visual communication	5	M							1	2	0										-
DUEN-TKM-151	Specific fields of media and communication	5	E							1	2	0										-
DUEN-TKM-152	Media and Communication	5	E							1	2	0										-
DUEN-TKM-154	Social Psychology and Sociolinguistics	5	E							1	2	0										-
-	Specialization	15	-										-	-	-							-
-	Optional course	5	-										1	2	0							-
DUEN-TKM-216	Project Communication	5	M										1	2	0							-
DUEN-TKM-255	Rhetoric	5	E										2	1	0							-
-	Optional course	5	-													1	2	0				-
-	Specialization	15	-													-	-	-				-
DUEN-TSK-200	Thesis Seminar 1. - Research Methodology for Communications	0	S													3	0	0				-
DUEN-TKM-212	Digital Text	5	M													1	2	0				-
DUEN-TVV-122	Entrepreneurship	5	M													1	2	0				-
-	Specialization	10	-																-	-	-	-
DUEN-TKM-091	Thesis Seminar 2.	10	S																0	2	0	-
DUEN-TKM-093	Internship	10	S																0	0	0	-
	Number of Theoretical/Practice/Lab classes per week			7	8	3	9	9	0	7	11	0	4	5	0	6	6	0	0	2	0	
	Total number of classes per week			**18**			**18**			**18**			**9**			**12**			**2**			
	Total credit points			**180**																		
BUSINESS COMMUNICATION													4	5	0	3	7	0	2	4	0	
													9			10			6			
				18			18			18			**18**			**22**			**8**			
MEDIA COMMUNICATION													3	2	4	4	2	4	2	0	4	
													9			10			6			
				18			18			18			**18**			**22**			**8**			

Communication and Media Studies

2024

Specialisation

BUSINESS COMMUNICATION																						
Subject code	Subject name	Credit	Requirement	Semester - Classes per week																		Prerequisite
				1			2			3			4			5			6			
				T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	
DUEN-TKM-218	Organizational Communication	5	M										2	1	0							-
DUEN-TKM-219	Organizational Psychology and Development	5	M										1	2	0							-
DUEN-TKM-256	Communication of change management	5	E										1	2	0							-
DUEN-TKM-118	Conflict Management and Economic Mediation	5	M													0	3	0				-
DUEN-TKM-124	Business Negotiation and Presentation	5	M													1	2	0				-
DUEN-TKM-153	Public Relations 1.	5	E													2	2	0				-
DUEN-TKM-213	Sustainable Development and Corporate Social Responsibility	5	M																1	2	0	-
DUEN-TKM-217	Public Relations 2.	5	M																1	2	0	DUEN-TKM-153
	Number of Theoretical/Practice/Lab classes per week			0	0	0	0	0	0	0	0	0	0	0	0	3	7	0	2	4	0	
	Total number of classes per week			0			0			0			0			**10**			**6**			
	Total credit points			**40**																		

MEDIA COMMUNICATION																						
Subject code	Subject name	Credit	Requirement	Semester - Classes per week																		Prerequisite
				1			2			3			4			5			6			
				T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	T	P	L	
DUEN-TKM-111	Creating Animations	5	M										1	2	0							-
DUEN-TKM-211	Digital Image Creation	5	M										1	0	2							-
DUEN-TKM-254	Motion picture creation and sound recording	5	E										1	0	2							-
DUEN-TKM-123	Television Programme Production	5	M													1	0	2				-
DUEN-TKM-124	Business Negotiation and Presentation	5	M													1	2	0				-
DUEN-TKM-128	Multimedia	5	M													2	0	2				-
DUEN-TKM-121	Short Film Making	5	M																1	0	2	-
DUEN-TSK-210	Creative media projects	5	M																1	0	2	DUEN-TKM-254
	Number of Theoretical/Practice/Lab classes per week			0	0	0	0	0	0	0	0	0	0	0	0	4	2	4	2	0	4	
	Total number of classes per week			0			0			0			0			**10**			**6**			
	Total credit points			**40**																		

Course descriptions of the Communication and Media Science study program

Informatics

<table>
<tr><td rowspan="2">Subject name</td><td colspan="2">Hungarian</td><td colspan="4">Informatika</td><td>Level</td><td></td></tr>
<tr><td colspan="2">English</td><td colspan="4">Informatics</td><td></td><td>DUEN-ISF-010
DUEL-ISF-010</td></tr>
<tr><td colspan="9"></td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute of Informatics</td></tr>
<tr><td colspan="3">Name of prerequisite subject</td><td colspan="6"></td></tr>
<tr><td rowspan="2">Type</td><td colspan="2" rowspan="2"></td><td colspan="3">Class hours / week</td><td rowspan="2">Requirements</td><td rowspan="2">ECTS</td><td rowspan="2">Language of instruction</td></tr>
<tr><td>Lecture</td><td>Seminar</td><td>Laboratory</td></tr>
<tr><td>Full time course</td><td>150/45</td><td></td><td>0</td><td></td><td>0</td><td></td><td>3</td><td rowspan="2">F</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Long distance course</td><td>150/15</td><td>per Semester</td><td>0</td><td>per Semester</td><td>0</td><td>per Semester</td><td>15</td></tr>
<tr><td colspan="3">Teacher responsible for subject</td><td>Name</td><td colspan="3">Dr. Mariann Váraljai</td><td>Position</td><td>associate professor</td></tr>
<tr><td colspan="3" rowspan="2">Educational goal (competencies to be acquired)</td><td colspan="6">Short description of the subject's goal</td></tr>
<tr><td colspan="6">Education history, development goals
In addition to the necessary basic IT knowledge, students should acquire a higher level of knowledge in the given areas that will enable individuals to develop the knowledge and skills necessary for the efficient, effective and professional use of the most common computer applications in the workplace.
• Be able to confidently manage a graphical operating system.
• Be able to browse the Internet, search for relevant information and conduct electronic correspondence. Learn about scientific search services and the general rules of etiquette for Internet communication (NETiquette)
• Be able to create any complex, multi-page text document with a word processing program, and be able to create professional digital text.
• Be able to create tables, manage data with a spreadsheet program, and be able to implement data visualization.
• Be able to create presentations and apply advanced presentation techniques.
• Be able to use artificial intelligence (AI) responsibly and safely, with particular attention to critical thinking when making decisions involving AI technology.
• Be able to develop an appropriate ethical attitude towards AI and data protection.
• Be able to independently creatively use any innovative IT tools and applications.</td></tr>
<tr><td colspan="3" rowspan="2">Typical transfer ways</td><td>Lecture</td><td colspan="5"></td></tr>
<tr><td>Seminar</td><td colspan="5"></td></tr>
</table>

	Laboratory	In classrooms with the use of projector and computer, students solve individual tasks on the computers, using programs, with teacher assistance. Computer based exercises, individual tasks.
	Other	
Requirements (expressed in educational results)	**Knowledge** Students familiar with the general and specific mathematics, informatics principles, rules, relationships and procedures of the user programs in the field of information technology. They have adequate expertise in the IT field specialist knowledge of specific tools for selecting tools and to carry out its tasks.	
	Ability Students are able to perform partial activities independently during solving more complex system problems. They apply their studied problem solving methods and procedures efficiently in expertly tasks. Throughout the course, participants will learn to handle AI technology with critical thinking and make responsible decisions in source management.	
	Attitude Students are interested in new methods and tools related to IT section. Students consider their own professional competences and activities on reflective way. Open to understand and accommodate professional, technological development and innovation area. They apply technology in an ethical manner and in accordance with moral guidelines.	
	Autonomy and Responsibility Students strive for efficient and quality work. The responsible for the technical operations carried out independently.	
Brief description of the subject content	• Confident use of operating system: managing files and folders. • Goal-oriented use of the Internet, knowledge of NETiquette. Targeted search on the Internet. Use of email programs. • Word processing with MS Word word processor program: Basic text editing operations, creating tables, applying styles, creating a table of contents and other lists, and creating mail merges. • Spreadsheet management with MS Excel spreadsheet program: Creating, uploading and formatting tables, using cell references, formulas, functions, charts as data visualization, applying simple database operations, managing and visualizing data. • Making a presentation with MS PowerPoint or Prezi: basic slide editing and formatting operations, using the slide master, slide templates, applying styles, slideshow settings and presentation techniques. • They make independent, creative use of innovative information technology (e.g. AI) and tools.	
Forms of student activity	• Heard information processing by creating notes, • systematization of information has led by tasks (40%) • Self-processing (individual) tasks (60%)	
Compulsory reading and its availability	1. WORD 2010 All-In-One for Dummies by Doug Lowe with Ryan Williams, Wiley Publishing Inc., 2010, Indianapolis, Indiana (free pdf on Internet) 2. EXCEL 2010 All-In-One for Dummies by Greg Harvey, Wiley Publishing Inc., 2010, Indianapolis, Indiana (free pdf on Internet) 3. ACCESS 2010 All-In-One for Dummies by Margaret Levine Young, Alison Barrows, and Joseph C. Stockman, Wiley Publishing Inc., 2010, Indianapolis, Indiana (free pdf on Internet)	

	4. POWER POINT 2010 All-In-One for Dummies by Doug Lowe, Wiley Publishing Inc., 2010, Indianapolis, Indiana (free pdf on Internet) 5. The Internet for Dummies 12th edition by John R. Levine – Margaret Levine Young, Wiley Publishing Inc, Indiana (free pdf on Internet) 6. OFFICE 2010 All-in-one for Dummies by Peter Weverka, Wiley Publishing, Inc. Indiana (free pdf on Internet)
Recommended reading and its availability	• Electronic literature in Moodle or in Neptun. • Office Tutorial and examples (Internet).
Description of project works / measurement reports	**Compulsory assignment:** Create an own individual presentation using MS Power Point or Prezi program based on the conditions set by the instructors. Deadline: **until Week 10!** (Upload to the Moodle system!) **Not mandatory, but for extra (bonus) points:** The student has the opportunity to solve a Word and Excel tasks on a topic of his or her own choice that match and are consistent with the learning materials of the semester. The extra point will be included in the final grade. It is necessary to discuss the undertaken tasks with the teacher in advance. The tasks are to create a document, table, database that meet real needs with the help of Microsoft Office programs.
Description of midterm tests	At the end of each topic, students write closed papers, typically: • ***Week 5***: Word processing computer-based test • ***Week 11***: Spreadsheet management computer-based test In case of any computer-based tests, the opportunity for replacement and correction is available in the last week of the school period (typically ***in Week 13***) and during the exam period.

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Bevezetés a társadalomtudományi kutatásokba</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Introduction to Social Research</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="6">DUEN-TKM-112</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="3" rowspan="2">Number of Lessons</td><td colspan="4" rowspan="2">Requirements</td><td>Credits (ECTS)</td><td>Language of Education</td></tr>
<tr><td>Theoretical</td><td>Practice</td><td>Lab</td><td></td><td></td></tr>
<tr><td>Full-time</td><td>150/39</td><td>1</td><td>2</td><td>0</td><td colspan="2">M (Midterm mark)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>5</td><td>10</td><td>0</td><td colspan="2"></td><td></td><td></td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. Mariann Váczi</td><td>Position</td><td>College Professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The goal of the subject is to prepare for being able to acquire basic research methods, to discover social penomena and correlations.

The second goal of the subject is to acquire the usage of various social research methods in practice.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">Preparing research plans and carrying out social reseraches, and presenting the results in team work or individually.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="3">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students know the goals of social researches and their functions in the society life.
Students are aware of the ethics of research and researchers' ethical attitude.
Students know the way of defining the research problem.
Students know the difference between the concept of population and sample, and they know different sample techniques.
Students know the suitable sources for finding authentic literature.
Students know the concept of hypothesis.
Students know the different research methods, their opportunities of application, their advantages and disadvantages in research process.
Students know how to analyze research data, they know both quantitative and qualitative methods of analysis.
Students know the rules of the publication of research results.</td></tr>
<tr><td colspan="6">Ability

Students will be able to:
• define a research problem;
• operationalize concepts and define hypothesis;
• select the most suitable sample technique, and to select a representative sample;
• select and apply the most suitable sample research method;
• statistically analyze data;
• do qualitative analysis on textual data</td></tr>
<tr><td colspan="6">Attitude</td></tr>
</table>

	They are committed to learn social phenomena. They are open to cooperate with others. They are open to discover social correlations. They have objective and unbiased attitude towards research subjects and research data.
	Autonomy and responsibility They are responsible for keeping the ethical requirements of social research. They defend subjects paticipating in the research. They publicate research results in a correct way, taking responsibility for experienced and publicated research results and correlations.
Brief description of the subject content	The concept and the types of social researches. Typical features of social research. Scientific conditions of research: validity, reliability, and objectivity. Study the research problem with the help of scientific literature. Planning and timing of the research. Analysis of documents and sources. Formulating the hypothesis of the research. Generalization of theresults. Selecting the sample, different sampling techniques. Empirical research methods. Application of observation, its types and recording techniques. Methods of surveying: questionnaire and interview. Role of experiment, its types, planning and carrying out. Analysis of research results with computer. Basic of SPSS. Different statistical analysis. Analyiss of qualitative data.
Activity forms of students	Do research plan andpilot research. Carry out a small research in tam work or individually: carry out survey research (questionnaire or interview) in real life situations. Presenting research results.
Compulsory reading and its availability	BABBIE, Earl (2007): The Practice of Social Research. Thomson Higher Education. Belmont, USA.
Recommended reading and its availability	Berg, L. Bruce (2004): Qualitative Research Methods for Social Sciences. Pearson Education. USA Crawley, M. J. (2002): Statistical computing : an introduction to data analysis using S-Plus.
Hand-in Assignments/ measurement reports	Students have to do a research plan and carry out a small research, analyze the data, and present the whole process and the results of the research.
Description of midterm tests	Present research plan – 4-5. week of the semester. Present the research and research results – 12-13. week of the semester. Writing test: theoratical questions about social research – 8. week of the semester. Correcting grade: in exam period.

Communication and Media Studies

2024

Subject name	**In Hungarian**	Kommunikáció és kultúra							Szintje	A	
	In English	**Communication and Culture**							Level	A	
Subject code		DUEN-TKM-116									
Responsible educational unit		**Institute for Social Sciences** Department of Organizational Development and Communication Science									
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course		**Name**		Dr. Tamás Kőkuti				**Position**	associate professor		

Educational goals	The objective of the course is the development of the intercultural and transcultural competences of the students, as well as the development of cultural self-reflexive skills. The course focuses on a competence that is indispensable in our globalized world: inter and cross-cultural competences. During the course, students learn to identify the impact of culture on recognition, judgment and action. They learn about the characteristic features of intercultural encounters and communication challenges. They receive guidance for the efficient handling of those challenges. The course develops the following competences: Intercultural and cross cultural competences; self-reflection (individual and cultural levels); flexibility; tolerance	
Typical delivery methods	**Theoretical**	In a classroom with the use of projector or computer in each lecture.
	Practice	In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.
	Lab	
Requirements (expressed in learning outcomes/competencies to be acquired)	**Knowledge** Students know the main conceptual repertoire and approaches of culture research. They are familiar with Hungarian cultural studies within the light of international culture research. They know the communication strategies that enhance the efficiency of intercultural encounters.	
	Ability Students are able to handle the ambiguities and uncertainties that come from cultural differences. They are able to judge and evaluate cultural phenomena of different cultures according to their own standards and values. They are able to identify the impact of culture on organizational operations, and handle them as necessary.	
	Attitude The student aims at cultural self-reflection when they encounter different cultures. They tolerate the ambiguities and uncertainties that come from cultural differences. They are open to understanding behaviors that are initially foreign to them.	
	Autonomy and responsibility	

	Students take an active role in fighting against cultural and social prejudice.
Brief description of the subject content	During the course, students learn the main approaches and terminologies of culture research and cultural studies. Against the backdrop of international cultural studies, they learn about characteristics of Hungarian cultural phenomena. Students will be able to understand and assess Hungarian and international cultural phenomena in the light of their cultural context. They learn about the impact of culture on behavior and communication, and they acquire the communicative strategies that help them face intercultural misunderstandings.
Activity forms of students	Note taking and synthesis of lectures. Participation in cooperative activities and role-play; the analysis of case studies; complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises)
Compulsory reading and its availability	Hofstede, G.H. Culture's Consequences: International Differences in Work -Related Values. Thousand Oaks, CA: Sage, 1980 (revised and expanded i n 2001). House R.J. et al. (eds.), Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks, CA: Sage, 2004. -- Materials on MOODLE
Recommended reading and its availability	Chhokar, J.S. et al (eds.), "Culture and Leadership across the World: The GLOBE Book of In -Depth Studies of 25 Societies." Mahwah, NJ: Lawrence Erlbaum, 2007. Inglehart, R.,Modernization and Post-Modernization: Cultural, Economic, and Political Change in 43 Societies . Princeton, N.J.: Princeton University Press, 1997. Fink, Gerhard and Kölling, Marcus and Neyer, Anne-Katrin (2005) The cultural standard method. EI Working Papers / Europainstitut, 62. Europainstitut, WU Vienna University of Economics and Business, Vienna (aviable: http://epub.wu.ac.at/450/) Müller Bernd-Dietrich (Bayreuth University; Intercultural German Studies. LINGUISTIC AWARENESS OF CULTURES. (aviable: https://www.giz.de/akademie/de/downloads/giz2013-de-aiz-linguistic-awareness-cultures.pdf)
Hand-in Assignments/ measurement reports	Based on any topic of the course, students are required to analyze a topic in an essay, and present it through a presentation. Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12.
Description of midterm tests	Mid-term exam that contains the material of the lectures

	Week 13 seminar

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Kommunikációs készségfejlesztés</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Development of Communication Skills</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-117</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="4">Number of Lessons</td><td colspan="2" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td>0</td><td>3</td><td>0</td><td colspan="2" rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr Katalin Kukorelli</td><td>Position</td><td>College Teacher</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">Acquiring the methods and techniques of developing communication skills and self-recognition in practice. The attainment of contact-making, co-operating, initiative, success-oriented competencies of adequate verbal and non-verbal communicational behavior.
Further goals of the course is – based on knowledge of social psychology – to introduce students to the hidden and revealed patterns of our behavior, it means the psychology of interactions, to make them able as social beings to understand how communicational communities work, to acquire role-adequate verbal and nonverbal behavior.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5"></td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom for 20-30 people with the use of projector or computer, flipchart and/or blackboard in each seminar. Classroom suitable for group work and other social activity forms.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
The students are familiar with basic terminology of social psychology.
They know:
• the psychological impact-mechanism of human beings' behavior,
• the influence of social situation of role-realization,
• the mechanism of evolution of self-esteem, self-presentation and self-image.</td></tr>
<tr><td colspan="6">Ability
The students are able:
• to apply professionally the terminology of their specialisation,
• to identify the social behaviour of others and react on it in an adequate way,
• to realise the roles of social situations properly,
• to understand the steps of communication strategy,
• to understand the related literature</td></tr>
<tr><td colspan="6">Attitude
The students are open to vary communication communities, to active interpretation of social situations.
They are responsive to:
• solution of problems which appear in functioning relationships,
• usage of development possibilities.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
The students take responsibility for their own development.
They cooperate with others, search for possibilities in problem-solving.
They feel themselves responsible for the development of their work environment.</td></tr>
</table>

Brief description of the subject content	The course familiarizes students with hidden and revealed patterns of our behaviour, intimate them with psychology of human interactions (social core motives). Then it moves to an overview of the possibilities/ways of development of personal relationships, to dramaturgy of communication (situations, roles, scripts), to communication communities and strategy. The course presents students the differences between convincing and manipulating and its roles in human and verbal 'games.'
Activity forms of students	Individual and group activity forms: • introducing, • visualization and verbalization of Self-Evaluation, Self-control, • cooperation supporting simulation games, • role games and case studies.
Compulsory reading and its availability	Susan T. Fiske (2014): Social Beings. Core motives in social psychology. Princetone University, Wiley. Debra Fine (2005): The fine art of small talk. London, Piatkus. Materials on MOODLE
Recommended reading and its availability	Dijk, Teun A. van (2006): Discourse and Manipulation. Discourse & Society, 17/3. 359-383.
Hand-in Assignments/ measurement reports	Week : Handing in role analysis Week 9 and 11: Video recording Week 10 and 12: Analyzing recorded practice of weeks 9 and 11 from the aspect of communication
Description of midterm tests	

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">Jogi alapismeretek</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Legal Knowledge</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5"></td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Communication and Media</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="3">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td>Lecture</td><td>Seminar</td><td>Laboratory</td></tr>
<tr><td>Full-time</td><td>3</td><td></td><td></td><td rowspan="2">CA
(Continuous assessment)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>15</td><td></td><td></td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td>Name</td><td colspan="2">Dr. habil. Orsolya Falus</td><td>Position</td><td>assoc. prof.</td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="5">The goal of the course is to introduce the terminology of law and the rule of law in Hungary, in the European Union and from an international perspective, as well. Students will learn the principals of the Fundamental Law and the basics of public administration in Hungary, in the EU and the countries of the international community. They should be able to understand laws and apply the principle rules regulating business life. Students understand corruption as a criminal law concept, and know its forms, the United Nations Convention against Corruption, the EU anti-fraud policy, the OLAF (European Anti-Fraud Office) and its investigative powers. They are familiar with the policies aiming at the prevention of corruption.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td>Lecture</td><td colspan="4">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Seminar</td><td colspan="4"></td></tr>
<tr><td>Laboratory</td><td colspan="4"></td></tr>
<tr><td colspan="2" rowspan="2">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="5">Knowledge
Students know:
the types, terminology and main principles of law,
how to understand and apply rules,
how public administration works,
how legal entities are established and registered,
the content of basic contracts,
the legal norms for the regulation and prevention of corruption crimes, as well as international and European conventions and the institutional system.</td></tr>
<tr><td colspan="5">Ability
Students will be able to:
find, understand and apply law,
see the structure of law,
establish and operate a legal entity,
create basic contracts,</td></tr>
</table>

	• recognize situations that may be suspicious of corruption and consciously apply the relevant laws in force to avoid and prevent them.
	Attitude They should be open-minded, unprejudiced and creative to find the appropriate legal solution for certain cases. They avoid all forms of corruption.
	Autonomy and responsibility They should use legal jargon properly and be able to find and explain the appropriate law alone. They should recognize legal conflicts and exert a review concerning them with correct application of legal terms. They should understand the system of public administration and be aware of the importance of civic responsibility.
Brief description of the subject content	The deffinition of law and the rule of law. The system of legal sources. Human rights. The Fundamental Law of Hungary. The National Assembly and the national referendum. Legal competency - legal capacity and forms of representation. Legal entity. Establishment and termination of firms. Contracts. Introduction to criminal law. International law and EU law. Legal case studies.
Activity forms of students	• Frontal work: 50 % • Individual or group work: 15% • Test: 15% • Communication situation exercises: 20%
Compulsory reading and its availability	• Falus, Orsolya (2021), DIGITAL LEGAL KNOWLEDGE TEXTBOOK FOR INTERNATIONAL STUDENTS. Dunaújváros: DUE Press. ISBN 978-615-6142-12-2 (available: Moodle) • United Nations Convention against Corruption (UNCAC) is the only legally binding universal anti-corruption instrument. It was drafted and negotiated in Vienna, Austria in 2002-2003 and subsequently adopted by the United Nations General Assembly on 31 October 2003. • https://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=XVIII-14&chapter=18#EndDec • UNCAC: https://www.unodc.org/corruption/en/learn/what-is-uncac/prevention.html • https://www.unodc.org/corruption/en/learn/what-is-corruption.html • https://www.unodc.org/corruption/en/uncac/index.html • OLAF: https://anti-fraud.ec.europa.eu/index_en • Prevention: https://corruptionprevention.gov.hu/index
Recommended reading and its availability	• The Universal Declaration of Human Rights (available: https://www.un.org/en/sections/issues-depth/human-rights/) • The European Convention on Human rights (available: https://www.coe.int/en/web/human-rights-convention) • The Fundamental Law of Hungary (available: http://hunmedialaw.org/dokumentum/151/THE_FUNDAMENTAL_LAW_OF_HUNGARY.pdf) • Elizabeth Wolfenden: How to Evaluate an Oral Presentation • (available: https://www.theclassroom.com/evaluate-oral-presentation-2661.html)
Hand-in Assignments/ measurement reports	On 7th week MIDTERM ESSAY (legal cases) On 13th week presentation/case study/ essay.
Description of midterm tests	According to the predetermined items.

Communication and Media Studies

2024

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">Társadalmi kommunikáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Social Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5">DUEN-TKM-155</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="2">Number of Lessons</td><td colspan="3"></td><td rowspan="2">Requirements</td><td>Credits (ECTS)</td><td>Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td colspan="2">Practice</td><td>Lab</td><td></td><td></td></tr>
<tr><td>Full-time</td><td>150/39</td><td>2</td><td>1</td><td>0</td><td rowspan="2">E (Exam)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>10</td><td>5</td><td>0</td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. László Balázs</td><td>Position</td><td>Associate Professor</td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="5">The goal of the course is familiarize students with the concept of communication, to make them able to apply it both in their practical and theoretical works. The course provides an overview of the role of communication in social interaction, and its significance in the process of socialization.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom with the use of projector or computer in each seminar, applying group work, role play and simulation games</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="2" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students as potential social communicators know:
the types, terminology and main principles of social sciences defined by communication
the role of communication in the functioning mechanism of social institutions
understand the systems and subsystems of social phenomenon analyzed by media theories
the social, structural, economic and political processes that define the sphere of communication and media</td></tr>
<tr><td colspan="6">Ability
Students will be able to:
recognize the interconnections underlying between social, communication and media theoretical problems and will be able to offer potential solutions
assertively deal with scientific sources, databases and devices in the field of social communication
is capable of synthetising basic theories and concepts of social communication
is capable of opinion formation in regards of discussions performed on different spheres of communication
is capable of developing working hypothesis concerning the dynamics of social communication</td></tr>
<tr><td colspan="6">Attitude
Open to the dynamics of social communicational changes and receptive to the adaptation of non-judgemental social viewpoints.
Respects that cultural phenomena are historically and socially defined and changing.
Good social communicators are future oriented, trustworthy and analytical.</td></tr>
<tr><td colspan="6">Autonomy and responsibility</td></tr>
</table>

	In professional questions social communicators independently think through theoretical questions and responsibly elaborates on given scientific resources. Students can tackle problems connected to the dynamics of society.
Brief description of the subject content	The course discusses etological problems supplemented by social psychological, linguistic and visual studies.
Activity forms of students	Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15%
Compulsory reading and its availability	Jenkins, Henry, et al (2016) *By Any Media Necessary: The New Youth Activism*. NYU Press. Gladwell, Malcolm (2002). *The Tipping Point: How Little Things can make a big difference*. New York: Little, Brown and Company.
Recommended reading and its availability	Gans, Herbert J. (1999) *Popular Culture and High Culture: An Analysis and Evaluation of Taste*. New York, Basic Books. Habermas, Jürgen (1991). *Structural transformation of the public sphere*. MIT Press. Stokes, Jane (2013). *How to do media and culture studies*. University of East London, Sage Publication Ltd.
Hand-in Assignments/ measurement reports	case study, home paper, presentation
Description of midterm tests	Mid-term test on week 6. Threshold: 51%

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">A kommunikáció fontosabb színterei és eszközei</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Major Scenes and Instruments of Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="5">DUEN-TSK-251</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="4">Number of Lessons:</td><td rowspan="2">Requirements</td><td rowspan="2">Credit (ECTS</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td></td><td>1</td><td>2</td><td>0</td><td rowspan="2">E (Exam)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td></td><td>5</td><td>10</td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="2">Dr. Katalin Kukorelli</td><td>Position</td><td>College Teacher</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="5">The aim of the course is to introduce students to those geographical, social and other fields where communication takes place, occurs.
Within these fields students get to know the situative content of communication, its dynamics and strategies. Therefore students will be able to navigate among communicational theories in order to synthesize and apply those in practice in the major fields of communication (interpersonal, group, organisational, cultural and mass communication).</td></tr>
<tr><td colspan="3" rowspan="3">Typical Delivery Methods</td><td>Theoretical</td><td colspan="4">For every student in the lecture hall, during all lessons with the help of projector or overhead projector.</td></tr>
<tr><td>Practice</td><td colspan="4">For every student in rooms available for 25-45 people; usage of projector or overhead projector.</td></tr>
<tr><td>Lab</td><td colspan="4"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired))</td><td colspan="5">Knowledge
Knows the most important theoretical approaches of social communication, the suggestion structures of social science, the organizational structures built upon it and understands the connections deeper than the public thought.
Reviews the scenes of lifeworld and system communications furthermore scenes among systems. Owns the typical decision making mechanism of different scenes of communication at a practical level.</td></tr>
<tr><td colspan="5">Ability
Owns the ability of using the theory of communication at the scenes of social reality, realises the occurrent problems and participates in problem solving.
Owns the ability of analysing the facts explored at the stages with the help of his/her preparedness. He/she can synthetize and make conclusions and on the basis of these can make suggestion.</td></tr>
<tr><td colspan="5">Attitude
He/she is open to accommodate the theories of communication analysing social questions upon professional basis. He/she is open to arguments along the values of moral basis of social sciences.
He/she accepts and tackles bravely the variegation of thought of social sciences, is committed to democratic values at stages of communication during his/her work.</td></tr>
<tr><td colspan="5">Autonomy and responsibility
He/she develops consciously his/her knowledge, accepts the guiding and controlling coming from the constitutional hierarchy, so he/she can accept critic which he/she utilizes during his/her work sovereignly.
He/she tackles an autonomous, initiative role at his/her own smaller professional field, he/she can represent his/her professional views and his/her constitutional unity at all scenes of communication.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="5">The course familiarizes students with the fields of communication ‘Lifeworld’,</td></tr>
</table>

	systemic, between 'Lifeworld' and system, and between the systems. Within 'Lifeworld' it presents the channels of communication and also interpersonal, group and community communication world. The course presents students with the image of us and others, the versions of meta-communication and also strategic and tactical characteristics. The system deals with organizational communication among its fields of communication, paying special attention to the internal communication of organizations. It analyses communication between the system and 'Lifeworld' through public. It focuses on the fields of communication between the systems, including intercultural communication.
Activity Forms of Student	Listening comprehension by making notes 40% (individual) Task-based organisation of information 20% (group work) Individual work-out and accomplishment of assignments 20% (individual) Realising and solving a problem at a chosen scene/situation within a project work 30%
Compulsory reading and its availability	Em Griffin (2012): A First Look at Communication Theory. New York: McGraw-Hill Teri Kwal Gamble, Michael Gamble (2010): Communication Works. New York: McGraw-Hill
Recommended reading and its availability	Jason S. Wrench, Narissra Punyanunt-Carter (2012): An Introduction to Organizational Communication (Draft) http://2012books.lardbucket.org/books/an-introduction-to-organizational-communication/ [2017.03.04.]
Hand-in Assignments/ measurement reports	At the seminars everybody gives a 10-minutes long presentation. The topics are chosen by the students from the list offered on the 2nd week, which can be broadened by the suggestions made by the students. The presentations will be given by the students on the 4th to 12th week on the seminars scheduling of the chosen topic list. Furthermore, students have to choose (draw out) 'topics' on the 5th week in small groups to their project work, on which they will work during 3 weeks. The groups can be consulted by lecturers upon request. The introduction, disputation and evaluation of project works will be during the 9th to 11th weeks.
Description of midterm tests	

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Prezentációs technikák</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Presentation Techniques</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-215</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="3" rowspan="2">Number of Lessons</td><td colspan="6" rowspan="2">Requirements</td><td>Credits (ECTS)</td><td>Language of Education</td></tr>
<tr><td colspan="2">Theoretical</td><td colspan="2">Practice</td><td colspan="2">Lab</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td>M (Midterm mark)</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. Katalin Kukorelli</td><td>Position</td><td colspan="2">College Teacher</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">Short-time goal
The students learn the basics of computer aided presentation, technical possibilities and their application in practice. Provide a basic understanding of written and unwritten rules of diction.
In addition to theoretical knowledge, using with practical features students are possible to get to know the different presentations preparation.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">Creating presentations own-self by computer</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students as potential presenters know:
• the types, terminology and main principles of presentation,
• the expression of effective presentations,
• how to structure the presentation,
• how to handle interrupts during presentations,
• how to create a presentation.</td></tr>
<tr><td colspan="6">Ability
• The students will be able to manage the presentation tools. The students will also have the ability to create, compile and maintain a presentation by own.</td></tr>
<tr><td colspan="6">Attitude
Open, curious, critical and communicative.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Students are capable of independent opinion express. Students are able to solve simple tasks in an earlier practiced situations.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="6">Structure of presentation, presentation in different ways. Media items in the presentation application.
Technology of making presentations, knowledge of presentation-authoring software.</td></tr>
<tr><td colspan="3">Activity forms of students</td><td colspan="6">Theoretical processing of materials management: 20%
Theoretical material, separate processing: 20%
Solution Task management: 20%
Task alone: 40%</td></tr>
<tr><td colspan="3">Compulsory reading and its availability</td><td colspan="6">*Cliff Atkinson* (2011): Beyond Bullet Points: Using Microsoft® PowerPoint® to Create Presentations that Inform, Motivate, and Inspire (Business Skills). Microsoft Press, Third Edition.
Materials on MOODLE</td></tr>
<tr><td colspan="3">Recommended reading and its availability</td><td colspan="6">*Marion Grussendorf* (2008): English for Presentations. USA: Oxford University Press
Alexei Kapterev (2011): Presentation Secrets. Wiley.</td></tr>
</table>

	Carmine Gallo (2009): The Presentation Secrets of Steve Jobs. McGraw-Hill.
Hand-in Assignments/ measurement reports	Students have to make two presentation
Description of midterm tests	none

Communication and Media Studies

2024

<table>
<tr><td colspan="3">Subject name</td><td>In Hungarian</td><td colspan="4">Üzleti kommunikáció</td><td>Szintje</td><td>A</td></tr>
<tr><td colspan="3"></td><td>In English</td><td colspan="4">Business Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="4">Subject code</td><td colspan="6">DUEN-TKM-220</td></tr>
<tr><td colspan="4">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="4">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="5">Number of Lessons</td><td colspan="2" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td colspan="2">Practice</td><td colspan="2">Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="4">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. habil István András</td><td>Position</td><td>College Teacher</td></tr>
<tr><td colspan="4">Educational goals</td><td colspan="6">The goal of the course is to develop the essential skills required in the field of business. The aim of the course in to famailiarize students with certain communication roles required fulfill managerial roles in an organization, to make students recognize the differences between horizontal and vertical business communication needs.
Certain personal development processes will also be discussed during the course (self knowledge, group work, communication of decisions)</td></tr>
<tr><td colspan="4" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom with the use of projector or computer in each seminar with the application of group work, role play and simulation game.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="4" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students as potential business communicators know:
the types, terminology and main principles of business communication
the steps of effective business communication
how to develop own business skills</td></tr>
<tr><td colspan="6">Ability
Students will be able to:
analyse relevant literature
chose and apply the business communication method appropriate for the professional situation
define practices that will help the development of own business environment</td></tr>
<tr><td colspan="6">Attitude
Good business communicators are patient, well-educated and have empathy, i.e. they can successfully deal with communication issues with the hierarchy of a company
Good, future-oriented bargainers respect their counterpart, are trustworthy. They are open to self development and self criticism.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
In professional questions business communicators can play the role of a decision-maker and are able to solve problems alone. They can decide on the steps of usable method and support autonomy of co-workers.</td></tr>
<tr><td colspan="4">Brief description of the subject content</td><td colspan="6">The course familiarizes students with the types of business and institutional communication with the key concepts and phrases The course presents students the barriers of successful self-advocacy.</td></tr>
<tr><td colspan="4">Activity forms of students</td><td colspan="6">Weekly online tests: 20%</td></tr>
</table>

	Frontal work: 30 % Individual or group work: 35% Test: 15%
Compulsory reading and its availability	• Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press.
Recommended reading and its availability	• Ramsborg, G (2015) *Professional Meeting Management: A Guide to Meetings, Conventions and Events.* PCMA 6th edition • Streibel, B (2002) *The Manager's Guide to Effective Meeting*. Briecase Book Series
Hand-in Assignments/ measurement reports	Home paper, presentations and case study analysis
Description of midterm tests	Defintion of main terms, multiple choice test and essay witing about a given business communication situation.

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">A kommunikáció fontosabb funkciói és interpretációi</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Important Functions and Interpretations of Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5">DUEN-TKM-250</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="3">Number of Lessons</td><td colspan="3" rowspan="2">Requirements</td><td>Credits (ECTS)</td><td>Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td><td></td><td></td></tr>
<tr><td>Full-time</td><td>150/39</td><td>1</td><td>2</td><td>0</td><td rowspan="2">E (Exam)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>5</td><td>10</td><td>0</td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td>Name</td><td colspan="2">Dr. Katalin Kukorelli</td><td>Position</td><td>College Teacher</td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="5">The objective of the course is to familiarize students with the theoretical and practical aspects of communication. Students will learn about the primary and secondary functions of communication, with special relevance to communication in business. A further objective is a review of the corresponding literature, as well as the analysis and presentation of the special functions of communication through group work.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom with the use of projector or computer in each seminar.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="2" rowspan="3">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students know the basic conceptual tool kit of the discipline. They understand the relationship between concepts and processes that form the bases of social scientific interpretation in the area of communication. At a basic level, students learn to analyze the characteristic operations of media technologies and processes in different historical contexts. They are familiar with the most important characteristic features of the social, structural, economic and political contexts in which communication is embedded, and how the secondary and primary functions of communication change depending on that context. Students review and have a critical assessment of the various interpretations, theories and schools of communication.</td></tr>
<tr><td colspan="6">Ability
Students are familiar with the deeper interrelations between the specific areas of their subject of study, as well as the specific social problems and their potential solutions. They are able to research, and gather information independently in their own subject area. They are aware of the historical development of schools of communication, as well as their perspectives. Students are able to take a position with regards to the different interpretations and theories of communication, and are able to assess the difference with regards to the social role of communication in diverse historical eras, including the social impact of communication and media channels. Within their subject area of the interpretations and functions of communication, students are able to form well-informed arguments, identify problem areas, and propose solutions.</td></tr>
<tr><td colspan="6">Attitude
Students possess a critical attitude with regards to the discourses that concern</td></tr>
</table>

	social problems. They are committed to social equality, democratic values, the state of law, and European values. Students are open to the various forms of independent learning, and professional innovation. Students are tolerant and open-minded. They are critical thinkers, and possess a degree of empathy that enables them to see various perspectives.
	Autonomy and responsibility On professional and social forums, students voice their ideas in a sovereign and independent way. Students are responsible with regards to cooperation in social issues, their specific disciplinary area, fulfilling the lawful, ethical and professional requirements of their area. Students are proactive in the promotion of their social attitudes and ideas; they have competent argumentative skills in writing as well as speaking.
Brief description of the subject content	The interpretations and functions of communication. The meeting, the negotiation, and their specific features in business. The job interview as an interpersonal relationship. The role of knowing foreign languages in communication. The communication patterns of female management. Leadership and communication: leading and motivating. Public relations and communication. The critical assessment of the theories and schools of communication.
Activity forms of students	Note taking 40% Reading compulsory literature 40% Document interpretation 10% Test taking 10%
Compulsory reading and its availability	Gamble, Teri Kwal, and Michael Gamble. *Communication works*. McGraw-Hill, 2006. Available at Moodle. Griffin, Emory A., et al. "A First Look at Communication Theory, Em Griffin." *Details: Boston: McGraw-Hill Higher Education, 2009.* (2010): 230-265. Available at the library. Rosenberg, Marshall, and Deepak Chopra. *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships*. PuddleDancer Press, 2015. Available at the library. Bovee, Courtland. Business Communication Today. London: Pearson, 2016. Available at the library.
Recommended reading and its availability	Craig, Robert T. "Communication theory as a field." *Communication theory* 9.2 (1999): 119-161. Available at Googlescholar.com. Salmon, Charles T., Laleah Fernandez, and Lori A. Post. "Mobilizing public will across borders: Roles and functions of communication processes and technologies." *Journal of Borderlands Studies* 25.3-4 (2010): 159-170. Available at Googlescholar.com
Hand-in Assignments/ measurement reports	During the semester, students have to familiarize themselves with the compulsory literature. On the basis of their readings, they are expected to conduct a reader`s diary along specific interpretive criteria. They need to submit this diary on the designated online portal. Students are expected to present their conclusions in the form of a class presentation, which will be scheduled for different classes. The length of the essay is 2000 characters, in PDF format.
Description of midterm tests	In class essay with a duration of 35 mins. The essays are scheduled for Week 5, 9 and 12. For correspondence students, in class essays are scheduled for Week

	3, 4 and 5.

Communication and Media Studies

2024

Subject name		**In Hungarian**		**Kommunikáció és média társadalomtörténete**				Szintje	A	
		In English		**Social History of Media and Communication**				Level	A	
Subject code				**DUEN-TKM-252**						
Responsible educational unit				**Institute for Social Sciences** Department of Organizational Development and Communication Science						
Name of Mandatory Preliminary Study										
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**
		Theoretical		**Practice**		**Lab**				
Full-time	150/39		2		1		0	E (Exam)	5	**English**
Correspondence	150/15		**10**		5		0			
Teacher responsible for the course				**Name**		**Dr. László Balázs**			**Position**	Associate Professor
Educational goals				The objective is to learn about the social history of media and communication. Students learn about the communication systems of society, and the institutions of communication and media throughout history. Through the social history of communication and media, students will be able to properly assess the issues and controversies of social communication. The objective of the course is that students objectively regard and interpret the social traditional systems of communication through a longitudinal perspective.						
Typical delivery methods				**Theoretical**		In a classroom with the use of projector or computer in each lecture.				
				Practice		In a classroom with the use of projector or computer in each seminar.				
				Lab						
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** Students know the basic conceptual tool kit of the discipline. They understand the relationship between concepts and processes that form the bases of social scientific interpretation. Students know and place communicative media in time and space, and understand their social significance. They understand the different schools of the social history of communication, and are able to critically assess them. At a basic level, students learn to analyze the characteristic operations of media technologies and processes in different historical contexts. They are familiar with the most important characteristic features of the social, structural, economic and political historical contexts in which communication is embedded.						
				Ability Students are familiar with the deeper interrelations between the specific areas of their subject of study, as well as the specific social problems and their potential solutions. They are able to research, and gather information independently in their own subject area. They are aware of the historical development of schools of communication, as well as their perspectives. Students are able to take a position with regards to the different interpretations of communication epochs, and are able to assess the difference with regards to the social role of communication in diverse historical eras, including the social impact of communication and media channels. Within their subject area, students are able to form well-informed arguments, identify problem areas, and propose solutions.						
				Attitude Students possess a critical attitude with regards to the discourses that concern social problems. They are committed to social equality, democratic values, the state of law, and European values. Students are open to the various forms of						

	independent learning, and professional innovation. Students are tolerant and open-minded.
	Autonomy and responsibility On professional and social forums, students voice their ideas in a sovereign and independent way. Students are responsible with regards to cooperation in social issues, their specific disciplinary area, fulfilling the lawful, ethical and professional requirements of their area. Students are proactive in the promotion of their social attitudes and ideas.
Brief description of the subject content	The invention of alphabetical and writing systems. The development of the media in the light of technological innovation. The emergence, development and conquest of image representation. The spread of the radio, the emergence of European and American media; characteristics and difference. The emergence and popularity of electronic media. The radio as a device of learning. The history of radio and program making. The emergence and spread of television. The press from a professional and ethical perspective. Group and institutional journalism. The television in Europe and the United States. Public service and the media. The emergence and spread of network communication. The communication channels of the Internet. Digital communication: media convergence, virtual reality.
Activity forms of students	Note taking 40% Reading compulsory literature 40% Document interpretation 10% Test taking 10%
Compulsory reading and its availability	Briggs, Asa, and Peter Burke. *A social history of the media: from Gutenberg to the Internet*. Polity, 2009. Available at GoogleBooks.com. Introduction Chapter Two: Printing and its Contexts Odlyzko, Andrew. "The history of communications and its implications for the Internet." (2000). Available at Googlescholar.com. Ch 12 Mail Ch13 Telegraph Ch 14 Wired Voice Phone Ch 15 Cell Phones Ch 17 Residential Access to the Internet
Recommended reading and its availability	Dunnewijk, Theo, and Staffan Hultén. "A brief history of mobile communication in Europe." *Telematics and Informatics* 24.3 (2007): 164-179. Available at Googlescholar.com.
Hand-in Assignments/ measurement reports	During the semester, students have to familiarize themselves with the compulsory literature. On the basis of their readings, they are expected to conduct a reader`s diary along specific interpretive criteria. They need to submit this diary on the designated online portal. Students are expected to present their conclusions in the form pf a class presentation, which will be scheduled for different classes. The length of the essay is 2000 characters, in PDF format.

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">Médiajog</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Media Law</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5">DUEN-TKS-250</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="3">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150 /39</td><td>3</td><td></td><td>0</td><td>E (Exam)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150 /15</td><td>15</td><td></td><td>0</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td>Name</td><td colspan="2">Dr. habil Orsolya Falus</td><td>Position</td><td>associate professor</td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="5">The regulations in the Fundamental Law of Hungary, the Hungarian Civil Code, the European Law and the international law concerning personal rights and the freedom of expression are introduced. Students will learn the Copyright Law and the civil and criminal sanctions aim to protect entities against violations of press.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="4">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="4">In a classroom with the use of projector or computer in each seminar.</td></tr>
<tr><td>Lab</td><td colspan="4"></td></tr>
<tr><td colspan="2" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="5">Knowledge
- Knowledge of the legal sources governing the field of communication and the media, in particular the Fundamental Law and the Civil Code, the provisions of EU and international law on the rights of the personality and freedom of expression, the Copyright Act in relation to the rights of authors of certain press products and the system of civil and criminal sanctions against infringements caused by press releases.</td></tr>
<tr><td colspan="5">Ability
- Ability to navigate in the system of media law and to understand the interrelationships between the different branches of law.
- Ability to identify and correctly interpret the national and European Union legal standards governing legal issues arising in the exercise of their profession.
- Based on their knowledge of media law, he/she is able to properly assess the problems encountered, to present rational arguments and to formulate and defend their opinion in the event of legal disputes.</td></tr>
<tr><td colspan="5">Attitude
- Their knowledge of human rights makes them open to a dynamic and values-based approach to social change, and receptive to adapting anti-bias approaches.
- He has an interest in learning about regulatory systems outside Europe and an open and accepting attitude towards these legal cultures.
- He is sensitive and open to the most serious social problems, and his approach is permeated by professional and human solidarity with the disadvantaged and the vulnerable.
- He is committed to social equality, democratic values in all aspects of life, the rule of law and the European community of values, and is able to express his views in the appropriate form, using the correct terminology of the relevant media law sources in force.</td></tr>
<tr><td colspan="5">Autonomy and responsibility
- Responsible for upholding the principles of international and European human rights in relation to the press and communication.</td></tr>
</table>

	- Opposes hate speech.
Brief description of the subject content	Freedom of expression and freedom of the press. The constitutional rights of communication limitations. Copyrights. The "hate speech". Advertising and truth. Communication disorders.
Activity forms of students	Frontal work: 30 % Individual or group work: 35% Test: 15% Communication situation exercises: 20%
Compulsory reading and its availability	The Fundamental Law of Hungary (25 April 2011) (http://hunmedialaw.org/dokumentum/151/THE_FUNDAMENTAL_LAW_OF_HUNGARY.pdf) Act CLXXXV of 2010 on Media Services and Mass Media (http://hunmedialaw.org/dokumentum/153/Mttv_110803_EN_final.pdf) Act CIV of 2010 on the Freedom of the Press and the Fundamental Rules of Media Content (http://hunmedialaw.org/dokumentum/152/Smtv_110803_EN_final.pdf) Audiovisual Media Services Directive DIRECTIVE 2010/13/EU (http://hunmedialaw.org/dokumentum/29/AVMS_Directive.pdf) The Media and the Law. Freedom of Expression Institute, 2007 (http://fxi.org.za/PDFs/Publications/MediaandtheLawHandbook.pdf) Materials on MOODLE Falus Orsolya: Digital Media Law Textbook for International Students. Dunaújváros: DUE Press (2021) ISBN: 9786156142139
Recommended reading and its availability	András Koltay: THE MEANING OF FREEDOM OF THE PRESS (http://hunmedialaw.org/dokumentum/166/Freedom_of_the_Press_final.pdf)
Hand-in Assignments/ measurement reports	On 7th week MIDTERM ESSAY, On 13th week presentation.
Description of midterm tests	According to the predetermined items.

Subject name		**In Hungarian**		**Érzelmek és kommunikáció**					Szintje	A	
		In English		**Emotions and Communication**					Level	A	
Subject code				DUEN-TKM-113							
Responsible educational unit				**Institute for Social Sciences** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course				**Name**		Dr. László Balázs			**Position**	Associate Professor	
Educational goals				The objective of the course is the development of the emotional intelligence, self-knowledge, and interaction skills of the students. The objective is to explore the theoretical and practical dimensions and approaches of emotional intelligence. We pay special attention to the comprehensive knowledge of the body-mind theory, and the techniques of emotion management, as well as technical practices. The course develops the following main competences: Self-awareness, self-reflection (body awareness, emotional self-awareness) Emotion management Stress tolerance Impulse control Empathy Accommodation skills Communication skills							
Typical delivery methods				**Theoretical**		In a classroom with the use of projector or computer in each lecture.					
				Parctice		In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.					
				Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** Students know the different approaches of emotional intelligence, and the research completed in the area Students know the workings of the body-mind theory. They know the neuro-physiological dimensions of emotion control. They know the neuro-bilogocal motivations behind relationships. They know the different techniques of emotion control, especially emotion control in relation to body awareness							
				Ability Students will be able to identify, understand and express their emotions. They will be able to control their emotions. They will be able to approach themselves and others empathetically.							
				Attitude Students are open to the use of emotion management. They observe self-reflectively their own behaviours during interactions. They aim for empathetic approaches in their relationships.							

	Autonomy and responsibility Students take responsibility for their own personal growth. They take responsibility for their emotions and their control. They take responsibility for their own empathetic role based on mutual respect for the sake of the communicative situation.
Brief description of the subject content	Students will gain insight into the different interpretations of emotional intelligence; they will understand the different approaches and research of the discipline. Students will get acquainted with the workings of the body-mind, the neurophysiology of emotion management, and the neurobiological motivations behind human relationships, with special regards to body awareness and its emotional management.
Activity forms of students	Note taking and synthesis of lectures. Participation in cooperative activities and role-play; the analysis of case studies; complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises)
Compulsory reading and its availability	Lynn, A.B. (2002) The Emotional Intelligence activity book. American management Association. Neale, S., Spencer, L.Wilson (2009), Emotional Intelligence. Great Britain, Kogan Page Limited. Materials on MOODLE
Recommended reading and its availability	Daniel Goleman, Richard Boyatzis, and Annie McKee (2003) Primal Leadership: Learning to Lead with Emotional Intelligence. Boston: Harvard BusinessSchool Press
Hand-in Assignments/ measurement reports	Based on any topic of the course, students are required to analyse a topic in an essay, and present it through a presentation. Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12.
Description of midterm tests	Mid-term exam that contains the material of the lectures Week 13 seminar

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Hivatali kommunikáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Official Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-115</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="4" rowspan="2">Number of Lessons</td><td colspan="4" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td><td></td><td></td><td></td></tr>
<tr><td>Full-time</td><td>150/39</td><td>2</td><td>1</td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>10</td><td>5</td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. habil István András</td><td>Position</td><td>College Professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The objective of the course is that students acquire all the skills and competences that are necessary for interpersonal communication in a personal and business context, with special attention to correspondence. Throughout the semester students learn the formal, structural and linguistic requirements of correspondence, as well as the conceptual repertoire and formulae of academic writing. Students will learn the strategies of academic writing including the structuring of an essay, stylistic questions, and the proper referencing of cited and paraphrased material
The course draws on research seminars and communication seminars to help students acquire the basic skills of written communication. The objective of the seminar is to help students use the formulae of academic writing for their senior thesis.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture. Note taking.</td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom with the use of flipchart, a projector or computer in each seminar. Pair and group work.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="2">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students know the conceptual apparatus and formal requirements of official and formal correspondence. They know the expectations of academic work and writing, its main steps and processes. They have insight into the narrative aspects used in academic writing and formal, business correspondence. They know the ethical, moral, and stylistic requirements of written communication. Students are aware of the different style guides used in academic writing, their respective rules and differences. They know the reasons for proper citation, and they know how to use the formal systems of referencing in a piece of academic writing.</td></tr>
<tr><td colspan="6">Ability
Students are able to deploy the appropriate stylistic and formal apparatus of written communication according to the context and genre of writing.
Students are able to use the formal and stylistic requirements of formal correspondence. They are able to use the same in academic texts such as their senior thesis. They are able to properly use a system of citations and references on the basis of their established protocol.

Students are familiar with the deeper interrelations between the specific areas of their subject of study, as well as the specific social problems and their potential solutions. They are able to research, and gather information independently in their own subject area. Within their subject area of the specific fields of</td></tr>
</table>

	communication, students are able to form well-informed arguments, identify problem areas, and propose solutions.
	Attitude Students are familiar with the rules and requirements of written communication. They use the sources at their disposal consistently, and refer to them according the specifics of their style guide. Students accept and use the formal and stylistic requirements of written communication. Students possess a critical attitude with regards to the discourses that concern social problems. They are committed to social equality, democratic values, the state of law, and European values. Students are open to the various forms of independent learning, and professional innovation. Students are tolerant and open-minded. They are critical thinkers, and possess a degree of empathy that enables them to see various perspectives.
	Autonomy and responsibility On professional and social forums, students voice their ideas in a sovereign and independent way. Students are responsible with regards to cooperation in social issues, their specific disciplinary area, fulfilling the lawful, ethical and professional requirements of their area. Students are proactive in the promotion of their social attitudes and ideas; they have competent argumentative skills in writing as well as speaking.
Brief description of the subject content	See 13-week schedule.
Activity forms of students	Note taking Reading compulsory literature Document interpretation Test taking Writing exercises
Compulsory reading and its availability	Whitaker, Anne. "Academic Writing Guide." (2009). Available at Googlescholar.com Gamble, Teri Kwal, and Michael Gamble. *Communication works*. McGraw-Hill, 2006. Available at Moodle. Bovee, Courtland. Business Communication Today. London: Pearson, 2016. Available at the library. Gimenez, Julio C. "Business e-mail communication: some emerging tendencies in register." *English for specific purposes* 19.3 (2000): 237-251. Available at Googlescholar.com. David Cotton and Simon Kent, *Market Leader.* Pearson Publishing. Available at Moodle.
Recommended reading and its availability	Spack, Ruth. "Initiating ESL students into the academic discourse community: How far should we go?." *Tesol quarterly* 22.1 (1988): 29-51. Available at Googlescholar.com
Hand-in Assignments/ measurement reports	Homework given at seminars.
Description of midterm tests	Week 6 and 13

Communication and Media Studies

2024

Subject name	**In Hungarian**	**Vizuális kommunikáció**						Szintje	A		
	In English	**Visual Communication**						Level	A		
Subject code		DUEN-TKM-125									
Responsible educational unit		**Institute for Social Sciences** Department of Organizational Development and Communication Science									
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical	**Practice**		**Lab**						
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course		**Name**		Dr. Mariann Váczi				**Position**	College Professor		
Educational goals		Students should acquire foundation knowledge about the methods and skills of visual communication, visual expression, visual language and the creation of objects. For this, it is necessary to gain some insight into semiotics as well. It is important that students have an aesthetic sense of value and a firm value judgement. They should be able to talk and write about their visual experiences elaborately. Their aesthetic sensitivity, sense of judgement, critical sense, and environment-conscious behaviour in matters of object culture should develop. The purpose of the seminars is to provide the students with experiential perception and knowledge of different visual genres, gain experience in purposeful design. They should practice independent creation of image representations. Their visual expression ability, aesthetic and critical sensitivity and their acceptance of and interest in others' visual expressions should develop.										
Typical delivery methods		**Theoretical**	Lecture in a large auditorium with a writing board and projector.								
		Practice	Practical lesson in a classroom with the use of a writing board, projector and computer.								
		Lab									
Requirements (expressed in learning outcomes/competencies to be acquired)		**Knowledge** Students are aware of the most important visual elements of social structural, economic and politic processes which determine the fields of communication and the media. They have confident methodological knowledge; they understand the possibilities and perspectives of methodological innovation.									
		Ability They have an understanding of the most important relationships and the theoretical and practical terminologies of the discipline. They are capable of a diverse and interdisciplinary approach of professional problems. They can see and plan according to the professional requirements. They are able to analyse thoroughly and in detail the phenomena revealed on the levels and scenes of communication identified through their theoretical and practical work, and reveal correlations deducted from the results.									
		Attitude Their professional interest deepens and strengthens. They are able to acquire visual communication skills and perspective, and continuously develop them. They are capable of self-reflexion concerning their capabilities.									
		Autonomy and responsibility They perform specific tasks independently, constructively, using resources.									
Brief description of the subject content		Signs and symbols. Modelling and forming Visual arrangement and the ideas of order. Composition. Appearance and visual experience. Visual perception and recognition contents. Sight, image, imaging, transposition. Image area and image field. The shapes and structures of the image area.									

	The localisation of the optical elements of the image area and its manifestations. The optical roles and the manifestations of the material of the image media. Active visual cognition. The orientations of visual studies. Models. Consciousness and spontaneity in abstraction. Objectivity and personality in perception and in the visual statement. Primary statements, personal statements. Visual cognition. Phenomenon and essentials. Appearances and illusions. Visual routines, clichés and prejudices. Composition. Typography, Publication planning, infographics. The two types of visual communication: Description and expression. The conventional and individual ways of visual communication. Direct statements and personal statements. Conventions of depiction and forms of expression. Advertisement, photo, film. The still image conventions of the visualisation of movement.
Activity forms of students	Taking notes, completing and presenting practical tasks. Analysing and creating visual works.
Compulsory reading and its availability	The history of visual communication http://www.citrinitas.com/history_of_viscom/masters.html Daniel Chandler: Semiotics for Beginners http://visual-memory.co.uk/daniel/Documents/S4B/sem01.html Rob Roy Kelly Courses: Mini-Course in Visual Communication http://www.rit.edu/~w-rkelly/resources/pdf/04_cou/cou_vis.pdf Harry Jemison: Visual communication https://books.google.hu/books?id=8GbIbLz5LlYC&pg=PA68&lpg=PA68&dq=visual+communication+material++for+beginners&source=bl&ots=rFRnQPP7RL&sig=SGOPwuql_ZxkH9QJk4R1LC3NNzU&hl=hu&sa=X&ved=0ahUKEwju_fras63SAhWId5oKHaf6Dt84ChDoAQhEMAU#v=onepage&q=visual%20communication%20material%20%20for%20beginners&f=false S Ganguly: Communication Media, Systems and Strategy http://www.unesco.org/education/aladin/paldin/pdf/course02/unit_13.pdf Jorge Fascara: Communication Design: Principles, Methods, and Practice https://teddykw2.files.wordpress.com/2012/07/communication-design-principles-methods-and-practice.pdf Materials on MOODLE
Recommended reading and its availability	Six Theories of Visual Communication - MTSU School of Journalism http://www.mtsujournalism.org/vcom_materials/design/vcom.6_theories.pdf Handbook of visual communication Theory, Methods and Media https://archive.org/stream/HandbookOfVisualCommunicationTheoryMethodsAndMedia/Handbook-of-Visual-Communication-Theory-Methods-And-Media_djvu.txt
Hand-in Assignments/ measurement reports	Students have to take a final test (listening comprehension, problem-solving task and translation).
Description of midterm tests	All students have to take weekly online tests and a vocabulary test after each topic.

Communication and Media Studies

2024

Subject name	**In Hungarian**	**Kommunikáció és a média sajátos színterei**					Szintje	A	
	In English	**Specific fields of media and communication**					Level	A	
Subject code		**DUEN-TKM-151**							
Responsible educational unit		**Institute for Social Sciences** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study									
Number of Lessons							**Requirements**	**Credits (ECTS)**	**Language of Education**
		Theoretical		**Practice**		**Lab**			
Full-time	150/39		1		2	0	E (Exam)	5	**English**
Correspondence	150/15		**5**		10	5			
Teacher responsible for the course		**Name**		**Dr. Katalin Kukorelli**			**Position**	College Teacher	
Educational goals		The objective of the course is to familiarize students with the various forms and presentation technologies of communication, including their genre specific vocabulary and conceptual apparatus, presentational rhetoric, including the impact of the specific spheres of communication on the semantic horizons and possibilities of communication. The class will address the rites of strategies of reception, mass media, and globalization. Students will learn about the role of media in social processes, identity construction, and socialization. Students will examine the structures of the communication technologies and the pragmatics of reception. Students will learn about the various registers that communication uses in different spheres.							
Typical delivery methods		**Theoretical**		In a classroom with the use of projector or computer in each lecture.					
		Practice		In a classroom with the use of projector or computer in each seminar.					
		Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)		**Knowledge** Students know the basic conceptual tool kit of the discipline. They understand the relationship between concepts and processes that form the bases of social scientific interpretation in the area of communication. At a basic level, students learn to analyze the characteristic operations of media technologies and processes in different historical contexts. They are familiar with the most important characteristic features of the social, structural, economic and political contexts in which communication is embedded, and how fields and registers of communication change depending on that context. Students review and have a critical assessment of the various interpretations, theories and schools of communication with regards to the fields of communication.							
		Ability Students are familiar with the deeper interrelations between the specific areas of their subject of study, as well as the specific social problems and their potential solutions. They are able to research, and gather information independently in their own subject area. They are aware of the historical development of schools of communication, as well as their perspectives. Students are able to take a position with regards to the different interpretations and theories of communication, and are able to assess the difference with regards to the social role of communication in diverse historical eras, including the social impact of communication and media channels. Within their subject area of the specific fields of communication, students are able to form well-informed arguments,							

	identify problem areas, and propose solutions.
	Attitude Students possess a critical attitude with regards to the discourses that concern social problems. They are committed to social equality, democratic values, the state of law, and European values. Students are open to the various forms of independent learning, and professional innovation. Students are tolerant and open-minded. They are critical thinkers, and possess a degree of empathy that enables them to see various perspectives.
	Autonomy and responsibility On professional and social forums, students voice their ideas in a sovereign and independent way. Students are responsible with regards to cooperation in social issues, their specific disciplinary area, fulfilling the lawful, ethical and professional requirements of their area. Students are proactive in the promotion of their social attitudes and ideas; they have competent argumentative skills in writing as well as speaking.
Brief description of the subject content	Media and socialization. The effect of the media on children. The effect of the media on gender role socialization, gender roles, perceptions of masculinity and femininity. The morphologies of given media, and their language of representation. Communication rhetoric and grammar. Fields and contexts of communication, and the rules they impose on communication. Communication technologies and reception strategies. Optical, print, digital and verbal media. Discourse, narratives and networks. Understanding, reception, and their strategies. Mass media and digitalization. The mass media`s effect on our globalized world. The rituals of postmodern media consumption.
Activity forms of students	Note taking 40% Reading compulsory literature 40% Document interpretation 10% Test taking 10%
Compulsory reading and its availability	Wood, Julia T. *Communication mosaics: An introduction to the field of communication*. Cengage Learning, 2013. Available at the library. Pearson, Judy C., and Paul Edward Nelson. *Understanding and sharing: An introduction to speech communication*. William C. Brown, 1990. Available at the library. Ildikó, Polyák. *Cross-cultural communication*. Perfekt, 2004. Available at the library. Wimmer, Roger D., and Joseph R. Dominick. "Mass media research: An introduction Wadsworth." *Belmont, CA* (2000). Available at the library.
Recommended reading and its availability	Wintergerst, Ann C., and Joe McVeigh. "Tips for teaching culture: Practical approaches to intercultural communication." *CATESOL Journal* 25.2013 (2014): 2013. Available at the library.
Hand-in Assignments/ measurement reports	During the semester, students have to familiarize themselves with the compulsory literature. On the basis of their readings, they are expected to conduct a reader`s diary along specific interpretive criteria. They need to submit this diary on the designated online portal. Students are expected to present their conclusions in the form of a class presentation, which will be scheduled for

	different classes. The length of the essay is 2000 characters, in PDF format.
Description of midterm tests	In class essay with a duration of 35 mins. The essays are scheduled for Week 5, 9 and 12. For correspondence students, in class essays are scheduled for Week 3, 4 and 5.

Communication and Media Studies

2024

<table>
<tr><td colspan="3" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Média és kommunikáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Media and Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="7">DUEN-TKM-152</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="7">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="7"></td></tr>
<tr><td colspan="5">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td rowspan="2">E (Exam)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. Mariann Váczi</td><td>Position</td><td>College Professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="7">The goal of the course is to introduce students in the theory of genres used by electronic media and practical application areas. Learn about the functions of media in society and develop a critical attitude about media productions. Learn about fact genres and opinion genres, the several representations of happenings and incidence, and able to plan media content in basic level.
Additional goals are to:
- give detailed explanation of the social communication media subsystem.
- develop critical attitude against media.
- be able to concept and draw up criteria.
- develop media ethical attitude.
- be able to use electronic media for own and company goals.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="6">In a classroom with the use of projector, videoplayer or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="6">In a classroom with the use of projector, videoplayer or computer in each seminar. Occasionally videoconference.</td></tr>
<tr><td>Lab</td><td colspan="6"></td></tr>
<tr><td colspan="3" rowspan="2">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="7">Knowledge
Students know:
• developing media genres and are able to locate the media functions in social communication,
• the mechanism of social phenomena studied by their disciplines, and connecting subsystems,
• the features of media genres, and are able to plan on it,
• the most important case studies and critical aspects.
Students have:
• confident methodological knowledge, they are able to understand and see through innovation on disciplines,
• certain terminological knowledge and special knowledge for discipline.</td></tr>
<tr><td colspan="7">Ability
Students will be able to:
• develop their area of expertise-finding real relationships, hypothesis for investigating the facts and the conceptions of processing process,
• make critical comments about practicability of given media genres,
• recognize the associated values and newsworthiness and cases of parallel case studies,
• plan news programs individually,
• know facts analysis and explore context.</td></tr>
</table>

	Attitude Students are: • open to accommodate dynamic changes in society and values of it, fight against prejudices, • sensitive to social problems, committed to social equality, democratic values, the rule of law and European values in addition to community, • open for critical self-valuation, for professional training and self-improvement, • proactive, practical and receptive to the forms of innovation.
	Autonomy and responsibility **Student are:** • **displayed in the sovereign views: characterized by independent opinions and responsibility,** • assertive and responsive for law, company, ethic and professional standards in every times, • in need of management and control in case of a complex task
Brief description of the subject content	Students are able to create radio and television product in main genres individually and to analize them during a workshop. The curriculum includes the basic knowledge of radio and television productions: public service and commercial in it. Editorial function and specialities of news redactions.
Activity forms of students	Heard note-text processing: 40% Processing of the literature: 40% Processing documentaries: 10% Test: 10%
Compulsory reading and its availability	Glen Creeber (2015): The Television Genre Book. British Film Institute Teresa Keller (2009): Television News: A Handbook for Reporting, Writing, Shooting, Editing and Producing. Holcomb Hathaway Materials on MOODLE
Recommended reading and its availability	C. A. Tuggle (2013): Broadcast News Handbook: Writing, Reporting, and Producing in the Age of Social Media. McGraw-Hill Education
Hand-in Assignments/ measurement reports	Students have to take a final test.
Description of midterm tests	Test: three on semester. Essays on 60 minutes, 6 questions. The method of calculating grades: 0-50% fail 51-60% pass 61-70% satisfactory 71-80% good 81%- excellent

Subject name		**In Hungarian**	**Szociálpszichológiai és szociolingvisztikai ismeretek**						Szintje	A	
		In English	**Social psychology and sociolinguistics**						Level	A	
Subject code			DUEN-TKM-154								
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	E (Exam)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course				**Name**		Dr. László Balázs			**Position**	Associate Professor	
Educational goals			The objective of the course is that students gain insight into the psychological processes and decision-making processes that play a role in relationships and social structures (group, institution). Students should acquire the theories and concepts of social psychology; they should know the workings of the relational structures of language. The goal of the course is that students are able to recognize and use the linguistic characteristics and dimensions of a social situation. Students should become familiar with the psychological dimensions of the workings and regulations of social situations. They should be competent in handling the structures that define the processes of certain contexts and social situations. The objective of the course is to develop the following competences: Interpersonal skills—empathy, social responsibility, relationship management—accommodation—problem solving, flexibility, reality check.									
Typical delivery methods			**Theoretical**	The discussion of the lecture; exercises for the practice of theoretical angles.							
			Practice	In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.							
			Lab								
Requirements (expressed in learning outcomes/competencies to be acquired)			**Knowledge** Students know the basic conceptual repertoire and expertise of social psychology and sociolinguistics. They are aware of the toolkit that facilitates the analysis of social situations. They learn the methodologies of analyzing social situations. They have confident methodological knowledge for the analysis of linguistic and social situations. They know the techniques that help them develop their own competences in the subject.								
			Ability Students are able to analyze the positions of the related literature, and synthetize their relationship. They are able to select and use the right tools and methods for specific situations. They are able to identify the situations that support their development and that of their environment; they are able to coordinate situations, and identify the factors that influence them.								
			Attitude Students are open to the execution of group problem solving. They accept and use the tools and techniques at their disposal. They are open to the acceptance of cultural or national differences. They are open to critical self-assessment and development.								

	Autonomy and responsibility Students are able to carry out their professional work independently. They take responsibility for the processes and their results under their leadership. They support the linguistic autonomy of those in their environment for the sake of carrying out the given task. Their professional work is cooperative.
Brief description of the subject content	See 13-week schedule
Activity forms of students	Note taking and synthesis of lectures. Participation in cooperative activities and role-play; the analysis of case studies; complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises)
Compulsory reading and its availability	Susan T. Fiske Social Beings. Core Motives in Social Psychology. Wile, 2014. Materials on MOODLE
Recommended reading and its availability	
Hand-in Assignments/ measurement reports	The analysis of the movie titled The Wave. The presentation of the factors that influence the construction of social reality—self-analysis. Network analysis—human relationships and language use.
Description of midterm tests	Exam

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Projektkommunikáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Project Communication</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-216</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="5">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. Tamás Kőkuti</td><td>Position</td><td>associate professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The aim of the course is to make students acquainted with the structure and methods of organizational communication via the system-based approach. By accomplishing the course students will become familiar with the basics of project management; will be capable of the successful handling of various projects, as well as the effective communication of project management.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of a projector and a computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In a classroom with the use of a projector and a computer in each seminar. Project work and individual work.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students as future project communicators will know:
•the types, terminology and main principles of project communication,
•the steps of effective communication strategy
•how to create alternatives and find the appropriate communication tactic and strategy for various situations</td></tr>
<tr><td colspan="6">Ability
Students will be able to make a project communication plan, collect as much information about the other party as possible, and to learn at each point of an effective communication process.</td></tr>
<tr><td colspan="6">Attitude
open, receptive, inquiring, flexible, ambitious, proactive</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Students continuously monitor their learning process and develop strategies of their own. They are capable of self-development and can apply the content learnt in the course. They take an active part in the analysis of various project situations and case studies.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="6">The system-based approach of organizations, The communication system of organizations, Project and program management, Project organization, The management of communication, Public Relations, The Communication and main processes of HRM, The effects of synergy in project communication, Case studies.</td></tr>
<tr><td colspan="3">Activity forms of students</td><td colspan="6">Frontal work: 35 %
Individual or group work: 65%</td></tr>
<tr><td colspan="3">Compulsory reading and its availability</td><td colspan="6">Eric Verzuch (2011): The fast forward MBA in project management. John Wiley & Sons, Inc. 544 p. ISBN 978 1 118 07377 3
Materials on MOODLE</td></tr>
<tr><td colspan="3">Recommended reading and its availability</td><td colspan="6">Zhong Ying (2014): Project communication management in complex environments. Singapore Springer Science Business Media 205 p. ISBN: 978 981 4560 63 4
Interreg IVC Project communication guide, 72 p. http://www.interreg4c.eu/uploads/media/pdf/resources_Project_Communication_Gui</td></tr>
</table>

	de.pdf Ralph L. Kliem (2008): Effective Communications for Project Management. Taylor & Francis Group, LLC 214 p. ISBN-13: 978-1-4200-6246-5
Hand-in Assignments/ measurement reports	Students' case study on the topic of project communication.
Description of midterm tests	

Subject name	**In Hungarian**	**Retorika**		Szintje	A
	In English	**Rhetoric**		Level	A
Subject code		DUEN-TKM-255			
Responsible educational unit		**Institute for Social Sciences** Department of Organizational Development and Communication Science			
Name of Mandatory Preliminary Study					

Number of Lessons:			**Requirements**	**Credit (ECTS**	**Language of Education**
	Theoretical	**Practice**	**Lab**			
Full-time	2	1		E (Exam)	5	**English**
Correspondence	10	**5**				

Teacher responsible for the course	**Name**	Dr. Katalin Kukorelli	**Position** College Teacher

Educational goals	**Aims, objectives of developments** Introducing rules and customs historically established by general rhetoric. Helping the interpretation of public speech at social stages. Evolving the effective speaking and behaviour of students and improving it in practice.	
Typical Delivery Methods	**Theoretical**	For every student in the lecture hall, during all lessons with the help of projector or overhead projector.
	Practice	For every student in a lecture hall with the usage of projector during many lessons.
	Lab	
Requirements (expressed in learning outcomes/competencies to be acquired))	**Knowledge** Knows the system of social-public communication, the special terminology of theories dealing with this field, and the system of rules formed by general rhetoric. Knows the theoretical and practical components of successful public speech which occurs at social scenes. Knows the background and operational mechanism of effective public speech. Owns the ability of creating and giving effective speech in practice.	
	Ability Owns the ability of finding a way in the approach of rhetoric, namely he/she can interpret rhetoric as a way of thinking and speaking. Owns the ability of interpreting rhetoric as a way of public communication, as a strategic activity. Owns the ability of adequate analysis and evaluation of public communication. Owns the ability of creating and giving simple, well-structured speech based on his/her preparedness.	
	Attitude He/she can accept the way of rhetoric speech bravely and consistently based on the knowledge of narrative and pragmatic way of human recognition. He/she is open to listen to others' opinion, to its consideration and to the disputation at the same time he/she is ready to represent confidently his/her view. He/she is sensitive to social problems, committed to democratic values.	
	Autonomy and responsibility He/she decides responsible in professional questions and realizes if there is any need to cooperate with others in solving the occurrent problems. He/she tackles initiary role for the sake of validation of social perception represented by him/her. He/she expresses his/her views as a sovereign participant and/or represents his/her	

	own group.
Brief description of the subject content	Within the frame of this subject we review the role of rhetoric in societies from the ancient rhetoric to these days. Students get to know briefly with the perception of the great rhetors of ancient times at each age. Students get to know about the types and parts of rhetoric speech, the tasks of rhetors, rhetoric situation, rhetoric genre and rhetoric education, which will be followed by the review of new rhetoric. We mention the public communication and the definition of publicity in more details; we talk about the campaign, strategic communication, convincing and manipulation Finally, we examine the features of communication campaign, strategy of campaign and the aspects of campaign planning within the practice of communication planning, Last but not least, we turn to the roles of campaign message and verbal and visual rhetoric in campaigns
Activity Forms of Student	Listening comprehension by making notes 30% (individual) Task-based organisation of information 20% (group work) Individual work-out and accomplishment of assignments 20% (individual) Giving a presentation in a chosen topic 30% (individual-group discussion)
Compulsory reading and its availability	Thomas O. Sloane (2000): Encyclopedia of Rhetoric. Eastbourne, CPI Antony Rowe. Materials on MOODLE
Recommended reading and its availability	
Hand-in Assignments/ measurement reports	The full-time students have to give a 10-minutes presentation from the 5th week from a topic offered for them or suggested by them in the 3rd week.
Description of midterm tests	Full-time students: Week 7: Association of rhetors' names with their definitions, explanation of the conception of an ancient rhetor or analysis of a speech on the basis of lessons learned. Week 12: Analysis of a political communicational event

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">Szakdolgozatírás 1.- A kommunikációkutatás módszertana</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Thesisi writing 1 Communications Research Methodology</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5">DUEN-TKS-200</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="3">Number of Lessons</td><td colspan="2" rowspan="2">Requirements</td><td>Credits (ECTS)</td><td>Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td><td></td><td></td></tr>
<tr><td>Full-time</td><td>150/26</td><td>3</td><td>0</td><td>0</td><td>signature</td><td>0</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/10</td><td>15</td><td>0</td><td>0</td><td colspan="3"></td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td colspan="2">Name</td><td colspan="2">Dr. Bartal Orsolya</td><td>Position</td><td></td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="6">Goals and aims of development

The goal of the course is to introduce students into the methodology of communication research. To develop skills in the practice of interviewing (online and paper and pencil), and to analyse interviews and questionnaires (MS Excel and/or SPSS). The skills to plan and conduct focus groups, and the basics of content analysis. Relying on the Introduction to social research course the student should be able to select and apply the most appropriate methods for the research of a particular communication problem, to plan and conduct the research, and evaluate and interpret the data.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td colspan="2">Theoretical</td><td colspan="4">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td colspan="2">Practice</td><td colspan="4">In a classroom with the use of projector or computer in each seminar.</td></tr>
<tr><td colspan="2">Lab</td><td colspan="4"></td></tr>
<tr><td colspan="2" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
The student is familiar with the major concepts of social science, understands the relationships underlying interpretations in social science. Familiar with the methods of communication research, and is able to select the most appropriate one, understands their social psychological basics, as well as criticism. Able to analyse media contents, skilled in communication and media analysis. Familiar with the most important historical aspects of the social, structural, economical and political processes underlying his/her faculty.</td></tr>
<tr><td colspan="6">Ability
The student understands the deeper relationships of his/her field, the relationships between particular social problems and possible communication models for their solution. Able to orient and learn independently on his/her field. Familiar with the methodology and perspectives of communication research. Able to express opinion about the results of communication research, has competence in interpreting various contents, and recognizes the differences of various research methods. Relying on the knowledge obtained on his/her field able to reach realistic judgments and formulate suggestions.</td></tr>
<tr><td colspan="6">Attitude
Takes a critical stand in discussions on social problems, committed to the values of social equality, democracy, law and justice and the common European tradition. Open to self-criticism, towards all kinds of professional innovation.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
In professional and social discussions expresses his/her views as an autonomous person: able to form independent opinion. Consciencious and responsible when it</td></tr>
</table>

	comes to defending the ethical and professional norms. Takes an active approach in realising the social attitudes supported by him/her
Brief description of the subject content	The course introduces students into key elements of the communication research both qualitative and quantitative. Provides opportunity to gain practice in the methods acquired. Covers the criteria a scientific communication necessary for preparing a thesis. During the course students conduct their own research in teams and report their results in presentations.
Activity forms of students	Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15%
Compulsory reading and its availability	Babbie, E. (2001) The Practice of Social Research. Wadsworth/Thomson Learning. Krippendorff, Klaus (1980): Content Analysis: An Introduction to its Methodology. Sage Publications Kvale, Steinar (1996) Inter Views: An Introduction to Qualitative Research. Sage Publications Stewart, D.W. & Shamdasani, P.N. (1990) Focus Groups: Theory and Practice. London: Sage Landau, Sabine & Everitt, Brian S. (2003) A Handbook of Statistical Analysis Using SPSS
Recommended reading and its availability	Memon, Amina & Bull, Ray (eds.) (2000) Handbook of the Psychology of Interviewing. Wiley Gordon, Wendy & Langmaid, Roy (1988) Qualitative Market Research. Gower Publishing Company Limited Fiske, John ((1990) Introduction to Communication Studies. Routledge Breakwell, Glynis, M. (1990) Interviewing. Routledge
Hand-in Assignments/ measurement reports	Student is obliged to conduct a survey research, a focus group interview (including guideline and interpretation of the results), and a content analysis. Results should be reported in the form of a presentation.
Description of midterm tests	-

Communication and Media Studies

2024

<table>
<tr><td colspan="3">Subject name</td><td>In Hungarian</td><td colspan="3">Digitális szöveg</td><td>Szintje</td><td>A</td></tr>
<tr><td colspan="3"></td><td>In English</td><td colspan="3">Digital text</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-212</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="5">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td>1</td><td>2</td><td>0</td><td>M (Midterm mark)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td>5</td><td>10</td><td>0</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td colspan="2">Name</td><td colspan="2">Dr. Katalin Kukorelli</td><td>Position</td><td>College Teacher</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The goal of the course is to teach students basic media literacy skills. by the end of the course they will be able to analyze media product skills, to use scree-based and image-based materials that are essential for the survival in today’s digital society.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td colspan="2">Theoretical</td><td colspan="4">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td colspan="2">Practice</td><td colspan="4">In a classroom with the use of projector or computer in each seminar.</td></tr>
<tr><td colspan="2">Lab</td><td colspan="4"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students will know:
• the conceptual frame work of today’s media education
• to produce and critically analyze media literacy resources
• to engage themselves in interactive digital media activities</td></tr>
<tr><td colspan="6">Ability
Students will be able to:
• construct virtual versions of reality
• conceptualize audiences, institutions and values of digital agenda
• predispose digital text messages</td></tr>
<tr><td colspan="6">Attitude
Good digital text producers are proactive, well-educated, reconstructors of virtual realities.
They are open and willing to discuss all points of digital media literacy with fellow experts. Are open to new technical and academic findings and willing to further develop them.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
In professional questions digital text creators are able to solve problems alone. They can tackle problems as responsible persons, i.e. can decide on media content, can recreate and invite new audiences. Are responsible for the digital content they create and work independently.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="6">The course familiarizes students with concepts of media literacy, with techniques of digital content analysis, with web content creation, with the interpretation of graphic versions of reality.</td></tr>
<tr><td colspan="3">Activity forms of students</td><td colspan="6">Weekly online tests: 20%
Frontal work: 30 %
Individual or group work: 35%
Test: 15%</td></tr>
<tr><td colspan="3">Compulsory reading and its availability</td><td colspan="6">Worsnop, C. (2015) Media literacy through critical thinking. University of</td></tr>
</table>

	Washington Publisher Buckingham, D. (2007) *Digital Media Literacies. In*: Research in Comparative and International Education Vol 2. Nr1.
Recommended reading and its availability	Media Literacy Resource Guide: Intermediate and Senior Divisions by Ministry of Education. Copyright „ 1989 by Queen's Printer for Ontario.
Hand-in Assignments/ measurement reports	Students have to take a final test (problem-solving task and digital media content creation).
Description of midterm tests	Knowledge of necessary vocabulary, creation of digital media content

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Vállalkozástan</td><td colspan="2">Level</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Entrepreneurship</td><td colspan="2">Code</td><td>DUEN-TVV-122</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="7"></td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="7">Institute for Social Sciences
Department of Economics and Management Sciences</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="7">-</td></tr>
<tr><td colspan="3" rowspan="2">Number of Lessons</td><td colspan="7" rowspan="2"></td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td colspan="2">Theoretical</td><td colspan="2">Practice</td><td colspan="2">Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td colspan="2">Name</td><td colspan="3">Dr. Andrea Keszi-Szeremlei</td><td>Position</td><td colspan="2">College Teacher</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="8">The learning material gives board knowledge in entrepreneurial skills such as establishing, operating and transforming firms, handling their assets and financial issues. By the end of the course the students will be able to use their managerial, entrepreneurial and business legal knowledge in practice.</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td colspan="2">Theoretical</td><td colspan="6">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td colspan="2">Practice</td><td colspan="6">Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work</td></tr>
<tr><td colspan="2">Lab</td><td colspan="6">-</td></tr>
<tr><td colspan="3" rowspan="4">Requirements</td><td colspan="8">Knowledge
Students will
know the basic terms of entrepreneurship,
understand the effect mechanisms of operating firms,
know the legal background of companies, their internal and external environments,
know the economic systems, aims and strategies of firms.</td></tr>
<tr><td colspan="8">Ability
Students will be able
to use terms of this field professionally,
to identify and determine the resources of companies,
to understand the steps of company aims and strategies,
to understand and use the relevant literature.</td></tr>
<tr><td colspan="8">Attitude
They are open and willing to discuss all points of the cases, as well as express their opinion, but without disclosing any important information about the circumstances of their own company. They have sensibility to find potentials for development.</td></tr>
<tr><td colspan="8">Autonomy and responsibility
Students feel responsibility for both their development and environment. They cooperate with each other. They have sensibility to find possible resolving opportunities for problems.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="8">The value chain and creation of double value both for buyers and suppliers. The technical and economic connections of value chain. The customer value and logistic buyer satisfaction. The customer value and the internet. The supply chain: system (network) of business relationships. The role of suppliers. Potential suppliers and the internet. Evaluation of suppliers, the criteria of supplier evaluation in internet. Strategic procurement. The methods and importance of demand anticipation in production logistics. Resource planning systems with buyer’s cooperation. Management of customer relationship (CRM). The criteria of CRM systems (soft wares). The importance of services and its logistic problems. International transport. Competitiveness and supply</td></tr>
</table>

	chain management. Integration of supply chain. Measurement of supply chains. Tendencies in supply chain management.
Activity forms of students	Case study analysis, Presentations, Individual work, Frontal class work, Essay writing
Compulsory reading and its availability	William D. Bygrave - Andrew Zacharakis (2014): Entrepreneurship, 3rd Edition, John Wiley & Sons, DUE Library Materials on MOODLE
Recommended reading and its availability	Jerome Katz, Richard Green (2014) Entrepreneurial Small Business. 4th ed. McGraw-Hill International Ed., ISBN: 978-0078029424, DUE Library
Hand-in Assignments/ measurement reports	Processing and analysis of 1 chosen case study (On week 8th)
Description of midterm tests	Midterm tests on weeks 7th and 12th. Supplementary test on week 13th.

Subject name	**In Hungarian**	**Szakdolgozat 2 - Szakdolgozatkészítés**						Szintje	A	
	In English	**Thesis 2- Thesis Writing**						Level	A	
Subject code		DUEN-TKM-091								
Responsible educational unit		**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study		DUEN-TKM-090								
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**
		Theoretical		**Practic**		**Lab**				
Full-time	150/26		0		2		0	signature	10	**English**
Correspondence	150/10		**0**		10		0			
Teacher responsible for the course		**Name**		Dr. Bartal Orsolya				**Position**		
Educational goals		The seminar aims to provide theoretical and practical support for students to prepare their theses.								
Typical delivery methods		**Theoretical**	Group consultations in procetor-equipped classrooms.							
		Practice	Knowledge processing. Literature-processing, presentation.							
		Lab								
Requirements (expressed in learning outcomes/competencies to be acquired)		**Knowledge** **T**hey know the specific research methods, main directions and boundaries of their field.								
		Ability They are able to apply the knowledge appropriate for the given topic and field even in an unusual context.								
		Attitude They are able to appreciate opportunities, measure the risks and consequences of alternatives and capable of compromise solutions.								
		Autonomy and responsibility Work and learning are both characterized by self-reliance and self-control.								
Brief description of the subject content		The form and content of the thesis. Literature processing, research methodologies. 3rd week: students check and finalize their electronic applications for the thesis on http://komint.duf.hu/szakdolgozat website 5the week: presentation of the list of literature used for the thesis to the internal consultatnt (minimum 10 different sources); uploading the main sketch points of the thesis and the literature to the system 8the week: literature placement test (application: http://komint.duf.hu/szakdolgozat) 13rd week: uploading the thesis to the system; uploading the PPT of the defense to the system								
Activity forms of students		Group consultations. Knowledge processing. Literature-processing, presentations.								
Compulsory reading and its availability		Materials on MOODLE								
Recommended reading and its availability		http://komint.duf.hu/szakdolgozat and Komm_szakdolgköv.doc								

Subject name	**In Hungarian**	**Szakmai gyakorlat**	Szintje	A

Communication and Media Studies

2024

	In English		**Internship**					Level	A		
Subject code			DUEN-TKM-093								
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study											
Number of Lessons							**Requirements**	**Credits (ECTS)**	**Language of Education**		
	Theoretical		**Practice**		**Lab**						
Full-time		0		0		0	signature	10	**English**		
Correspondence		**0**		0		0					
Teacher responsible for the course			**Name**		Tamás Szpisák			**Position**			
Educational goals	They should be autonomous and responsible in completing work tasks. They should apply basic concepts and operational principles of social and mass communication (media) acquired during their studies in practice. They should apply nonverbal and verbal communication methods consciously in their customer service activities and they should be able to select and use the appropriate ICT tools for productive work. They should support the activity of senior executives of this sector effectively during their work in mass media institutions due to their professional exercise. With their reconnective abilities and communication skills they should be initiative and cooperating members of the employing organization. With their work carried out during their practice they should facilitate the preparation of their theses effectively: data collection, data analysis, evaluation of work experience, etc.										
Typical delivery methods	**Theoretical**										
	Practice	Individually or in small teams at organizations of appropriate profile, in firms and media newsrooms.									
	Lab										
Requirements (expressed in learning outcomes/competencies to be acquired)	**Knowledge** The proper knowledge of methods and tools of practical application enables a secure long-term and high level exercise of the profession.										
	Ability Capable of solving the tasks of the profession: to plan and carry out the necessary methods and tools for selecting, for unique and complex application.										
	Attitude They are open towards the new results of the given field and innovation. They endeavor to learn, understand and apply them. They seek for the continuous training of their own. They are committed to the quality of professional work. They are capable of self-criticism of their own work. They accept and credibly convey the role of the social values of their profession.										
	Autonomy and responsibility They work individually during monitoring. They feel responsible for the work, results and failures of their owns and of the team as well. Decisions were made in light of the legal and ethical rules of the field. They make decisions in light of the legal and ethical rules of the field.										
Brief description of the subject content											
Activity forms of students											
Compulsory reading and its availability											
Recommended reading and its availability											
Hand-in Assignments/ measurement reports											
Description of midterm tests											

BUSINESS COMMUNICATION SPECIALIZATION

Subject name		**In Hungarian**	**Szervezeti kommunikáció**						Szintje	A	
		In English	**Organizational Communication**						Level	A	
Subject code			DUEN-TKM-218								
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study											
	Number of Lessons							**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		2		1		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**10**		5		0				
Teacher responsible for the course				**Name**		Dr. habil István András			**Position**	College Teacher	

Educational goals	The objective of the course is the detailed introduction of the theoretical approaches and practical dimensions of communication. After the course, students will be able to recognize the characteristic features and processes of organizational communication. They will be able to identify the communication strategies of different companies, as well as the different leadership styles that characterize the organizational culture. Student will be able to deploy their new skills and knowledge in diverse institutional settings, for example in organizational development.	
Typical delivery methods	**Theoretical**	In lecture rooms seating 20-30 people, with the use of a projector. Lecture, note taking.
	Practice	In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.
	Lab	
Requirements (expressed in learning outcomes/competencies to be acquired)	**Knowledge** Students will possess self-confident methodological knowledge. They understand the opportunities and perspectives of methodology and innovation. Learning about organizational processes, internal and external communication, organizational culture, as well as its conceptual repertoire.	
	Ability At the level of practical use, students will be able to make decisions in decision making processes in their own area of expertise (interpersonal, group, public, organizational, intercultural and mass communication). The development of organizational analysis skills. The development of organizational communication skills. Group communication skill development.	
	Attitude Identification with organizational culture; the harmonization of individualist and group norms; cooperation.	
Activity forms of students	Note taking, case study analysis, individual, pair and group work	

Compulsory reading and its availability	Jason S. Wrench, Narissra Punyanunt-Carter and Mark Ward (2012) Organization Communication: Theory, Research and Practice. Flat World Education, Inc. (Later: OCT) Materials on MOODLE
Recommended reading and its availability	REDDING, W. Charles (1985): Stumbling Toward Identity: The Emergence of Organizational Communication as a Field of Study. In: Organizational Communication: Traditional Themes and New Directions. (ed. by McPhee, Robert D. and Tompkins, Philip K.). Thousand Oaks: Sage p. 15-54. MAY, Steve – MUMBY, Dennis K. (2005): Engaging Organizational Communication Theory and Research. Thousand Oaks: Sage. 320 p. ISBN 978 0 761 92849 2
Hand-in Assignments/ measurement reports	Continuous assessment. One hand-in assignment (Organizational communication case study analysis).
Description of midterm tests	Two assignments during the semester. Weeks 6 and 12.

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Szervezetpszichológia és szervezetfejlesztés</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Organizational psychology and development</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-219</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="4">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td>M (Midterm mark)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. László Balázs</td><td>Position</td><td colspan="2">Associate Professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The objective of the course is that students acquire the conceptual and procedural toolkit of organizational psychology and organizational development. Further objectives are that students are able to identify organizational processes, and perceive organizational change. Students should be aware of the underlying mechanisms of organizational operations.

On the basis of social psychological approaches, the objective of the course is that students gain deeper theoretical and practical knowledge in the area of organizational psychology, thus supporting the processes of organizational development. The course develops the following individual competences: Thinking at structural level; critical thinking; cooperative competences</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students understand the conceptual repertoire of organizational psychology and development. They know the underlying psychological mechanisms and impacts of organizational operations. They have acquired the theories of change at organizational levels. They know the phases of organizational changes, and their most important methods.</td></tr>
<tr><td colspan="6">Ability
Students are able to properly use the concepts of the field for the synthesis of processes and the development of conclusions. They are able to identify hidden mechanisms, and the use of their impact. Students are able to approach problems through thinking at the level of the organizational structure.</td></tr>
<tr><td colspan="6">Attitude
Students are open and receptive to changes to the events of organizational culture. They are sensitive to the problems and challenges proper to organizational procedures. They are open to learning and using methods for organizational development.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Students take responsibility for their own decisions. They take responsibility for the development of their workplace environment.</td></tr>
<tr><td colspan="3">Brief description of the subject content</td><td colspan="6">See 13-week schedule</td></tr>
<tr><td colspan="3">Activity forms of students</td><td colspan="6">Note taking and synthesis of lectures.
Participation in cooperative activities and role-play; the analysis of case studies;</td></tr>
</table>

	complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises)
Compulsory reading and its availability	Materials on MOODLE
Recommended reading and its availability	
Hand-in Assignments/ measurement reports	Based on any topic of the course, students are required to analyze a topic in an essay, and present it through a presentation. Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12.
Description of midterm tests	Mid-term exam that contains the material of the lectures Week 13 seminar

Subject name	**In Hungarian**		**Változásmenedzsment kommunikációja**						Szintje	A	
	In English		**The Communication of Change Management**						Level	A	
Subject code			DUEN-TKM-256								
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	E (Exam)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course				**Name**		**Dr. Tamás Kőkuti**			**Position**	**Associate Professor**	
Educational goals				In the course students will get to know the core context of change management communication, the different approaches of organizational development and its aims. They will be able to identify different organizational cultures and recognize the necessity of changes and their directions. Students will become capable of developing and operating organizational communication systems, as well as understanding and handling the concept of change and its process. They will know about and use various change management techniques, as well as communicate organizational changes effectively. Moreover, they will be acquainted with the basics of change management, and will know how to form organizational communication in accordance with the development goals of organizations, e.g. the promotion of culture change. Practices: the development of organizational communication systems.							
Typical delivery methods				**Theoretical**		In a classroom with the use of a projector and a computer in each lecture.					
				Practice		In a classroom with the use of a projector and a computer in each seminar. Project work and individual work.					
				Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** Students as future communicators of change management will know: •the types, terminology and main principles of change management, •the steps of effective organizational developments, •how to create alternatives and find the communication tactic and strategy for various situations							
				Ability Openness to other organizational cultures. Intercultural awareness. Successful cooperation with people. Students will be able to make the communication plan of a change management project, collect as much information about the other party as possible, and to learn at each point of an effective communication process.							
				Attitude open, receptive, inquiring, flexible, ambitious, proactive							
				Autonomy and responsibility Students continuously monitor their learning process and develop strategies of their own. They are capable of self-development and can apply the content learnt in the course. They take an active part in the analysis of various projects of change management situations and case studies.							
Brief description of the subject content				The course familiarizes students with the types of change management, with communication as a process which has several key concepts and phases. Moreover, it presents them the barriers of successful negotiation and develops the skills necessary for the effective communication of change management.							
Activity forms of students				Frontal work: 35 %							

	Individual or group work: 65%
Compulsory reading and its availability	Lewis, Laurie K. (2011): Organizational change: creating change through strategic communication Malden: Wiley-Blackwell, 299 p. ISBN 978-1-4501-9189-0 Materials on MOODLE
Recommended reading and its availability	HIATT, Jeff – CREASEY, Tim (2012): Change Management: the people side of change. 2nd ed. Loveland: Prosci Learning center, 155 p. ISBN 978 1 930 88561 5 http://www.change-management.com/cmp/xQnRz/PilotPro2014/elearning/ChangeManagement-PDF-download-2nd-edition.pdf
Hand-in Assignments/ measurement reports	Students' case study on the topic of the communication of change management.
Description of midterm tests	

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Konfliktuskezelés és gazdasági mediáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Conflict Management and Economic Mediation</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="6">DUEN-TKM-118</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="4">Number of Lessons</td><td colspan="2" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td colspan="2">Theoretical</td><td>Practice</td><td colspan="2">Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td colspan="2">0</td><td>3</td><td colspan="2">0</td><td>M (Midtern mark)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td colspan="2">0</td><td>15</td><td colspan="2">0</td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr. László Balázs</td><td>Position</td><td>Associate Professor</td></tr>
<tr><td colspan="3">Educational goals</td><td colspan="6">The objective of the course is to prepare students for the constructive management of conflict both from a theoretical as well as a practical perspective. The objective is for student to gain in-depth insight into the theoretical and practical knowledge of violence-free communication, the methodology of cooperative negotiation and conflict management, as well as the practice of mediation.

The course will develop the following competences:
Conflict management competences
Self-knowledge
Empathy
Assertiveness
Problem solving</td></tr>
<tr><td colspan="3" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5">In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students understand the problem areas of conflicts and conflict management.
They know the characteristic features and possible solutions of intrapersonal conflicts.
They know the dynamics of group and organizational conflicts, as well as its phases of escalation.
They know the main directions, models and methodologies of conflict management</td></tr>
<tr><td colspan="6">Ability
Students have the skills to analyze and assess a conflict situation from multiple perspectives.
They are able to identify their and their interlocutor`s interests and motivations.
They are able to deploy the methods of conflict management in practice.</td></tr>
<tr><td colspan="6">Attitude
Students are open to the critical reflection of their own conflict behaviors.
They are open to the constructive solution of conflicts.
They strive to understand the motivations and interests of the person with whom they are conflicted.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Students take responsibility for their behaviors in conflict situations.
They find it important to further develop their conflict management skills.
They try to find constructive solutions for their conflicts.</td></tr>
</table>

Brief description of the subject content	During the course, students learn about the problem areas of conflicts and conflict management. They gain insight into types of conflict, intrapersonal conflict, group and organizational conflicts. Students learn about the main models, methods and approaches of conflict management. Students gain insight into the theory and practice of violence-free conflict, as well as the possibilities of the use of negotiation conflict management and economic mediation.
Activity forms of students	Note taking and synthesis of lectures. Participation in cooperative activities and role-play; the analysis of case studies; complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises)
Compulsory reading and its availability	Fisher, R, Ury, W. (1983) Getting to Yes: Negotiating Agreement Without Giving in Rosenberg, M.B., Gandhi A. (2003) Nonviolent Communication: A Language of Life. Puddledancer Press Materials on MOODLE
Recommended reading and its availability	Killmann Test – (aviable: https://www.psychometrics.com/assessments/thomas-kilmann-conflict-mode)
Hand-in Assignments/ measurement reports	Based on any topic of the course, students are required to analyse a topic in an essay, and present it through a presentation. Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12.
Description of midterm tests	Mid-term exam that contains the material of the lectures Week 13 seminar

Subject name	**In Hungarian**	**Üzleti tárgyalás és prezentáció**							Szintje	A	
	In English	**Business negotiation and presentation**							Level	A	
Subject code	DUEN-TKM-124										
Responsible educational unit	**Institute for Social Sciences** Department of Organizational Development and Communication Science										
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course	**Name**	Dr. Tamás Kőkuti							**Position**	Associate Teacher	
Educational goals	The goal of the course is to develop the essential skills required of employees at the workplace and to expand students' negotiating, negotiator and presentation skills. Within these fields students will get to know the main differences and similarities between different types of presentations, therefore, students will be able to navigate among types and situations of business negotiation in order to synthesize and apply them in practice. Certain presentation and negotiation outputs will be clarified during the course. by the end of the semester students will be familiar with the necessary social, psychological and cultural competencies required for successful business presentation.										
Typical delivery methods	**Theoretical**	In a classroom with the use of projector or computer in each lecture.									
	Practice	In a classroom with the use of projector or computer in each seminar with the application of group work, role play and simulation activities.									
	Lab										
Requirements (expressed in learning outcomes/competencies to be acquired)	**Knowledge** Students as potential business negotiators and communicators know: • the types, terminology and main principles of negotiation and business presentation • the steps of making effective business presentation • how to structure business presentation • how to recognize problem solving techniques in company environment										
	Ability Students will be able to: • make a business negotiation plan and collect as much information as possible about the other side, • make decisions necessary for successfully performing a business presentation and carrying out a negotiation process • to recognize, define and effectively communicate the terminology of the discipline										
	Attitude Good business presenters are patient, well-educated and have empathy. Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive. They are open and willing to discuss all points of the negotiation process, and to structure well a business presentation as well as express their opinion. They are open to the novelty of the professional sphere.										
	Autonomy and responsibility Is capable of own opinion formation on professional and social forums. Responsibly represents his/her professional group and company unit.										

Brief description of the subject content	The course familiarizes students with the types of negotiation, with the structure of business communication. The course presents students the barriers of successful bargaining and deals with the effects of a good business presentation.
Activity forms of students	Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15%
Compulsory reading and its availability	• Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press. • Shell, G.R. (2006) *Bargaining for Advantage: Negotiation Strategies for Reasonable People*. Penguin Books, 2nd Edition • Materials on MOODLE
Recommended reading and its availability	• Roy J. Lewicki, Bruce Barry, and David M. Saunders (2007): Essentials of Negotiation. Boston: McGraw-Hill. • Fisher, R and Daniel Shapiro (2005) *Beyond Reason: Using Emotions as you Negotiate.* Viking Publisher • Thomas, J. (2005) *Negotiate to Win: The 21 Rules for Successful Negotiating*. Collins Publisher
Hand-in Assignments/ measurement reports	In class activity, home paper, presentation
Description of midterm tests	Necessary vocabulary material, steps of a presentation, wider understanding of the course topic.

Communication and Media Studies

2024

Subject name		**In Hungarian**	**Public relations 1.**					Szintje	A	
		In English	**Public relations 1.**					Level	A	
Subject code			DUEN-TKM-153							
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study										
Number of Lessons							**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**				
Full-time	150/52		2		2		0	E (Exam)	5	**English**
Correspondence	150/20		**10**		10		0			
Teacher responsible for the course			**Name**		Dr.Tamás Kőkuti			**Position**	Associate Professor	
Educational goals			The goal of the course is to highlight the importance of communication between the company and the public. The course emphasizes that modern PR is more than internal and external target group oriented communication, and practitioners are also needed to be familiar with certain culture-specific behaviors, situations and knowledge, and the effective management of communication. Students will learn the tools and practical application of reputation management.							
Typical delivery methods			**Theoretical**	Flipchart, blackboard and other multimedia equipment in auditorium						
			Practice	Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work.						
			Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)			**Knowledge** By the end of the semester, students as potential PR practitioners know the main social, structural, economical and political factors influencing modern communication and media relations.							
			Ability Students will be able to: • Use and apply the basic terms and vocabulary of the profession with confidence • Synthetize and organize their knowledge and apply it in the appropriate situations							
			Attitude Students should be: • Open to classroom case studies, and to the active interpretation of discussed situations. • Sensitive and critical towards theoretical and practical innovation • Susceptible to development opportunities for exploitation.							
			Autonomy and responsibility Responsible for his/her own development. Cooperate with the instructor and fellow students, seeks to solve the discussed problems. Feel responsible for the development of his/her working environment							
Brief description of the subject content			The course is designed to emphasize the synergy and interaction between business process management and public relations, and to provide knowledge on the basic concepts of public relations management . The course supports students to gain practical and theoretical knowledge on business and organizational processes and activities.							
Activity forms of students			Case study analysis, Presentations, Individual work, Frontal class work, Essay							

	writing
Compulsory reading and its availability	Tech, R. – Yeomans, L.: Exploring public relations, 3rd edition, London, Pearson, 2014 Materials on MOODLE
Recommended reading and its availability	Various authors: A Practical Guide to Modern PR tools and workflow, available at: https://prstack.co/pdf/prstack2_tackling_pr_workflow_ebook.pdf Miller, K.: Organizational communication: Approaches and processes, Boston, Cengage Learning, 2015
Hand-in Assignments/ measurement reports	Processing and analysis of PR case studies
Description of midterm tests	No midterm tests

Subject name		**In Hungarian**		**Fenntartható fejlődés és társadalmi felelősségvállalás**					Szintje	A	
		In English		**Sustainable development and corporate social responsibility**					Level	A	
Subject code				**DUEN-TKM-213**							
Responsible educational unit				**Institute for Social Sciences** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course				**Name**		**Dr. habil István András**			**Position**	College Teacher	
Educational goals				The objective of the course is that the students become familiar with the historical development and current concepts and debates about sustainable development, corporate social responsibility, and their communication. Students will have insight into the macro- and micro-level processes of CSR at an individual as well as corporate level. Students will know the conceptual difference between PR and CSR, and the communicative specificities of CSR. The objective of the course is to impart comprehensive knowledge about the processes of the social environment of businesses and economic activities, and the specifics of CSR communication. The foci of the course consist in individual and group responsibility, and their systemic approach. The course aims to improve competences in the subject area.							
Typical delivery methods				**Theoretical**	In a classroom with the use of projector or computer in each lecture. Lectures and note taking.						
				Practice	In a classroom with the use of projector or computer in each seminar. Pair and group work.						
				Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** Students learn about the conceptual and methodological tool kit of sustainable development studies. They are aware of the definitions, operations and main fields of CSR. They see the differences and interrelations of PR and CSR. They are aware of the communication processes that are proper to sustainable development and corporate social responsibility.							
				Ability Students are able to identify and argue for processes that serve sustainable development and CSR from a communication point of view. They are able to organize communication processes that assist processes and developments in the subject area. They are able to define the main differences, and identify potential interfaces between CSR and PR. Students are able to articulate scientifically informed arguments, and participate in CSR and sustainable development related debates and dialogues.							
				Attitude Students take responsibility for their actions and their consequences for the group, the community and the organization. They accept and identify with group responsibility. Students possess a critical attitude with regards to the discourses that concern sustainable development and CSR. They are committed to social equality, democratic values, the state of law, and European values.							

	Students are open to the various forms of independent learning, and professional innovation. Students are tolerant and open-minded. They are critical thinkers, and possess a degree of empathy that enables them to see various perspectives in debates and dialogues about CSR.
	Autonomy and responsibility On professional and social forums, students voice their ideas in a sovereign and independent way. Students are responsible with regards to cooperation in social issues, their specific disciplinary area, fulfilling the lawful, ethical and professional requirements of their area. Students are proactive in the promotion of their social attitudes and ideas; they have competent argumentative skills in writing as well as speaking.
Brief description of the subject content	See 13-week detailed schedule.
Activity forms of students	Note taking 40% Reading compulsory literature 40% Document interpretation 10% Test taking 10%
Compulsory reading and its availability	Hopwood, Bill, Mary Mellor, and Geoff O'Brien. "Sustainable development: mapping different approaches." *Sustainable development* 13.1 (2005): 38-52. Available at Googlescholar.com Carroll, Archie B. "The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders." *Business horizons* 34.4 (1991): 39-48. Available at Googlescholar.com. Garriga, Elisabet, and Domènec Melé. "Corporate social responsibility theories: Mapping the territory." *Journal of business ethics* 53.1 (2004): 51-71. Available at Googlescholar.com.
Recommended reading and its availability	Jenkins, Rhys. "Globalization, corporate social responsibility and poverty." *International affairs* 81.3 (2005): 525-540. Available at Googlescholar.com. Matten, Dirk, and Jeremy Moon. ""Implicit" and "explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility." *Academy of management Review* 33.2 (2008): 404-424. Available at Googlescholar.com.
Hand-in Assignments/ measurement reports	A written analysis of a theme chosen by the student from the issues discussed in class. The preparation of an essay and class presentation. Essay: 20,000 characters, 1,5 spacing, 12 pt, TNR. Deadline: Week 10 Presentation: 10-12 slide, 20-25 minutes. Weeks 11-12
Description of midterm tests	An essay discussing any of the themes from class discussions. Week 12.

<table>
<tr><td colspan="3" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Public relations 2.</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Public relations 2.</td><td>Level</td><td>A</td></tr>
<tr><td colspan="3">Subject code</td><td colspan="7">DUEN-TKM-217</td></tr>
<tr><td colspan="3">Responsible educational unit</td><td colspan="7">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="3">Name of Mandatory Preliminary Study</td><td colspan="7">PUBLIC RELATIONS I. DUEN-TKM-153</td></tr>
<tr><td colspan="4">Number of Lessons</td><td colspan="3" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>2</td><td></td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="4">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr Tamás Kőkuti</td><td>Position</td><td>Associate Professor</td></tr>
<tr><td colspan="4">Educational goals</td><td colspan="6">During the course, students learn about the basic mechanisms of advertising and the techniques of influencing and manipulating customers. Students become familiar with advertising management, types of advertisements, advertising ethics and the importance of well designed and built corporate identity. The course gives an overview of the characteristics of the communication for economic purposes, the economical role of advertising and on how to implement successful advertising strategies, activities and campaigns.</td></tr>
<tr><td colspan="4" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">Flipchart, blackboard and other multimedia equipment in auditorium</td></tr>
<tr><td>Practice</td><td colspan="5">Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work.</td></tr>
<tr><td>Lab</td><td colspan="5"></td></tr>
<tr><td colspan="4" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
By the end of the semester, students as potential PR practitioners know the main social, structural, economical and political factors influencing modern communication and media relations.</td></tr>
<tr><td colspan="6">Ability
Students will be able to:
Use and apply the basic terms and vocabulary of the profession with confidence
Synthetize and organize their knowledge and apply it in the appropriate situations</td></tr>
<tr><td colspan="6">Attitude
Students should be:
Open to classroom case studies, and to the active interpretation of discussed situations.
Sensitive and critical towards theoretical and practical innovation
Susceptible to development opportunities for exploitation.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Responsible for his/her own development.
Cooperate with the instructor and fellow students, seeks to solve the discussed problems.
Feel responsible for the development of his/her working environment</td></tr>
<tr><td colspan="4">Brief description of the subject content</td><td colspan="6">Advertising theories, forms of advertising. Advertising tools and models. The role of advertising in mass culture. The role of advertising to various social groups. Symbols and signs in advertising. Development and execution of advertising strategies. Creative, interactive design.</td></tr>
<tr><td colspan="4">Activity forms of students</td><td colspan="6">Case study analysis, Presentations, Individual work, Frontal class work, Essay writing</td></tr>
<tr><td colspan="4">Compulsory reading and its availability</td><td colspan="6">Kotler, P. – Keller, K.L.: Marketing management, 14th edition, London,</td></tr>
</table>

	Pearson, 2012 Tech, R. – Yeomans, L.: Exploring public relations, 3rd edition, London, Pearson, 2014 Materials on MOODLE
Recommended reading and its availability	Kotler, P.- Wong, V.- Saunders, J. – Armstrong, G.: Principles of marketing, 4th European Edition, Pearson, 2005 Palmer, A: Introduction to marketing: theory and practice, Oxford University Press, 2004
Hand-in Assignments/ measurement reports	Continuous assessment / Hand-in assignment: Designing corporate identity or advertisements
Description of midterm tests	Week 6, Week 12

MEDIA COMMUNICATION SPECIALIZATION

Subject name		**In Hungarian**	**Animáció készítés**						Szintje	A	
		In English	**Creating animation**						Level	A	
Subject code			**DUEN-TKM-111**								
Responsible educational unit			**Institute for Social Sciences** Department of Organizational Development and Communication Science								
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		2		0	M (Midterm mark)	5	**English**	
Correspondence	150/15		**5**		10		0				
Teacher responsible for the course				**Name**		Dr. Péter Ludik		**Position**	Associate Professor		
Educational goals				The course aims to train specialists who know the computer graphics and basics of animation-creating. The students acquire the possibilities of animation applications primarily web based interfaces.							
Typical delivery methods				**Theoretical**		In a classroom with the use of projector or computer in each lecture.					
				Practice		Independent problem solving in the computer lab					
				Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** • The students learn about: the definition and characteristics of animation, the design, the implementation and toolsof creating web-based animations.							
				Ability - The student will be able to define, plan and critically evaluate an animation. Use the animation, as the most visible element of communication of information.							
				Attitude Open, curious, critical, creative and full of ideas.							
				Autonomy and responsibility Independent opinion is able to plan the animation, strikes a balance between vision and the functionality.							
Brief description of the subject content				Creating Flash based and HTML5 based animations							
Activity forms of students				Creating animations whit together: 40% Individual work: 60%							
Compulsory reading and its availability				[1] ADOBE® FLASH® PROFESSIONAL Help and tutorials PDF in: http://help.adobe.com/archive/en/flash/cs6/flash_reference.pdf [2]Materials on MOODLE HTML5 Tutorial in: http://www.w3schools.com/html/html5_canvas.asp							
Recommended reading and its availability											
Hand-in Assignments/ measurement reports				Flash animation (6. week), HTML5 animation (12 week)							
Description of midterm tests											

Communication and Media Studies

2024

<table>
<tr><td colspan="3" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Digitális képalkotás</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Digital image creating</td><td>Level</td><td>A</td></tr>
<tr><td colspan="4">Subject code</td><td colspan="6">DUEN-TKM-211</td></tr>
<tr><td colspan="4">Responsible educational unit</td><td colspan="6">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="4">Name of Mandatory Preliminary Study</td><td colspan="6"></td></tr>
<tr><td colspan="5">Number of Lessons</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td colspan="2">Practice</td><td>Lab</td></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td></td><td>0</td><td></td><td>2</td><td>M (Midterm mark)</td><td>5</td><td>English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td></td><td>0</td><td></td><td>10</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Teacher responsible for the course</td><td>Name</td><td colspan="3">István Szakács</td><td>Position</td><td></td></tr>
<tr><td colspan="4">Educational goals</td><td colspan="6">Short-time goal
The student will be able to use this input devices and edit a photo. The student must be able to model in a three-dimensional graphic applications themselves.</td></tr>
<tr><td colspan="4" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="5"></td></tr>
<tr><td>Lab</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td colspan="4" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
• The students learn: graphic concept, characteristics, graphics on web pages to fit the design and implementation of process and tools.</td></tr>
<tr><td colspan="6">Ability
• The student will be able to define, plan and critically evaluate a graphic. Use the picture, what does the disclosure of information component.</td></tr>
<tr><td colspan="6">Attitude
Open, curious, critical, creative and full of ideas.</td></tr>
<tr><td colspan="6">Autonomy and responsibility
Creating an independent opinion is able to balance between visuals and functionality.</td></tr>
<tr><td colspan="4">Brief description of the subject content</td><td colspan="6">Students will learn concepts related to the image field, foundations and elements of the interaction of light and color composition during the course. The students will learn all of these skills using Adobe Photoshop application in practice.</td></tr>
<tr><td colspan="4">Activity forms of students</td><td colspan="6">Hear text processing 30%
Job-led system 20%
Independent processing tasks 25%
Lecture 25%</td></tr>
<tr><td colspan="4">Compulsory reading and its availability</td><td colspan="6">[1] Michael Freeman: The Photographer's Eye: Composition and Design for Better Digital Photos, Focal Press, 2007
[2] Adobe Creative Team: Adobe Photoshop CS6 Classroom in a Book : Adobe Press, 2012
Materials on MOODLE</td></tr>
<tr><td colspan="4">Recommended reading and its availability</td><td colspan="6">None</td></tr>
<tr><td colspan="4">Hand-in Assignments/ measurement reports</td><td colspan="6">Students with 6 hours of work will be evaluated in the fifth week of study.
The students have to prepare the final study to be administered a week job. The task of any subject, but we must strive to learn the widest possible application.</td></tr>
<tr><td colspan="4">Description of midterm tests</td><td colspan="6">During the semester, two written examination are: 7 and 12 weeks of theoretical classroom test the theoretical knowledge from.</td></tr>
</table>

Subject name		**In Hungarian**		**Mozgóképalkotás és hangfelvétel**					Szintje	A	
		In English		**Motion picture creation and sound recording**					Level	A	
Subject code				**DUEN-TKM-254**							
Responsible educational unit				**Institute for Social Sciences** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study											
Number of Lessons								**Requirements**	**Credits (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Full-time	150/39		1		0		2	E (Exam)	5	**English**	
Correspondence	150/15		**5**		0		10				
Teacher responsible for the course				**Name**		Dr. Péter Ludik			**Position**	Associate Professor	
Educational goals				The course aims to familiarize the students with a sound, physical characteristics of the analog and digital audio technology, the basics of using a modern audio devices, Describes the theoretical basis of the motion imaging. On a practical level it lays the foundation for the science of scriptwriting, and knowledge management in the camera. Using the Adobe Premiere professional video editing application.							
Typical delivery methods				**Theoretical**	In a classroom with the use of projector or computer in each lecture.						
				Practice							
				Lab	Independent problem solving in the computer lab						
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** • The student knows and understands the definition of the terms of the motion picture and digital sound, sound editing and video editing building blocks and their relation to each other.							
				Abilit • The student will be able to determine the source material (text, audio, still image, graphics) to produce and edit the audio and video material. The ability of systems thinking.							
				Attitude Open, curious, critical, creative and full of ideas.							
				Autonomy and responsibility Independent opinion is able to plan the animation, strikes a balance between vision and the functionality.							
Brief description of the subject content				The physical and physiological characteristics and properties of sound. The analogue and digital systems, Voice Recording Systems. The camera types, characteristics and use. Generic skills of film. Lighting. Scenario-making. The video editing theory and practice							
Activity forms of students				Heard processing task 40% self-processing tasks30% Test solution 30%							
Compulsory reading and its availability				[1] Materials on MOODLE							
Recommended reading and its availability											
Hand-in Assignments/ measurement reports				Creating a 3-5 minute short film and. 10-12-page documentation (of which the storyboard has to be before the filming) Preparation the edited audio stream whit their own audio (speech) and music							
Description of midterm tests				The Sound (6.week) The film editing(12 week)							

<table>
<tr><td rowspan="2">Subject name</td><td>Hungarian</td><td colspan="4">Televíziós műsorok készítése</td><td>Level</td><td>A</td></tr>
<tr><td>English</td><td colspan="4">Television Programme Production</td><td>Code</td><td>DUEN-TKM-123
DUEL-TKM-123</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="6">Institute of Social Sciences, Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of prerequisite subject</td><td colspan="6"></td></tr>
<tr><td colspan="4">Class hours per week</td><td colspan="2" rowspan="2">Requirements</td><td rowspan="2">ECTS</td><td rowspan="2">Language of instruction</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td>Lab</td></tr>
<tr><td>Full time course</td><td>150/39</td><td>1</td><td>0</td><td>2</td><td colspan="2" rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Part time course</td><td>150/15</td><td>per semester 5</td><td>per semester 0</td><td>per semester 10</td></tr>
<tr><td colspan="3">Teacher responsible for subject</td><td colspan="2"></td><td colspan="2">Tamás Szpisák</td><td>position</td><td></td></tr>
<tr><td colspan="3">Educational goal (competencies to be acquired)</td><td colspan="6">Short description of the subject goal

The goal of the course is to deepen students in the process of television program making. The students have enough prerequisite knowledge about the theory and the practice of motion picture and audio recording to build upon these they are able to acquire the methods of television making process. They gain practice in the procedure of different kinds of television genres and in the compilation of broadcasting.

After completing the practice the students must be able to manage the tasks individually at outdoor scene shootings, in a TV studio and broadcasting positions as well.

Students have the basic knowledge from prerequisite subjects. The aim of the course is to develop the students' audiovisual theoretical and practical knowledge.</td></tr>
<tr><td colspan="3" rowspan="3">Typical transfer ways</td><td>Theoretical</td><td colspan="5">In a photo studio with computer and projector</td></tr>
<tr><td>Practice</td><td colspan="5">Usage of outdoor scenes</td></tr>
<tr><td>Lab</td><td colspan="5">Practices in photo studio, outdoor case studies. Picture designing in computer based laboratory.</td></tr>
<tr><td colspan="3" rowspan="4">Requirements (expressed in educational results)</td><td colspan="6">Knowledge

The student knows the TV studio and its equipment, knows how to operate them safely, records audio and motion pictures. The student is able to plan a broadcast, a recording and is able to carry it out with fellow students. The student has the skills to understand and follow the director's instructions.</td></tr>
<tr><td colspan="6">Ability

The student is able to define the details and services of software programs needed to prepare and design resources (text, audio, motion and still picture, graphics). He/she digitalizes and drafts audio and video materials. The student is able to interpret and prepare program mirror, steps of broadcast.</td></tr>
<tr><td colspan="6">Attitude

Open-minded, inquiring, critical thinking, creative, ingenious. Self-critical towards one's duties. Aims at continuous self education.</td></tr>
<tr><td colspan="6">Autonomy and Responsibility

The student is able to form own opinion and do individual professional work. He/she plans the procedure of different kinds of multimedia elements. He/she is able to carry out his/her own concepts at an insistent, professional level. The student is able to do post-production works in the TV studio. He/she feels responsibility for his/her own professional team.</td></tr>
</table>

Brief description of the subject content	The construction, equipment of a TV studio, roles and duties in the TV studios and safety regulations. Audio and motion picture recording. Multi-camera setup. Broadcasting, directing. Types of TV programs, genres. Production process. Synopsis, program mirror, steps of broadcasting. News editing. News program. The television reporter. A single member crew. Stand up. The interview and report.
Forms of student activity	Taking notes after listening 40% Classification of information 30% Individual work 10% Test paper 20%
Compulsory reading and its availability	A televíziós műsorkészítés alapismeretei (Jegyzet) - Szerkesztette: Babiczky László, Szegedi Tudományegyetem Budapest Média Intézet, 2002. Horvát János: Televíziós ismeretek, Média Hungária Kiadó, 2000. Havasi János – Az egyszemélyes stáb, Bevezetés a videóújságírásba, Dialóg Campus Kiadó, Bp.-Pécs 2009.
Recommended reading and its availability	Horváth János: A televíziós újságírás alapjai. Sajtókönyvtár sorozat, 1994. Kézikönyv Film & TV alkotóknak. Összeállította: Vagyóczky Tibor, Bp. 2009. Jákó Péter: Digitális hangtechnika, 2005. Kossuth Kiadó Tom Ang: Digitális videózás kezdőknek és haladóknak, 2007. Park könyvkiadó Chris Middleton: Kreatív digitális zene és hang, Scolar Kiadó, 2006. Andreas Holzinger: A multimédia alapjai, Kiskapu Kiadó, 2004.
Description of project works / measurement reports	The students - in small groups (TV maker crews) - must prepare 3 hand-ins (each must be 4-5 minutes length) until the 12th week of the semester and they must give it to the teacher on USB stick porter. Each production is evaluated for max. 20 points, so the 3 productions are evaluated for max. 60 points. The videos/productions are compulsory elements of completing the semester and getting the grade at the end of the semester. If a student does not take part in at least 3 production processes, he/she cannot complete them in the exam period. This way he/she cannot fulfill the course requirements.
Description of midterm tests	During the semester the students are writing one test paper on the week 13 that is evaluated for 40 points. The self-productions (videos) and the test paper are all together evaluated for 100 points. The student who has not written the test paper is able to complete it or re-set it for better grade in the exam period only in case of having handed-in the 3 videos during the semester. In case any of the hand-ins are missing the student is not able to complete it in the exam period in this case the student fails the course.

<table>
<tr><td rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="3">Üzleti tárgyalás és prezentáció</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="3">Business negotiation and presentation</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="5">DUEN-TKM-124</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="5">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="5"></td></tr>
<tr><td colspan="2" rowspan="2">Number of Lessons</td><td rowspan="2">Theoretical</td><td colspan="2" rowspan="2">Practice</td><td rowspan="2">Lab</td><td rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr></tr>
<tr><td>Full-time</td><td>150/39</td><td></td><td>1</td><td>2</td><td></td><td>0</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/15</td><td></td><td>5</td><td>10</td><td></td><td>0</td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td colspan="2">Name</td><td colspan="2">Dr. Katalin Kukorelli</td><td>Position</td><td colspan="3"></td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="6">The goal of the course is to develop the essential skills required of employees at the workplace and to expand students’ negotiating, negotiator and presentation skills.
Within these fields students will get to know the main differences and similarities between different types of presentations, therefore, students will be able to navigate among types and situations of business negotiation in order to synthesize and apply them in practice.
Certain presentation and negotiation outputs will be clarified during the course. by the end of the semester students will be familiar with the necessary social, psychological and cultural competencies required for successful business presentation.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td colspan="2">Theoretical</td><td colspan="5">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td colspan="2">Practice</td><td colspan="5">In a classroom with the use of projector or computer in each seminar with the application of group work, role play and simulation activities.</td></tr>
<tr><td colspan="2">Lab</td><td colspan="5"></td></tr>
<tr><td colspan="2" rowspan="3">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="6">Knowledge
Students as potential business negotiators and communicators know:
the types, terminology and main principles of negotiation and business presentation
the steps of making effective business presentation
how to structure business presentation
how to recognize problem solving techniques in company environment</td></tr>
<tr><td colspan="6">Ability
Students will be able to:
make a business negotiation plan and collect as much information as possible about the other side,
make decisions necessary for successfully performing a business presentation and carrying out a negotiation process
to recognize, define and effectively communicate the terminology of the discipline</td></tr>
<tr><td colspan="6">Attitude
Good business presenters are patient, well-educated and have empathy.
Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive.
They are open and willing to discuss all points of the negotiation process, and to</td></tr>
</table>

	structure well a business presentation as well as express their opinion. They are open to the novelty of the professional sphere.
	Autonomy and responsibility Is capable of own opinion formation on professional and social forums. Responsibly represents his/her professional group and company unit.
Brief description of the subject content	The course familiarizes students with the types of negotiation, with the structure of business communication. The course presents students the barriers of successful bargaining and deals with the effects of a good business presentation.
Activity forms of students	Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15%
Compulsory reading and its availability	• Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press. • Shell, G.R. (2006) *Bargaining for Advantage: Negotiation Strategies for Reasonable People*. Penguin Books, 2nd Edition • Materials on MOODLE
Recommended reading and its availability	• Roy J. Lewicki, Bruce Barry, and David M. Saunders (2007): Essentials of Negotiation. Boston: McGraw-Hill. • Fisher, R and Daniel Shapiro (2005) *Beyond Reason: Using Emotions as you Negotiate.* Viking Publisher • Thomas, J. (2005) *Negotiate to Win: The 21 Rules for Successful Negotiating*. Collins Publisher
Hand-in Assignments/ measurement reports	In class activity, home paper, presentation
Description of midterm tests	Necessary vocabulary material, steps of a presentation, wider understanding of the course topic.

Communication and Media Studies

2024

<table>
<tr><td colspan="2" rowspan="2">Subject name</td><td>In Hungarian</td><td colspan="4">Multimédia</td><td>Szintje</td><td>A</td></tr>
<tr><td>In English</td><td colspan="4">Multimedia</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">Subject code</td><td colspan="7">TKM-128</td></tr>
<tr><td colspan="2">Responsible educational unit</td><td colspan="7">Institute for Social Sciences
Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="2">Name of Mandatory Preliminary Study</td><td colspan="7"></td></tr>
<tr><td colspan="3">Number of Lessons</td><td colspan="4" rowspan="2">Requirements</td><td rowspan="2">Credits (ECTS)</td><td rowspan="2">Language of Education</td></tr>
<tr><td></td><td>Theoretical</td><td>Practice</td><td colspan="2">Lab</td></tr>
<tr><td>Full-time</td><td>150/52</td><td>2</td><td>0</td><td>2</td><td rowspan="2">M (Midterm mark)</td><td rowspan="2">5</td><td rowspan="2">English</td></tr>
<tr><td>Correspondence</td><td>150/20</td><td>10</td><td>0</td><td>10</td></tr>
<tr><td colspan="2">Teacher responsible for the course</td><td>Name</td><td colspan="3">Dr.Péter Ludik</td><td>Position</td><td colspan="2">Associate Professor</td></tr>
<tr><td colspan="2">Educational goals</td><td colspan="7">The definition of multimedia, learning about typical properties of multimedia.
Understanding the basic properties and application possibilities of mediums.
Self-design and construction of multimedia-elements.</td></tr>
<tr><td colspan="2" rowspan="3">Typical delivery methods</td><td>Theoretical</td><td colspan="6">In a classroom with the use of projector or computer in each lecture.</td></tr>
<tr><td>Practice</td><td colspan="6"></td></tr>
<tr><td>Lab</td><td colspan="6">Independent problem solving in the computer lab</td></tr>
<tr><td colspan="2" rowspan="4">Requirements (expressed in learning outcomes/competencies to be acquired)</td><td colspan="7">Knowledge
Students as potential negotiators know:
• definition multimedia characteristic properties;
• multimedia building blocks and their relation to each other: text, images, graphics, illustration, audio, movie, animation, virtual reality elements;
• production of multimedia tools.</td></tr>
<tr><td colspan="7">Ability
Students will be able to:
- determine the source material of software tools (text, audio, video, graphics)
- produce and edit the necessary parameters and services.
- digitizing images, creating and editing vector and raster image.
- audio and video material digitized and edited.
- create animation.</td></tr>
<tr><td colspan="7">Attitude

Open, curious, critical, creative and full of ideas.</td></tr>
<tr><td colspan="7">Autonomy and responsibility
Independent opinion is able
You can design an appropriate proportion of the multimedia elements.</td></tr>
<tr><td colspan="2">Brief description of the subject content</td><td colspan="7">The definition multimedia, characteristic properties. Building blocks of the multimedia and their relationship to one another: text, images, graphics, illustration, audio, animation, film, virtual reality elements.
The tools of preparation of multimedia.</td></tr>
<tr><td colspan="2">Activity forms of students</td><td colspan="7">Weekly online tests: 20%
Individual work: 60%
Test: 20%</td></tr>
<tr><td colspan="2">Compulsory reading and its availability</td><td colspan="7">[1]Tay Vaughan: Multimedia: Making It Work; McGrawHill 2011
[2]Materials on MOODLE</td></tr>
<tr><td colspan="2">Recommended reading and its availability</td><td colspan="7">Multimedia Systems ; Authors: Steinmetz, Ralf, Nahrstedt, Klara 2004 eBook</td></tr>
<tr><td colspan="2">Hand-in Assignments/ measurement</td><td colspan="7">Students have to take a final test and prepare the tasks in the Moodle</td></tr>
</table>

reports	
Description of midterm tests	All students have to take weekly online tests and a vocabulary test after each topic.

Subject name		**In English**		**Short Film Making**					**Level**	A	
		In Hungarian		**Rövidfilm készítés**					**Code**	DUEN-TKM-121 DUEL-TKM-121	
Responsible Educational Unit				**Institute for Social Sciences,** Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study				**Editing Motion Picture and Sound Record**							
Number of Lessons per a Week								**Requirements**	**Credit (ECTS)**	**Language of Education**	
		Theoretical		**Practice**		**Lab**					
Ful-time	150/39		1		0		2	M (Midterm mark)	5	**Hungarian**	
Correspondence	150/15	**Semester**	5	**Semeter**	0	**Semester**	10				
Teacher responsible for the course				**Tamás Szpisák**					**Position**		
Educational goals				**Aims** The aim of the course is to study and depen students' knowledge in Short Film Making. Based on their previous studies the students could gain basic knowledge in the field of the theory and practice of cinematography and sound recording and based upon these they are able to acquire the prfessional tricks of film making. They can gain practice in making and realizing different kinds of film genres. After fulfilling the practice the student must be able to do tasks individually and independently both at inside (for instance among artificial scenery in a studio) and outside shooting spots. The aim of the course is to develop students' theoretical and practical audiovisual knowledge.						
Typical delivery methods				**Theoretical**							
				Practice	TV studio, classroom supplied with blackboard and projector, PC environment, sound and video editing, graphical sofwares						
				Lab	Lecture carried out with blackboard aided with computer and projector.						
Requirements (expressed in learning outcomes/competencies to be acquired)				**Knowledge** The student is able to maintain confidentely the tools of shooting and record sound and motion pictures. The student is able to plan a short film production from story telling and visual aspects as well and is able to produce it with his/her peers. The student has the knowledge of understanding the director's instructions. He/she can carry out post-production tasks individually in the editing room.						
				Ability The student must be able to determine the parameters and services of softwares needed for producing and editing the sources (texts, sound, motions and still pictures, graphics) He/she digitalizes and edits sound and video. The student is able to understand and make synopsis, screenplay, dispository book and stroyboard.							
				Attitude The student is open-minded, interested, critical, creative, full of with ideas.							

	He/She endeavors to train himself/herself continuously.
	Autonomy and responsibilty The student is able to create own opinion and make individual professional work. He/she plans the phases and processes of different kinds of multimedia elements. He/she is able to realize his/her concepts in an appropriate professional level and fastidious way. He/she feels responsiblity for the work of his/hers and for the tasks of the group lead by him/her.
Activity forms of students	Understanding speech and taking notes from it: 40%, Organizing infromations lead with tasks: 30%, Processing tasks individually: 10%, Completing test: 20%, Group work
Compulsory reading and its availability	Szabó Gábor: Filmes könyv. Hogyan kommunikál a film?, Ab Ovo, Bp. 2002. Kézikönyv Film & TV alkotóknak. Összeállította: Vagyóczky Tibor, Bp. 2009. Kovács András Bálint: Mozgóképelemzés, Palatinus, 2009.
Recommended reading and its availability	A televíziós műsorkészítés alapismeretei (Jegyzet) - Szerkesztette: Babiczky László, Szegedi Tudományegyetem Budapest Média Intézet, 2002. Jákó Péter: Digitális hangtechnika, 2005. Kossuth Kiadó Tom Ang: Digitális videózás kezdőknek és haladóknak, 2007. Park könyvkiadó Chris Middleton: Kreatív digitális zene és hang, Scolar Kiadó, 2006. Andreas Holzinger: A multimédia alapjai, Kiskapu Kiadó, 2004.
Hand-in Assignments/ measurement reports	It is compulsory for the students in teams (couple of students in one team) – creating a shooting crew – to make 2 short films (min. 4-5 minutes each) and store it to a data storage with the 2 documentations about them and give it to the teacher until week 12. If it is possible, they need to create one of the short films mostly with inside scenes while the other should include outside scenes. For each short film students can get 30 points, all together they can get 60 points for them. To get the end term grade it is compulsory to hand in the videos. If a student did not participate in making at least 2 short films during the study period, he/she cannot complete it in the exam period, so the course cannot be completed for him/her.
Description of midterm tests	During the semester the student has to write one written test for 40 points from the learnt knowledge he/she acquired. The written test is on week 13. The total 100 points can be gained from the short films, documents and the midterm test.

<table>
<tr><td rowspan="2" colspan="2">Subject name</td><td colspan="2">Hungarian</td><td colspan="4">Kreatív média projektek</td><td>Level</td><td>A</td></tr>
<tr><td colspan="2">English</td><td colspan="4">Creative media projects</td><td></td><td>DUEN-TSK-210
DUEL-TSK-210</td></tr>
<tr><td colspan="4">Responsible educational unit</td><td colspan="6">Institute of Social Sciences, Department of Organizational Development and Communication Science</td></tr>
<tr><td colspan="4">Name of prerequisite subject</td><td colspan="6">Motion picture creation and sound recording,</td></tr>
<tr><td colspan="6">Class hours per week</td><td rowspan="2">Requirements</td><td rowspan="2">ECTS</td><td rowspan="2">Language of instruction</td></tr>
<tr><td colspan="2"></td><td colspan="2">Theoretical</td><td>Practice</td><td colspan="2">Lab</td></tr>
<tr><td>Full time course</td><td>150/39</td><td></td><td>1</td><td></td><td>0</td><td></td><td>2</td><td>M (Midterm mark)</td><td>5</td><td>Hungarian</td></tr>
<tr><td>Part time course</td><td>150/15</td><td>per semester</td><td>5</td><td>per semester</td><td>0</td><td>per semester</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Teacher responsible for subject</td><td>Name</td><td colspan="3">Tamás Szpisák</td><td>Position</td><td>technical assistant</td></tr>
<tr><td colspan="4">Educational goal (competencies to be acquired)</td><td colspan="6">Objectives, development goals

The aim of the subject is for the students, approaching the end of their studies, to broaden their knowledge through complex problem solving, using their acquired theoretical knowledge and practical experience. Similarly to a working environment, during the course they will develop projects that may be carried out in small groups.
In the course they can choose from two comprehensive projects, for which they can acquire the necessary knowledge in the lectures. During the laboratory practice we trace the practical measures to implement these projects.
The students continuously do the subtasks in teams every week with deadlines and responsible persons, similarly to the world of work.
Based on their preliminary studies the students have the necessary knowledge in several areas on which the subject is built: the theoretical and practical aspects of creating motion pictures and sound recordings, the process of television programme production, several types of visual expression, as well as media law and presentation techniques, among others.
The goal of the course is to develop the students' theoretical and practical audiovisual knowledge, as well as their organisational and systematization skills, to improve their abilities to work in teams, to practise responsible work in time schedules with strict deadlines. Furthermore it also involves the topics and processes of PR, marketing, sales and distribution.</td></tr>
<tr><td colspan="4" rowspan="3">Typical transfer ways</td><td>Theoretical</td><td colspan="5">TV studio, classroom with board and projector, PC or Macintosh environment, sound and video editing software, graphics programs, MS OFFICE, internet access</td></tr>
<tr><td>Practice</td><td colspan="5"></td></tr>
<tr><td>Lab</td><td colspan="5">TV studio, classroom with board and projector, PC or Macintosh environment, sound and video editing software, graphics programs, MS OFFICE, internet access</td></tr>
<tr><td colspan="4">Requirements (expressed in educational results)</td><td colspan="6">Knowledge

The student can make complex audiovisual plans and implement them. The student is familiar with and can operate the TV studio equipment, as well as create motion pictures and sound recordings. They can plan a broadcast and a programme recording, and with fellow-students, put the plans into action.</td></tr>
</table>

	Ability The student shall be able to specify the parameters and services of the software equipment necessary for creating and editing the source materials (text, sound, motion and still picture, graphics). They digitize and edit sound and video material. The student shall be able to interpret and create programme mirrors and scripts, and publish photos, posters, graphics or motion pictures in blogs and on other platforms.
	Attitude Open-minded, curious, critical thinking, creative, ingenious. Self-critical towards their own work. Aims at continuous self education.
	Autonomy and Responsibility The student is able to form his/her own opinion and do individual professional work. He/she plans the procedure of different kinds of multimedia elements. He/she is able to carry out his/her own concepts at an insistent, professional level. The student is able to do post-production works in the TV studio. He/she feels responsibility for his/her own professional team.
Brief description of the subject content	Division of labour in the studio and in the editor's room throughout the elaboration of a complex project. Campaign management. Giving a title/heading. Designing and making audiovisual image elements. Creating texts. Attention-grabbing posts. Blogging. Using social media and their potentials. Creating a podcast. Applications, organising, promoting and conducting exhibitions and displays. Recording sound, pictures, multi-camera images. Planning and producing different types of TV programmes. Editing programmes. Making programme mirrors and scripts/ synopsis. Editing news. News programme. Post-production work. Project presentation.
Forms of student activity	Taking notes after listening 20% Organising information through tasks 20% , Teamwork 40%, Individual work 20%
Compulsory reading and its availability	Franciska Donászi - Hogyan írjunk sikeres blogot? - 5+1 tipp kezdő bloggereknek (2019) ISBN: 6610000174720 Nagy Tímea - Írd meg magad! Szövegíró tankönyv vállalkozóknak (2020) ISBN: 978-615-00-9972-9 Pusztai Virág: A televíziós műsorgyártás és műsorszerkesztés gyakorlati alapjai, Szegedi Egyetemi Kiadó, Juhász Gyula Felsőoktatási Kiadó Szeged (2017) ISBN: 978-615-5455-70-4
Recommended reading and its availability	A televíziós műsorkészítés alapismeretei (Jegyzet) - Szerkesztette: Babiczky László, Szegedi Tudományegyetem Budapest Média Intézet (2002) Horvát János: Televíziós ismeretek, Média Hungária Kiadó (2000) Havasi János – Az egyszemélyes stáb, Bevezetés a videóújságírásba, Dialóg Campus Kiadó, Bp.-Pécs (2009)
Description of project works / measurement reports	The students are obliged to prepare, demonstrate and submit to the lecturer the complex project chosen (one) by the last lesson of the study period (correspondent students: the last meeting of the semester). It is required to describe the whole process of making and implementing the project, divided into sub-tasks and participants, and present the experiences gained and the results obtained. The students get 10 points for each sub-task that involves effort and is successful. A maximum of 100 points can be earned altogether. The condition of passing the course is submitting all the mid-term tasks. Those who do not participate in the work of the team preparing the tasks during the study period do not complete the course. They cannot make up for the tasks in the exam period.

Description of assignments, measurement reports and midterm tests	The subtasks on the agenda to be submitted (assignments) contain 10 measurement points with a maximum of 100 points. Due to the practical nature of the course, there is no need for an end of course paper. However, owing to their complexity, the submitted assignments cannot be handed in again for a better grade in the exam period.