

2026



Communication and Media Studies

STUDY PROGRAM

UNIVERSITY OF DUNAÚJVÁROS

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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,

	<p>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.</p>
Prerequisite(s) of selecting a specialization	<p>Students choose their specialization in the third semester. Students who have completed and earned a total of 85 credits are eligible to choose a specialization.</p>
Prerequisite(s) of starting a specialization and the way of classification	<p>At least one specialization will be launched in the semester specified in the curriculum, which most students will choose. More than one specialization can only be launched if at least 15 students have chosen each of them.</p>
Prerequisite(s) for starting the internship	<p>Professional practice can only be started in the last semester of the program. The prerequisite for starting professional practice is the successful completion of the Thesis 1 - Research Methodology course and the accumulation of a minimum of 140 credits. In addition to the Professional Internship (10 credits), Thesis 2 (10 credits), and 2 specialization courses (2*5 credits) specified for the final semester, students may complete a maximum of 2 additional courses (2*5 credits).</p>
Work placement/Internship	<p>The internship must be completed during the last semester. A minimum of 80 hours long work placement at an organization operating in one of the various fields of communication.</p>
The earliest date and conditions for acceptance of internship based on work experience	<p>Work experience can be completed in the form of an internship in the last (seventh) semester of the program, in positions and tasks relevant to the field of study. Students must register for the internship course and fulfill the reporting requirements as specified in the Moodle system. The "Completion of professional practice through work experience" application must be submitted with the specified documents attached. The date of issue of the documents attached to the application must be no more than one year prior</p>

	<p>to the date of submission of the application. In order to successfully complete the professional practice course, all specified documents must be prepared and uploaded.</p>
Prerequisite(s) of issuing the pre-degree certificate (absolutorium)	<p>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.</p>
Prerequisite(s) for thesis writing	<p>Thesis 2. - Students can complete the thesis writing course in the final semester of their studies, together with the Professional Practice course. In addition to the Professional Practice (10 credits), Thesis 2 (10 credits), and 2 specialization courses (2*5 credits) specified for the final semester, students may complete a maximum of 2 additional courses (2*5 credits).</p>
Thesis	<p>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 <i>TVSZ</i>, the study and exam regulations of the university.</p>
Prerequisite(s) of the final exam	<p>The prerequisites of the final exam are the attainment of the pre-degree certificate (absolutorium) and the submission of the thesis (approved for review). Furthermore, successful completion of the trial defense.</p>
The final exam	<p>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</p>

	student's thesis and an oral exam on the subjects defined in the curriculum (FE1, FE2)
Subjects of the final exam	<p>Final Exam Subjects 1 (FE1) (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</p> <p>Final Exam Subjects 2 (FE2) (Specialization):</p> <p><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</p> <p><u>ZV2/2 – Business Communication:</u> TKM-024 Conflict Management and Economic Mediation</p> <p>TKM-028 Business Negotiation and Presentation TKM-153 Public relations I. TKM-025 Organizational Communication</p>
Average of the certificate	<p>The average of the certificate should be calculated in the following way: $(FE1 + FE2 + D + SA)/4$:</p> <p>(FE1) the mark for the first final exam subject, (FE2) the mark for the second final exam subject, (D) is the mark awarded for the thesis by the final exam committee a szakdolgozat érdemjegye, which is structured as follows:</p> <ul style="list-style-type: none"> - Mark received for the evaluation 1/3 - Presentation 1/3 - Debating skills, answers to questions 1/3 (SA) <p>is the cumulative average of the study marks weighted with the credits points obtained by the student.</p>
Qualification of the certificate	<p>excellent 4,51 - 5,00 good 3,51 - 4,50</p>

	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.
Sport	Students enrolled in full-time programs must complete a minimum of 2 hours per week during at least 4 semesters of their program.
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.

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Curricular Web

Communication and Media Science BA.																						
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-TKK-915	Introduction to the use of artificial intelligence (*total number per semester)	0	F	5*	5*	0																-
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 Scenes and Instruments 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	30	-																-	-	-	-
	Sport (recommended semesters)	0	A				-	-	-	-	-	-										-
	Number of Theoretical/Practice/Lab classes per week			7	8	3	9	9	0	7	11	0	4	5	0	6	6	0	0	0	0	
	Total number of classes per week			18			18			18			9			12			0			
	Total credit points			180																		
	BUSINESS COMMUNICATION												4	5	0	3	7	0	2	6	0	
				18			18			18			18			22			8			
	MEDIA COMMUNICATION												3	2	4	4	2	4	2	2	4	
				18			18			18			18			22			8			

Course descriptions of the Communication and Media Science study program

Introduction to the use of Artificial Intelligence

Title of the subject		Hungarian		Bevezetés a mesterséges intelligencia használatába				Level	compulsory	
		English		Introduction to the use of artificial intelligence				Code	DUEN(L) -TKK- 915	
Responsible Academic Unit				Teacher Training Centre						
Compulsory prerequisite subject:				none						
Type		Lecture		Seminar		Lab		Requirements	Credit	Language of instruction
Full time		Per semester	5	Per semester	5		0	F	0	Hungarian
Part time		Per semester	5	Per semester	5		0			
Person responsible for the subject:				name:		Czifra Sándor			position:	Teaching assistant
Lecturer:				name:					position:	
Course objectives and justification (content, learning outcomes, place in curriculum)				Objectives and development goals						
				<p>The rapid development of artificial intelligence and its integration into everyday life is fundamentally transforming access to knowledge, learning methods, and educational and workplace environments. As a result, there is a growing demand for targeted, short-term training courses that provide comprehensive yet practical knowledge about artificial intelligence. The primary goal of the 10-hour artificial intelligence training course is to provide participants with meaningful, systematic, and applicable knowledge, while laying the foundation for a critical and responsible approach to the technology.</p> <p>The general aim of the training is to provide participants with a comprehensive overview of the basic concepts, operating principles, and key areas of application of artificial intelligence, and to enable them to use AI tools in a conscious and goal-oriented manner in their own learning or professional environment. The training does not aim to impart in-depth technical or programming knowledge but rather to develop participants' competencies based on the three pillars of understanding, applicability and reflection.</p> <p>The training also aims to help students understand the basic principles of AI including the role of data and how algorithms work. The training includes a brief overview of the historical development of AI, which helps students understand the current state of technology and future possibilities.</p> <p>The 10-hour time frame provides participants with the opportunity to gain practical experience in using simple, widely available AI-based tools. Within this framework the aim of the training is to teach participants the principles of effective instruction i.e. prompting and to enable them to use these tools for various purposes such as information retrieval and content creation. Another important goal is for participants to be able to critically evaluate AI-generated content, recognizing its inaccuracies, biases and limitations.</p> <p>One of the main goals of artificial intelligence education is to encourage participants to adopt an open yet critical approach to AI technologies. The training helps participants become aware of the role of human decision-making, creativity and responsibility in the use of AI. A key objective is to provide a basic understanding of ethical, legal and data protection issues, with a particular focus on their application in an educational environment.</p>						

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Typical lesson types:	Lecture	For all students, in a large lecture hall, blackboard presentation, projector or online using MS Teams
	Seminar	By providing access to appropriate IT equipment and web-based AI tools in the computer room.
	Lab	
	Other	
Requirements (in learning outcomes)	Knowledge	During the lectures students will learn about artificial intelligence, its basic concepts, and theoretical frameworks. The lectures will cover the basic principles of artificial intelligence and its main areas of application. In order to apply new technologies, they will understand and comprehend the data protection, ethical, and social implications of using artificial intelligence-based systems and learn about the factors that influence the reliability of AI systems.
	Skills	After completing the training, participants will be able to consciously use simple AI-based tools (e.g. text, image or presentation generators), create and apply well-formulated prompts for their purposes. They will recognize the advantages and limitations of using AI. In line with conscious application students will be able to critically evaluate AI-generated content, integrate it into learning or teaching processes, and design application scenarios in their own areas of interest and expertise.
	Attitude	The training helps participants become open to learning about and trying out AI-based solutions, while also recognizing whether a given problem is suitable for an AI solution. After completing the course students will be able to critically evaluate information obtained through AI and use AI tools responsibly and ethically. They will strive for continuous professional development and keep up with the latest AI innovations, recognizing the importance of lifelong learning in the long term.
	Autonomy and responsibility	The student is able to independently select and apply AI tools when solving a given problem. They take responsibility for the accuracy, reliability and ethical use of the outputs they produce. They recognize their own limits of competence in AI-based analysis tasks.
Short description of subject content	<p>The aim of the 10-hour artificial intelligence (AI) training course is to provide participants with a comprehensive yet practical overview of the basic concepts, operating principles and potential applications of AI. The introductory section of the course clarifies the concept of artificial intelligence and current technological trends. After that, the focus gradually shifts to practical applications.</p> <p>Students learn about generative AI tools (such as text, image and study material generation). An important part of the course is discussing ethical, legal and data protection issues, with a special focus on responsible AI use in education.</p> <p>By the end of the course participants will be able to use AI-based tools critically and reflectively, recognize their pedagogical added value and make informed decisions about their application. The 10-hour course does not provide in-depth programming knowledge, but develops digital and pedagogical competencies that lay the foundation for the informed, responsible, and effective use of AI.</p>	
Forms of student activity	<p>Assessment of listening comprehension with note-taking – 50%</p> <p>Individual practical assignments – 50%</p>	
Required reading and resources	<ul style="list-style-type: none"> • National AI Strategy (Hungary) • AI-MI-tools: Elicit, Scite.ai, ChatGPT, Consensus, ScholarAI, Semantic Scholar, ResearchRabbit 	
Recommended reading and resources	<ul style="list-style-type: none"> • UNESCO (2023): <i>AI in Science and Research Ethics Guidelines</i> • OECD (2024): <i>Responsible AI for Research and Innovation</i> • Elsevier & Springer AI policy for authors • <u>Peter Norvig, Stuart J. Russell</u>: <i>Artificial Intelligence Volume I – A Modern Approach</i> 	

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	<ul style="list-style-type: none">• Malcolm Show-Enczi Zoltán: Artificial Intelligence for beginners – Learn how artificial intelligence can be your best colleague and helper!• Stuart J. Russell: Artificial Intelligence: A Modern Approach• Russell, S., & Norvig, P. (2021). <i>Artificial Intelligence: A Modern Approach</i> (4th ed.). Pearson.• Alpaydin, E. (2020). <i>Introduction to Machine Learning</i> (4th ed.). MIT Press.• Mitchell, T. M. (1997). <i>Machine Learning</i>. McGraw-Hill.• Christian, B. (2020). <i>The Alignment Problem: Machine Learning and Human Values</i>. Norton & Company.
Assignments	Preparation of individual project tasks/case studies using AI-based tools in line with the number of measurement points specified in the TVR.
Description and schedule of exams	There is no midterm test.
Framework and rules for the use of artificial intelligence	Given the nature of the course content the use of artificial intelligence is permitted in all situations.

Informatics

Title of Subject		Hungarian				Informatika			Level	
		English				Informatics			Code	DUEN(L)-ISF-010
Responsible Academic Unit		Institute of Information Technology, Department of Software Development and Application								
Compulsory prerequisite subject		-								
Type		Study load per week						Requirements	Credit	Language of instruction
		Lecture		Seminar		Lab				
Full time	150/45	Per semester	0	Per semester	0	Per semester	3	F	5	English
Part time	150/15	Per semester	0	Per semester	0	Per semester	15			
Person responsible for the subject		Name		Dr. Mariann Váraljai				position	associate professor	
Course objectives and justification (content, learning outcomes, place in curriculum)		<p>Education history, development goals</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 								
		Typical transfer ways		Lecture						
Seminar										
Lab				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)		<p>Knowledge</p> <p>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.</p>								
		<p>Ability</p> <p>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.</p>								
		<p>Attitude</p> <p>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.</p>								
		<p>Autonomy and Responsibility</p>								

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	Students strive for efficient and quality work. The responsible for the technical operations carried out independently.
Short description of subject content	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Heard information processing by creating notes, – systematization of information has led by tasks (40%) – Self-processing (individual) tasks (60%)
Required reading and resources	<ol style="list-style-type: none"> 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 resources	<ul style="list-style-type: none"> – Electronic literature and learning materials in Moodle or in Neptun. – MS Office Tutorial and examples (Internet).
Assignments	<p>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!)</p> <p>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.</p>
Description and schedule of exams	<p>At the end of each topic, students write closed papers, typically:</p> <ul style="list-style-type: none"> – Week 5: Word processing computer-based test – Week 11: Spreadsheet management computer-based test <p>In case of any computer-based tests, the opportunity for improving grades is available in the last week of the school period (typically in Week 13) and during the exam period.</p>
Framework and rules for the use of artificial intelligence	<ul style="list-style-type: none"> - Partial authorization of artificial intelligence: For classwork and individual assignments. - Prohibition of artificial intelligence: For the two midterm exams and the make-up midterm exams.

Introduction to Social Research

Subject name	In Hungarian	Bevezetés a társadalomtudományi kutatásokba	Szintje	A
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	In English	Introduction to Social Research				Level	A
Subject code		DUEN(L)-TKM-112					
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		<p>The goal of the subject is to prepare for being able to acquire basic research methods, to discover social phenomena and correlations.</p> <p>The second goal of the subject is to acquire the usage of various social research methods in practice.</p>					
Typical delivery methods		Theoretical		In a classroom with the use of projector or computer in each lecture.			
		Practice		Preparing research plans and carrying out social reseraches, and presenting the results in team work or individually.			
		Lab					
Requirements (expressed in learning outcomes/competencies to be acquired)		Knowledge					
		<p>Students know the goals of social researches and their functions in the society life.</p> <p>Students are aware of the ethics of research and researchers' ethical attitude.</p> <p>Students know the way of defining the research problem.</p> <p>Students know the difference between the concept of population and sample, and they know different sample techniques.</p> <p>Students know the suitable sources for finding authentic literature.</p> <p>Students know the concept of hypothesis.</p> <p>Students know the different research methods, their opportunities of application, their advantages and disadvantages in research process.</p> <p>Students know how to analyze research data, they know both quantitative and qualitative methods of analysis.</p> <p>Students know the rules of the publication of research results.</p>					
		Ability					
		<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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 					
		Attitude					
		<p>They are committed to learn social phenomena.</p> <p>They are open to cooperate with others.</p> <p>They are open to discover social correlations.</p> <p>They have objective and unbiased attitude towards research subjects and research data.</p>					
		Autonomy and responsibility					
		They are responsible for keeping the ethical requirements of social research.					

	<p>They defend subjects participating in the research.</p> <p>They publicate research results in a correct way, taking responsibility for experienced and publicated research results and correlations.</p>
Brief description of the subject content	<p>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 the results. 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.</p> <p>Analysis of research results with computer. Basic of SPSS. Different statistical analysis. Analysis of qualitative data.</p>
Activity forms of students	<p>Do research plan and pilot research. Carry out a small research in team work or individually: carry out survey research (questionnaire or interview) in real life situations. Presenting research results.</p>
Compulsory reading and its availability	<p>BABBIE, Earl (2007): The Practice of Social Research. Thomson Higher Education. Belmont, USA.</p>
Recommended reading and its availability	<p>Berg, L. Bruce (2004): Qualitative Research Methods for Social Sciences. Pearson Education. USA</p> <p>Crawley, M. J. (2002): Statistical computing : an introduction to data analysis using S-Plus.</p>
Hand-in Assignments/ measurement reports	<p>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.</p>
Description of midterm tests	<p>Present research plan – 4-5. week of the semester.</p> <p>Present the research and research results – 12-13. week of the semester.</p> <p>Writing test: theoretical questions about social research – 8. week of the semester.</p> <p>Correcting grade: in exam period.</p>
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments, correct language and style, and help with translation - during preparation for ZH <p>Use within the permitted limits must be clearly declared (which device, which parts, for what purpose).</p> <p>Generating a research question, hypothesis, theoretical framework, conducting a literature review, analyzing and interpreting data is prohibited.</p> <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Communication and Culture

Subject name		In Hungarian	Kommunikáció és kultúra			Szintje	A
		In English	Communication and Culture			Level	A
Subject code		DUEN(L)-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 Kókuti		Position	associate professor
Educational goals		<p>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.</p> <p>The course develops the following competences: Intercultural and cross cultural competences; self-reflection (individual and cultural levels); flexibility; tolerance</p>					
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Students take an active role in fighting against cultural and social 					

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	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	<ul style="list-style-type: none"> • Hofstede, G., Hofstede, G. J., & Minkov, M. (2020). Cultures and organizations: Software of the mind (4th ed.). McGraw-Hill. • Geert Hofstede, Gert Jan Hofstede and Michael Minkov, Cultures and Organizations: Software of the Mind. Revised and expanded 3rd Edition. New York: McGraw-Hill USA, 2010, paperback only. ISBN 978-0-07-166418-9. • 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	<ul style="list-style-type: none"> • 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 (available: http://epub.wu.ac.at/450/) • Müller Bernd-Dietrich (Bayreuth University; Intercultural German Studies. LINGUISTIC AWARENESS OF CULTURES. (available: 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
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH The use of any AI tools is prohibited during knowledge assessment and closed book exams.

Development of Communication Skills

Subject name	In Hungarian	Kommunikációs Készségfejlesztés			Level	A
	In English	Development of Communication Skills			Code	DUEN(L)-TKM-117
2026/2027 I.						
Responsible Educational Unit		Institute for Social Sciences- Department of Organisational Development and Communication Science				
Mandatory Preliminary Study		-				
Type	Number of Lessons			Requirements	Credits (ECTS)	Language of Teaching
	Lecture	Seminar	Laboratory			
Full Time	Weekly-	0	Weekly	3	Weekly -	CA (Continuous assessment)
Correspondence	In a Semester	0	In a Semester	15	In a Semester	
Teacher Responsible for the Course		Name		Dr. Katalin Kukorelli	Position	Professor Emeritus
Educational Goals and Justification Of The Course (content, outcome, place in the curriculum)		Short objective Drawing students' attention to the importance of self-awareness and the motives behind our behavior.				
		Educational background, development goals 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, based on knowledge of social psychology, are to introduce students to the hidden and revealed patterns of our behavior, which encompasses the psychology of interactions. This enables them, as social beings, to understand how communicational communities function and to acquire role-appropriate verbal and nonverbal behavior.				
Typical Delivery Methods		Introductory lecture		-		
		Seminar		A classroom suitable for group work and other social activities for 20-30 people. A projector, computer, flipchart and/or whiteboard are required for each lesson.		
		Laboratory		-		
		Other		2 Studio recordings and their analysis.		
Requirements (Expressed in Learning Outcomes)		Knowledge The students are familiar with the basic terminology of social psychology. They know: <ul style="list-style-type: none"> the psychological impact mechanism of human beings' behavior, the influence of the social situation of role-realization, <ul style="list-style-type: none"> the mechanism of evolution of self-esteem, self-presentation, and self-image. 				
		Ability The students are able: <ul style="list-style-type: none"> to apply the terminology of their specialisation, to identify the social behaviour of others and react on it adequately, <ul style="list-style-type: none"> to realise the roles of social situations properly, to understand the steps of the communication strategy, 				

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	<ul style="list-style-type: none"> • to understand the related literature.
	<p>Attitude The students are open to various communication communities and to active interpretation of social situations. They are responsive to:</p> <ul style="list-style-type: none"> • solution of problems which appear in functioning relationships, • usage of development possibilities.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • The students take responsibility for their own development. • They cooperate with others and search for possibilities in problem-solving. • They feel themselves responsible for the development of their work environment.
Brief Description of the Subject Content	The course familiarizes students with hidden and revealed patterns of our behaviour, acquaints them with the 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 with the differences between convincing and manipulating and their roles in human and verbal 'games.'
Activity Forms of Students	<p>Individual and group activity forms: Task-led systematization and practice of information, 50%: introduction, self-assessment, visualization, and verbalization of self-controls in cooperation-supporting exercises. Processing, presentation, and discussion of texts related to the topic, generated by artificial intelligence, 20%. Participation in guided role-playing and studio discussion, 30%.</p>
Mandatory Literature and Its Availability	<p>Susan T. Fiske (2014): Social Beings. Core motives in social psychology. Princeton University, Wiley. Debra Fine (2005): The fine art of small talk. London, Piatkus. Materials on MOODLE and in the library.</p>
Recommended Literature and Its Availability	<p>Dijk, Teun A. van (2006): Discourse and Manipulation. Discourse & Society, 17/3. 359-383 https://discourses.org/wp-content/uploads/2022/07/Teun-A.-van-Dijk-2006-Discourse-and-manipulation.pdf</p>
Hand-in Assignments/Measurement Reports	<p>Handing in role analysis: Week 6 for full-time students. Video recording: Week 5 and 9 for full-time students. Weeks 7 and 10 for full-time students: Analyzing the recorded practice of weeks 6 and 9 from the aspect of communication.</p>
Description of Midterm Tests, Schedule	No midterm test.
Frameworks and Rules for the Use of Artificial Intelligence	Partial permission: AI is allowed for certain types of tasks (e.g., completing homework and discussing it during class work).

Legal Knowledge

Subject name	In Hungarian	Jogi alapismeretek			Szintje	A	
	In English	Legal Knowledge			Level	A	
Subject code		DUEN-TKM-150					
Responsible educational unit		Institute for Social Sciences Department of Organisation Development and Communication Sciences					
Name of Mandatory Preliminary Study		-					
Number of Lessons							
		Theoretical	Practice	Lab	Requirements	Credits (ECTS)	Language of Education
Full-time	3	3	0	0	CA (Continuous assessment)	5	English
Correspondence	150/15	15	0	0			
Teacher responsible for the course		Name		Dr. habil. Orsolya Fruzsina Falus	Position	assoc. prof.	
Educational goals		<p>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.</p>					
Typical delivery methods		Theoretical	In a classroom with the use of projector or computer in each lecture.				
		Practice	-				
		Lab	-				
Requirements		<p>Knowledge</p> <ul style="list-style-type: none"> • Knows the basics of the legal branches related to his/her field of expertise; • Is aware of the basic principles and methods for establishing organizations and institutions, developing and changing their structure and organizational behavior. Has legal knowledge regarding the establishment and operation of small and medium-sized enterprises. • Has knowledge regarding the regulation of corruption crimes that frequently occur in his/her field of expertise, the legal norms established for their prevention, as well as international and European conventions and the institutional system. <p>Ability</p> <ul style="list-style-type: none"> • Follows and interprets changes in relevant legislation and their effects in the field, and takes these into account in his/her analyses, proposals and decisions; • Is capable of substantive professional cooperation with lawyers working in his/her field; • Knows and correctly applies legal terminology related to his/her field in English; • Recognizes situations suspected of corruption and consciously applies the relevant legislation in force in order to avoid and prevent them. <p>Attitude</p>					

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	<ul style="list-style-type: none"> • Open to changes in the broader legal environment of the given job, work organization, and enterprise, and strives to follow and understand the changes; • Acceptable to the opinions of others, to sectoral, regional, national, and European values; • Convincedly defends the enforcement of human rights in their work; • Follows and interprets changes in domestic, EU, and International Legal norms. Within this, they pay special attention to following and complying with changes in social, environmental, and ecological-sustainability legal sources. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • Takes responsibility for complying with legal and ethical norms and rules related to work and behaviour; • Using his/her knowledge of Contractual Law and Company Law, he independently leads, organizes and manages an organizational unit, work group, or enterprise, a smaller economic organization in a business organization, taking responsibility for the organization and its employees; • Based on his/her basic legal knowledge covering several branches of law, he/she performs the tasks assigned to him as a member of projects, group work, and organizational units independently and with legal responsibility.
Brief description of the subject content	The definition 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. • Corruption: 1. Corruption as a criminal law concept. 2. Corruption offences. 3. United Nations Convention against Corruption. 4. EU anti-fraud policy; OLAF (European Anti-Fraud Office) and its investigative powers. Preventing corruption.
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. Dunaujváros: 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 test (legal cases) On 13th week final test (legal cases)
Description of midterm tests	Formation of the test grade: 0-50% insufficient

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	51-60% sufficient 61-70% average 71-80% good 81%- excellent
Framework and rules for the use of artificial intelligence	The use of Artificial Intelligence is partially permitted: <ul style="list-style-type: none">• during class work, for data collection for assignments, for orientation,• during preparation for presentations. The use of all AI tools is prohibited during knowledge assessments and writing tests.

Social Communication

Subject name	In Hungarian	Társadalmi kommunikáció			Szintje	A		
	In English	Social Communication			Level	A		
Subject code		DUEN-TKM-155						
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 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.						
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, applying group work, role play and simulation games				
		Lab						
Requirements (expressed in learning outcomes/ competencies to be acquired)		Knowledge Students as potential social communicators know:						
		<ul style="list-style-type: none"> • 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 						
		Ability Students will be able to:						
		<ul style="list-style-type: none"> • 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 synthesising 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 						
		Attitude						
		<ul style="list-style-type: none"> • 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. 						
		Autonomy and responsibility						

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Jenkins, Henry, et al (2016) <i>By Any Media Necessary: The New Youth Activism</i>. NYU Press. • Gladwell, Malcolm (2002). <i>The Tipping Point: How Little Things can make a big difference</i>. New York: Little, Brown and Company.
Recommended reading and its availability	<ul style="list-style-type: none"> • Gans, Herbert J. (1999) <i>Popular Culture and High Culture: An Analysis and Evaluation of Taste</i>. New York, Basic Books. • Habermas, Jürgen (1991). <i>Structural transformation of the public sphere</i>. MIT Press. • Stokes, Jane (2013). <i>How to do media and culture studies</i>. 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%
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Major Scenes and Instruments of Communication

Subject name	In Hungarian	A kommunikáció fontosabb szinterei és eszközei			Level	A	
	In English	Major Scenes and Instruments of Communication			Code	DUEN(L)-TSK-251	
Responsible Educational Unit		Institute for Social Sciences- Department of Organisational Development and Communication Science					
Mandatory Preliminary Study		-					
Type	Number of Lessons			Requierements	Credits (ECTS)	Language of Teaching	
	Lecture	Seminar	Laboratory				
Full Time	Weekly-	1	Weekly	2	Weekly - 0	E (Exam) 5	
Correspondence	In a Semester	5	In a Semester	10	In a Semester	0	
Teacher Responsible for the Course		Name		Dr. Katalin Kukorelli		Position	Professor Emeritus
Educational Goals and Justification of the Course		Short objective Enable students to navigate among and synthesize different communication theories.					
		Educational background, development goals					
		The course aims to introduce students to those geographical, social, and other fields where communication takes place. 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 to synthesize and apply those in practice in the major fields of communication (interpersonal, group, organisational, cultural, and mass communication).					
Typical Delivery Methods		Lecture		For every student in the lecture hall, during all lessons, with the help of a projector.			
		Seminar		For all students, rooms with 25–45 people, with the possibility of using a projector and internet, and movable, rearrangeable chairs and tables.			
		Laboratory		-			
		Other		-			
Requirements (Expressed in Learning Outcomes)		Knowledge					
		<ul style="list-style-type: none"> • 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 more deeply than the public does. <ul style="list-style-type: none"> • Reviews the scenes of lifeworld and system communications, as well as scenes among systems. • Owns the typical decision-making mechanism of different scenes of communication at a practical level. 					
		Ability					
		<ul style="list-style-type: none"> • Owns the ability to use the theory of communication in the scenes of social reality, realizes the current problems, and participates in problem-solving. <ul style="list-style-type: none"> • Owns the ability of analysing the facts explored at the stages with the help of his/her preparedness. He/she can synthesize and draw conclusions, and based on these, make suggestions. 					
		Attitude					

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	<ul style="list-style-type: none"> • He/she is open to accommodating the theories of communication, analysing social questions upon professional basis. • He/she is open to arguments along the values of the moral basis of social sciences. • He/she accepts and tackles the variety of thoughts of social sciences and is committed to democratic values at all stages of communication during his/her work.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • He/she develops his/her knowledge, accepts the guidance and control coming from the constitutional hierarchy, so he/she can accept criticism that he/she utilizes during his/her work sovereignly. • He/she tackles an autonomous, initiative role in his/her own smaller professional field; he/she can represent his/her professional views and his/her constitutional unity at all scenes of communication.
Brief Description of the Subject Content	<p>Within 'Lifeworld', it presents the channels of communication and also interpersonal, group, and community communication. The course presents students with the image of us and others, the versions of meta-communication, and also strategic and tactical characteristics.</p> <p>The system deals with organizational communication among its fields of communication, paying special attention to the internal communication of organizations.</p> <p>It analyses communication between the system and the 'Lifeworld' through the public. It focuses on the fields of communication between the systems, including intercultural communication.</p>
Activity Forms of Students	<p>Individual and group activity forms:</p> <p>Problem recognition and problem solving in a selected scene/situation within the framework of project work: 30% (group).</p> <p>The processing of the theories is carried out individually at home, but based on the curriculum, uploaded videos, and materials collected with the help of AI: 40% (individual).</p> <p>Task-oriented systematization of information: 30% (individual, group)</p>
Mandatory Literature and Its Availability	<p>Em Griffin (2012): A First Look at Communication Theory. New York: McGraw-Hill https://direcaodecomunicacao.delaube.pt/wp-content/uploads/2022/06/Communication-First-Look-1.pdf</p> <p>Teri Kwal Gamble, Michael Gamble (2010): Communication Works. New York: McGraw-Hill. On MOODLE</p>
Recommended Literature and Its Availability	<p>Jason S. Wrench, Narissra Punyanunt-Carter (2012): An Introduction to Organizational Communication (Draft) http://2012books.lardbucket.org/books/an-introduction-to-organizational-communication/ [2026.02.04.]</p> <p>Richard G. Jones, Jr. (2016): Communication in the Real World: An Introduction to Communication Studies. eBook v1.0.2, University of Minnesota</p> <p>Ezekiel S. Asemah, Ph.D. Angela N. Nwammuo, Ph.D. Adeline O. A. Nkwam-Uwaoma, Ph.D. (2022): Theories and Models of Communication, 2nd ed. Jos, Plateau State: Jos University Press https://www.researchgate.net/publication/364151814</p> <p>Theories_and_Models_of_Communication_Second_Edition [16.02.2026]</p>
Hand-in Assignments/Measurement Reports	<p>At the seminars, everybody gives a 10-minute presentation. The topics are chosen by the students from the list offered in the 2nd week, which can be broadened by the suggestions made by the students. The presentations will be given by the students in the 4th to 12th week on the seminar schedule of the chosen topic list.</p> <p>Furthermore, students have to choose (draw out) 'topics' in the 5th week in small groups for their project work, on which they will work for 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.</p>

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Description of Midterm Tests, Schedule	Students write the first midterm test in the 6th week. The topics of the paper are: institutions, scenes in the PTC, and the process and dynamics of communication. The 2nd midterm test takes place in the 12th week. The topics of the paper are: explaining the main points of the theories of interpersonal, organizational, and intercultural communication; internal and external organizational communication.
Frameworks and Rules for the Use of Artificial Intelligence	Partial permission: AI is allowed for certain types of tasks (e.g., completing homework and discussing it during class work).

Presentation Techniques

Subject name	In Hungarian	Prezentációs technikák				Szintje	A
	In English	Presentation Techniques				Level	A
Subject code		DUEN(L)-TKM-215					
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. Katalin Kukorelli		Position	College Teacher
Educational goals		<p>Short-time goal</p> <p>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.</p> <p>In addition to theoretical knowledge, using with practical features students are possible to get to know the different presentations preparation.</p>					
Typical delivery methods		Theoretical		In a classroom with the use of projector or computer in each lecture.			
		Practice		Creating presentations own-self by computer			
		Lab					
Requirements (expressed in learning outcomes/competencies to be acquired)		<p>Knowledge</p> <p>Students as potential presenters know:</p> <ul style="list-style-type: none"> • 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. 					
		<p>Ability</p> <ul style="list-style-type: none"> • 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. 					
		<p>Attitude</p> <ul style="list-style-type: none"> • Open, curious, critical and communicative. 					
		<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • Students are capable of independent opinion express. • Students are able to solve simple tasks in an earlier practiced situations. 					
Brief description of the subject content		<p>Structure of presentation, presentation in different ways. Media items in the presentation application.</p> <p>Technology of making presentations, knowledge of presentation-authoring software.</p>					
Activity forms of students		<p>Theoretical processing of materials management: 20%</p> <p>Theoretical material, separate processing: 20%</p> <p>Solution Task management: 20%</p> <p>Task alone: 40%</p>					
Compulsory reading and its availability		<ul style="list-style-type: none"> • <i>Cliff Atkinson</i> (2011): <i>Beyond Bullet Points: Using Microsoft® PowerPoint® to Create Presentations that Inform, Motivate, and Inspire</i> (Business Skills). Microsoft Press, Third Edition. • Materials on MOODLE 					

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Recommended reading and its availability	<ul style="list-style-type: none"> • <i>Marion Grussendorf</i> (2008): English for Presentations. USA: Oxford University Press • <i>Alexei Kapterev</i> (2011): Presentation Secrets. Wiley. • <i>Carmin Gallo</i> (2009): The Presentation Secrets of Steve Jobs. McGraw-Hill.
Hand-in Assignments/ measurement reports	Students have to make two presentations
Description of midterm tests	none
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Business Communication

Subject name	In Hungarian	Üzleti kommunikáció				Szintje	A	
	In English	Business Communication				Level	A	
Subject code		DUEN(L)-TKM-220						
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 professor	
Educational goals		<p>The goal of the course is to develop the essential skills required in the field of business. The aim of the course is to familiarize 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.</p> <p>Certain personal development processes will also be discussed during the course (self knowledge, group work, communication of decisions)</p>						
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 game.				
		Lab						
Requirements (expressed in learning outcomes/competencies to be acquired)		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						
		Ability						
		Students will be able to: analyse relevant literature choose and apply the business communication method appropriate for the professional situation define practices that will help the development of own business environment						
		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.						
		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.						
Brief description of the subject content		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.						
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.						

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	McLean, S. (2025). Communication for business success. Open Textbook Library. https://open.umn.edu/opentextbooks/textbooks/8
Recommended reading and its availability	McLean, S. (2024). Effective business communication (v4.0). FlatWorld. https://catalog.flatworldknowledge.com/engage/catalog/editions/effective-business-communication-4 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.
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Major Functions and Interpretations of Communication

Subject name	In Hungarian	A kommunikáció fontosabb funkciói és interpretációi			Level	A	
	In English	Major Functions and Interpretations of Communication			Code	DUEN(L)-TKM-250	
Responsible Educational Unit		Institute for Social Sciences Department of Organisational Development and Communication Science					
Mandatory Preliminary Study		-					
Type	Number of Lessons				Requirements	Credits (ECTS)	Language of Teaching
	Lecture	Seminar		Laboratory			
Full Time	Weekly-	1	Weekly	2	Weekly - 0	E (Exam) 5	English
Correspondence	In a Semester	5	In a Semester	10	In a Semester	0	
Teacher Responsible for the Course		Name		Dr. Katalin Kukorelli		Position	Professor Emeritus
Educational Goals and Justification of the Course		Short objective An overview of the most important functions of communication and a mapping of their interpretations, with particular attention to the influential role of communication.					
		Educational background, development goals The course aims to familiarize students with the theoretical aspects and practical applications of individual communication areas. In the course, students will acquire theoretical knowledge about the primary and secondary functions of communication, as well as the characteristic aspects of business/life interpretations. The further aim is to familiarize themselves with the literature on the topic and to present a specific function of communication during group work.					
Typical Delivery Methods		Lecture		For every student in the lecture hall, during all lessons, with the help of a projector.			
		Seminar		For all students, rooms with 25–45 people, with the possibility of using a projector and internet, and movable, rearrangeable chairs and tables.			
		Laboratory		-			
		Other		-			
Requirements (Expressed in Learning Outcomes)		Knowledge <ul style="list-style-type: none"> Knows all the most important elements of the social science concept set and understands the connections. Knows the most important factors of social, structural, economic, and political processes that determine the field of communication and media. Knows and understands the operating mechanisms of social phenomena and their subsystems examined by communication and media science. Is prepared to continue his/her studies in a master's degree program. 					
		Ability <ul style="list-style-type: none"> Able to process new knowledge in his/her field effectively. Able to synthesize the basic theories and concepts of social communication and to develop rational arguments. Confidently uses the vocabulary of the profession and the basic scientific concepts of the profession. Able to make decisions related to the field based on practical applicability. 					
		Attitude <ul style="list-style-type: none"> Open to all forms of professional innovation, receptive but not unthinkingly accepting of theoretical, practical, and methodological innovations. 					

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	<ul style="list-style-type: none"> Self-consciously and responsibly stands out in all forms of cooperation to consistently implement and protect the legal, ethical, and professional standards of society, its narrower professional field, and workplace. Accepts and consistently undertakes the diversity of social scientific thinking and authentically represents its conceptual foundations in its narrower and broader environment.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> His/her work is characterized by independent problem-solving. He/she takes an independent and proactive role in validating their accepted social understanding in the professional circles of communication and media studies. They are independent, constructive, and assertive in forms of cooperation within and outside the institution
Brief Description of the Subject Content	<p>The course deals with the identification of communication functions and the practical application of the operation of functions in different arenas. In presenting the most frequently occurring functions in the arenas and their interpretation, special attention is paid to the workplace and business arenas. The course covers the genres of business communication, focusing on certain characteristics of negotiations and meetings. Outlining the characteristics of business communication in the meeting of cultures, it draws attention to the role of language skills.</p> <p>In the business environment, efficiency, instructions, and maintaining organizational order are the primary, i.e., the referential, motivational, and control functions. In this regard, the course deals with some aspects of managerial communication, and within this, it briefly outlines the communication of women in management.</p>
Activity Forms of Students	<p>Individual and group activity forms:</p> <p>Processing of a selected topic in a small group within the framework of project work with the involvement of AI and joint presentation of the results: 30% (group). Processing of theories is carried out individually at home but based on the curriculum and materials collected with the help of AI: 40% (individual). Task-oriented systematization of information: 30% (individual, group)</p>
Mandatory Literature and Its Availability	<p>Gamble, Teri Kwal, and Michael Gamble. <i>Communication works</i>. McGraw-Hill, 2006. Available at Moodle.</p> <p>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.</p> <p>Rosenberg, Marshall, and Deepak Chopra. <i>Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships</i>. Puddle Dancer Press, 2015. Available at the library.</p> <p>Bovee, Courtland. <i>Business Communication Today</i>. London: Pearson, 2016. Available at the library.</p>
Recommended Literature and Its Availability	<p>Craig, Robert T. "Communication theory as a field." <i>Communication theory</i> 9.2,1999, 119-161. Available at Google Scholar.</p> <p>Salmon, Charles T., Laleah Fernandez, and Lori A. Post. "Mobilizing public will across borders: Roles and functions of communication processes and technologies." <i>Journal of Borderlands Studies</i> 25.3-4, 2010, 159-170. Available at Google Scholar.com</p>
Hand-in Assignments/Measurement Reports	<p>Full-time students prepare a presentation in small groups, within the framework of project work, on a topic that fits into the course theme, and present it starting from the 4th week.</p>
Description of Midterm Tests, Schedule	<p>During the semester, students write 2 mid-term papers. The first mid-term paper (theoretical questions: communication functions, negotiation, discussion, intercultural communication) must be written in the 6th week, and the second in the 12th week (writing a motivation letter or CV).</p>
Frameworks and Rules for the Use of Artificial Intelligence	<p>Partial permission: AI is allowed for certain types of tasks (e.g., completing homework and discussing it during class work).</p>

Social History of Media and Communication

Subject name	In Hungarian	Kommunikáció és média társadalomtörténete	Szintje	A
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	In English	Social History of Media and Communication				Level	A
Subject code		DUEN(L)-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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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					

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	<ul style="list-style-type: none"> • 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. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
Activity forms of students	<p>Note taking 40% Reading compulsory literature 40% Document interpretation 10% Test taking 10%</p>
Compulsory reading and its availability	<ul style="list-style-type: none"> • Briggs, Asa, and Peter Burke. <i>A social history of the media: from Gutenberg to the Internet</i>. 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	<ul style="list-style-type: none"> - Dunnewijk, Theo, and Staffan Hultén. "A brief history of mobile communication in Europe." <i>Telematics and Informatics</i> 24.3 (2007): 164-179. Available at GoogleScholar.com.
Hand-in Assignments/ measurement reports	<p>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.</p>
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for

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	<p>assignments</p> <ul style="list-style-type: none">- for data collection for certain HF assignments- during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>
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Media Law

Subject name		In Hungarian	Médiajog			Szintje	A		
		In English	Media Law			Level	A		
Subject code		DUEN(L)-TSK-250							
Responsible educational unit		Institute for Social Sciences Department of Organisation Development and Communication Sciences							
Name of Mandatory Preliminary Study		-							
Number of Lessons							Requirements	Credits (ECTS)	Language of Education
		Theoretical	Practice		Lab				
Full-time	3		3	0	0	CA (Continuous assessment)		5	English
Correspondence	150/15		15	0	0				
Teacher responsible for the course		Name			Dr. habil. Orsolya Fruzsina Falus		Position	assoc. prof.	
Educational goals		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.							
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		Knowledge							
		<ul style="list-style-type: none"> • 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. 							
		Ability							
		<ul style="list-style-type: none"> • 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. 							
		Attitude							
		<ul style="list-style-type: none"> • 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/she has an interest in learning about regulatory systems outside Europe and an open and accepting attitude towards these legal cultures. • He/she 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. • 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. 							

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	<ul style="list-style-type: none"> • He/she has an interest in learning about regulatory systems outside Europe and an open and accepting attitude towards these legal cultures. • He/she is sensitive and open to the most serious social problems, and his/her approach is permeated by professional and human solidarity with the disadvantaged and the vulnerable.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • Responsible for upholding the principles of International and European Human rights in relation to the press and communication. • Opposes Hate Speech.
Brief description of the subject content	<ul style="list-style-type: none"> • Freedom of Expression and Freedom of the Press. • The constitutional rights of communication limitations. • Copyrights. • The "Hate Speech". • Advertising and truth. • GDPR. • Communication disorders.
Activity forms of students	<p>Frontal work: 50 % Individual or group work: 15% Test: 15% Communication situation exercises: 20%</p>
Compulsory reading and its availability	<p>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. Dunaujváros: DUE Press (2021) ISBN: 9786156142139</p>
Recommended reading and its availability	<p>András Koltay: THE MEANING OF FREEDOM OF THE PRESS (http://hunmedialaw.org/dokumentum/166/Freedom_of_the_Press_final.pdf)</p>
Hand-in Assignments/ measurement reports	<p>On 7th week midterm test (legal cases) On 13th week presentation</p>
Description of midterm tests	<p>Formation of the test grade: 0-50% insufficient 51-60% sufficient 61-70% average 71-80% good 81%- excellent</p>
Framework and rules for the use of artificial intelligence	<p>The use of Artificial Intelligence is partially permitted:</p> <ul style="list-style-type: none"> • during class work, for data collection for assignments, for orientation, • during preparation for presentations. <p>The use of all AI tools is prohibited during knowledge assessments and writing tests.</p>

Emotions and Communication

Subject name		In Hungarian	Érzelmek és kommunikáció				Szintje	A
		In English	Emotions and Communication				Level	A
Subject code		DUEN(L)-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		<p>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.</p> <p>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</p>						
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 <ul style="list-style-type: none"> 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-biological motivations behind relationships. They know the different techniques of emotion control, especially emotion control in relation to body awareness 						
		Ability <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Students are open to the use of emotion management. T They observe self-reflectively their own behaviours during interactions. They aim for empathetic approaches in their relationships. 						
		Autonomy and responsibility <ul style="list-style-type: none"> Students take responsibility for their own personal growth. They take responsibility for their emotions and their control. 						

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH The use of any AI tools is prohibited during knowledge assessment and closed book exams.

Official Communication

Subject name	In Hungarian	Hivatali kommunikáció				Szintje	A		
	In English	Official Communication				Level	A		
Subject code		DUEN(L)-TKM-115							
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 Professor	
Educational goals		<p>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.</p>							
Typical delivery methods		Theoretical		In a classroom with the use of projector or computer in each lecture. Note taking.					
		Practice		In a classroom with the use of flipchart, a projector or computer in each seminar. Pair and group work.					
		Lab							
Requirements (expressed in learning outcomes/competencies to be acquired)		<p>Knowledge</p> <ul style="list-style-type: none"> 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. 							
		<p>Ability</p> <ul style="list-style-type: none"> 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 							

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	<p>area.</p> <ul style="list-style-type: none"> • Within their subject area of the specific fields of communication, students are able to form well-informed arguments, identify problem areas, and propose solutions.
	<p>Attitude</p> <ul style="list-style-type: none"> • 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.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • 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	<p>Note taking Reading compulsory literature Document interpretation Test taking Writing exercises</p>
Compulsory reading and its availability	<ul style="list-style-type: none"> • FESS. (2019). Academic writing handbook for learners in the FET sector. https://www.fess.ie/images/stories/ResourcesForTutors/AcademicWritingHandbookForLearnersInTheFETSector.pdf • Whitaker, Anne. "Academic Writing Guide." (2009). Available at Googlescholar.com • Gamble, Teri Kwal, and Michael Gamble. <i>Communication works</i>. McGraw-Hill, 2006. Available at Moodle. • Bovee, Courtland. <i>Business Communication Today</i>. London: Pearson, 2016. Available at the library. • Gimenez, Julio C. "Business e-mail communication: some emerging tendencies in register." <i>English for specific purposes</i> 19.3 (2000): 237-251. Available at Googlescholar.com. • David Cotton and Simon Kent, <i>Market Leader</i>. Pearson Publishing. Available at Moodle.
Recommended reading and its availability	<p>Spack, Ruth. "Initiating ESL students into the academic discourse community: How far should we go?." <i>Tesol quarterly</i> 22.1 (1988): 29-51. Available at Googlescholar.com</p>
Hand-in Assignments/ measurement reports	Homework given at seminars.
Description of midterm tests	Week 6 and 13
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Visual Communication

Subject name	In Hungarian	Vizuális kommunikáció					Szintje	A
	In English	Visual Communication					Level	A
Subject code		DUEN(L)-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	
Correspondence	150/15	5		10	0			English
Teacher responsible for the course		Name		Dr. Mariann Váczi		Position	College Professor	
Educational goals		<p>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.</p>						
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)		<p>Knowledge</p> <ul style="list-style-type: none"> 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. 						
		<p>Ability</p> <ul style="list-style-type: none"> 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 deduced from the results. 						
		<p>Attitude</p> <ul style="list-style-type: none"> 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. 						
		<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> They perform specific tasks independently, constructively, using resources. 						
Brief description of the subject content		Signs and symbols. Modelling and forming						

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	<p>Visual arrangement and the ideas of order. Composition.</p> <p>Appearance and visual experience. Visual perception and recognition contents.</p> <p>Sight, image, imaging, transposition. Image area and image field. The shapes and structures of the image area.</p> <p>The localisation of the optical elements of the image area and its manifestations.</p> <p>The optical roles and the manifestations of the material of the image media.</p> <p>Active visual cognition. The orientations of visual studies. Models.</p> <p>Consciousness and spontaneity in abstraction. Objectivity and personality in perception and in the visual statement.</p> <p>Primary statements, personal statements. Visual cognition. Phenomenon and essentials.</p> <p>Appearances and illusions. Visual routines, clichés and prejudices. Composition.</p> <p>Typography, Publication planning, infographics.</p> <p>The two types of visual communication: Description and expression.</p> <p>The conventional and individual ways of visual communication. Direct statements and personal statements.</p> <p>Conventions of depiction and forms of expression. Advertisement, photo, film. The still image conventions of the visualisation of movement.</p>
Activity forms of students	Taking notes, completing and presenting practical tasks. Analysing and creating visual works.
Compulsory reading and its availability	<ul style="list-style-type: none"> • 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=8GbIbLz5LIYC&pg=PA68&lpq=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%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	<ul style="list-style-type: none"> • 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.
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Specific Fields of Communication and the Media

Name of the subject	in Hungarian	Kommunikáció és a Média sajátos szinterei			Level	Undergraduate	
	in English	Specific Fields of Communication and the Media			Code	DUEN(L) TKM EN 151	
Responsible educational unit	Institute of Social Sciences: Department of Organisational Development and Communication Science						
Name of compulsory preliminary study	-						
Number of lessons per week					Requirements	Credits	
	Lecture	Seminar			Laboratory		
Full-time	Weekly	1		2	-		E
Part-time	Semester	5	Semester	10	-		
Subject coordinator	Name			Dr. István András	Position	Assistant professor	
Course objectives	Objectives, development goals						
	<p><i>In the lectures, students will learn about:</i></p> <ul style="list-style-type: none"> - the characteristic theories, models, forms and "staging" features of mass communication, communication / presentation rhetoric, - the role of scenes in defining and delimiting the semantic horizon of communication, - the strategies of reception, - the postmodern rituals of mass media and globalisation. <p><i>Students will become aware of the role played by the media:</i></p> <ul style="list-style-type: none"> - in social processes - and its significance in the individual's socialisation. <p><i>In the seminars, students will learn about:</i></p> <ul style="list-style-type: none"> - the main paradigms of mass communication and media analysis - the main methodologies of media analysis <p>They will conduct their own research (research plan and workshops), present their results orally and in a seminar paper. The course also offers the opportunity to participate in the university's Student Scientific Conference competition (TDK).</p>						
Typical delivery methods	Lecture (E lessons)			Interactive lecture in a lecture hall / Teams meeting.			
	Seminar (G lessons)			In a seminar room / Teams meeting			
	Laboratory			-			
Requirements (expressed in academic results)	Knowledge						
	<p>Students are familiar with and understand the main theories and methodologies of mass communication and media studies, the social norms of mass communication, and the operating mechanisms of current social phenomena and subsystems. They know the characteristics and trends of a chosen field of mass communication and its connection with cultural research.</p>						
	Skills						
<p>Students are:</p> <ul style="list-style-type: none"> -able to approach professional challenges / research problems from multiple perspectives. -able to develop working hypotheses to examine the phenomena and relationships of processes taking place in the fields of social communication -able to select and use the most appropriate empirical method for examining these -able to analyse data revealed at the various communication fields / scenes of their research and to explore the connections hidden in the data. -able to participate in decision-making processes characteristic of mass communication. 							
Attitude							
Students' professional interest extends.							

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	<p>Students are open to all forms of professional innovation. Students are receptive, but not uncritically accepting the theoretical, practical and methodological innovations Students apply the professional methods and are open to the different methodological characteristics of other disciplines.</p> <p>Autonomy and responsibility Students autonomously develop and justify research on professional issues and challenges.</p>
Brief description of the course content	See the weekly schedule at the end of this document.
Main types of student activities	<p>Individual: observation – systematisation – summarisation (lectures) Teams: data collection and analysis – presentation – summarisation (seminars)</p>
Compulsory reading and its availability	<p>Babbie, E. (2013). <i>The Practice of Social Research</i>. Cengage. (DUE Library) Griffin, E., Ledbetter, A., & Sparks, G. (2015). <i>A First Look at Communication Theory</i>. Purdue University. (DUE Library) McQuail, D., & Deuze, M. (2020). <i>McQuail’s Media and Mass Communication Theory</i> (7th ed.). SAGE Publications Ltd. (DUE Library) Stokes, J. (2021). <i>How to do media and cultural studies</i>. (Vols. 1-0). SAGE Publications Ltd, https://doi.org/10.4135/9781036234287 (DUE Library: on order)</p>
Recommended reading and its availability	<p>Baraldi, C. (2006). <i>New Forms of Intercultural Communication in a Globalized World</i>. <i>International Communication Gazette</i>, 68(1), 53-69. https://doi.org/10.1177/1748048506060115 (Moodle) Falus, O. (2021). <i>Digital Media Law Textbook for International Students</i>. Dunaujváros: DUF Press. (Moodle) Flick, U. (2018). <i>An introduction to qualitative research</i>. 6th Ed. London: SAGE. (Moodle) Gut, A., Wilczewski, M., & Gorbaniuk, O. (2017). <i>Cultural Differences, Stereotypes and Communication Needs in Intercultural Communication in a Global Multicultural Environment</i>. <i>Journal of Intercultural Communication</i>, 17(1). https://immi.se/index.php/intercultural/article/view/Gut-2017-1/778 Lanigan, R. L. (2013). <i>Information theories</i>. In Paul Cobley & Peter J. Schulz (Eds.), <i>Theories and models of communication</i> (Vol. 1, pp. 58–83). De Gruyter Mouton. https://doi.org/10.1515/9783110240450.59 (Moodle) MacNamara, J. (2005): <i>Media content analysis, its uses, benefits and best practice methodology</i>. https://www.researchgate.net/publication/267387325_Media_Content_Analysis_Its_Uses_Benefits_and_Best_Practice_Methodology (Moodle)</p>
Description of assignments	<p>Full-time. Seminar: Presentation of student research plan (week 5), presentation of research (weeks 10-12) and seminar paper (week 13) Part-time: Seminar: Presentation of student research plan (3rd consultation), research presentation (exam period) and seminar paper (exam period)</p>
Schedule of test papers	<p>Full-time: Week 13 Part-time: Exam period</p>
Framework and rules for the use of artificial intelligence	<p>Partial authorisation: Artificial Intelligence is permitted for certain types of tasks and with appropriate citation (APA 7th):</p> <ul style="list-style-type: none"> -idea generation for research topics (e.g. Perplexity) -literature search (e.g. Scopus AI, Perplexity, Consensus) -translation of foreign language texts (DeepL) -grammar checking (Grammarly, Paperpal) <p>In all other cases, the use of AI is prohibited, in particular:</p> <ul style="list-style-type: none"> -preparing presentation slides -writing seminar papers -generating references for the literature used -analysing research data -drawing conclusions -writing the test paper

	If the student(s) does/do so anyway, the completion of the given assessment point will be invalidated, which will result in the refusal of the signature.
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Media and Communication

Subject name		In Hungarian	Média és kommunikáció				Szintje	A
		In English	Media and Communication				Level	A
Subject code		DUEN(L)-TKM-152						
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. Mariann Váczki		Position	College Professor
Educational goals		<p>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.</p> <p>Additional goals are to:</p> <ul style="list-style-type: none"> - 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. 						
Typical delivery methods		Theoretical		In a classroom with the use of projector, videoplayer or computer in each lecture.				
		Practice		In a classroom with the use of projector, videoplayer or computer in each seminar. Occasionally videoconference.				
		Lab						
Requirements (expressed in learning outcomes/competencies to be acquired)		<p>Knowledge</p> <p>Students know:</p> <ul style="list-style-type: none"> • 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. <p>Students have:</p> <ul style="list-style-type: none"> • confident methodological knowledge, they are able to understand and see through innovation on disciplines, • certain terminological knowledge and special knowledge for discipline. 						
		<p>Ability</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. 						

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	<p>Attitude Students are:</p> <ul style="list-style-type: none"> • 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. <p>Autonomy and responsibility Student are:</p> <ul style="list-style-type: none"> • 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 analyze 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	<p>Heard note-text processing: 40%</p> <p>Processing of the literature: 40%</p> <p>Processing documentaries: 10%</p> <p>Test: 10%</p>
Compulsory reading and its availability	<p>Glen Creeber (2015): The Television Genre Book. British Film Institute</p> <p>Teresa Keller (2009): Television News: A Handbook for Reporting, Writing, Shooting, Editing and Producing. Holcomb Hathaway</p>
Recommended reading and its availability	<p>C. A. Tuggle (2013): Broadcast News Handbook: Writing, Reporting, and Producing in the Age of Social Media. McGraw-Hill Education</p> <p>Alan B. Albarran (2024): The Media Economy. Routledge</p>
Hand-in Assignments/ measurement reports	Theoretical exam (1), based on concepts discussed in the lecture, in the form of test and essay questions. Report (2), on a topic of your choice. Presentation (3), of a TV program idea, based on group work.
Description of midterm tests	<p>Mid-term grade based on the average of the 3 assessment points.</p> <p>The 3 assessment points are scheduled for weeks 6th, 9th, and 12th.</p>
Framework and rules for the use of Artificial Intelligence	<p>The use of artificial intelligence is partially permitted:</p> <p>during class work,</p> <p>for data collection and information gathering for assignments,</p> <p>for data collection for certain exams,</p> <p>and during exam preparation.</p> <p>The use of any AI tools is prohibited during knowledge assessment and written exams.</p>

Social Psychology and Sociolinguistics

Subject name		In Hungarian		Szociálpszichológiai és szociolingvisztikai ismeretek			Szintje	A	
		In English		Social Psychology and Sociolinguistics			Level	Undergraduate	
Subject code				DUEN(L) TKM-154					
Responsible educational unit				Institute of Social Sciences Department of Organizational Development and Communication Science					
Name of Mandatory Preliminary Study				-					
		Number of Lessons			Requirements	Credits (ECTS)	Language of Education		
		Lecture	Seminar	Laboratory					
Full-time	3/week	1	2		E (Examination)	5	English		
Correspondence	15/semester	5	10						
Teacher responsible for the course				Name		Dr. Balázs László		Position	Associate Professor
Educational goals				The objective of the course is for students to gain insight into the psychological and decision-making processes that play a role in relationships and social structures (group, institution). Students acquire the basic theories and concepts of social psychology and they get to know the workings of the relational structures of language. The goal of the course is for students to be able to recognize and use the linguistic characteristics and dimensions of social situations. Students become familiar with the psychological dimensions of the workings and regulations of social situations. They gain experience in handling the structures that define the processes of certain contexts and social situations. Therefore the course develops their interpersonal skills (empathy, social responsibility, relationship management) and accommodation skills (problem solving, flexibility, reality check).					
				Lecture		Interactive lecture, various practical exercises in lecture rooms with a projector, or online (Teams).			
				Seminar		In a seminar room for 20-30 people equipped with a projector. Individual, pair and group work, student presentations and discussion.			
Typical delivery methods				Laboratory					
Requirements (expressed in learning outcomes/competencies to be acquired)				Knowledge					
				Students acquire the basic conceptual knowledge of social psychology and sociolinguistics relevant for their specific field of undergraduate study.					
				They become aware of the methodology of the analysis of social situations.					
				They are familiar with the techniques that help them develop their own competences in the subject.					
				Ability					
				Students are able to: - synthesize the set literature - recognize and adopt the relevant concepts of social psychology and sociolinguistics for analyzing a specific situation. - to identify and coordinate the situations that support their development - to identify the factors that influence them.					
				Attitude					
				Students: - are open to the execution of group problem-solving. - accept and use the study tools and techniques offered to them.					

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	<ul style="list-style-type: none"> - accept cultural or national differences. -are open to critical self-assessment and development.
	<p>Autonomy and responsibility</p> <p>Students:</p> <ul style="list-style-type: none"> - are able to carry out their professional work independently. -take responsibility for the processes and their results under their leadership. -support the linguistic autonomy of those in their environment for the sake of carrying out the given task. <p>Their professional work is cooperative.</p>
Brief description of the subject content	See the Course Schedule at the end of this document (13 weeks).
Activity forms of students	Note-taking and synthesis of lecture material. Participation in various practical exercises (cooperative activities, role-play, case-study analysis, problem-solving in groups, discussion of alternative solutions, experimental tasks).
Compulsory reading and its availability	Smith, E. R., Mackie, D. M., Claypool, H. M (2014). <i>Social Psychology</i> . 4th edition. Taylor & Francis. (DUE Library) Wardhaugh, R. & Fuller, J. (2021). <i>Introduction to Sociolinguistics</i> . 8th edition. Wiley.
Recommended reading and its availability	Susan T. Fiske (2014). <i>Social beings: Core motives in social psychology</i> . Wile. (DUE Library)
Hand-in Assignments/ measurement reports	Presentation and seminar paper in the Study Period.
Description of midterm tests	Test in the Exam Period.
Use and regulation of Artificial Intelligence use	<p>Limited permission: Artificial Intelligence is permitted for certain types of tasks and with appropriate citation (APA 7th):</p> <ul style="list-style-type: none"> -Literature collection on the chosen topic (Scopus AI, Perplexity, Consensus) -Translation of foreign language texts (DeepL) -Grammatical correctness and stylistic formatting of the text (Grammarly, Paperpal) <p>In all other cases, the use of AI is prohibited, in particular for:</p> <ul style="list-style-type: none"> -preparing the presentation slides -writing the text of a seminar paper (literature background, application suggestions) -generating references -writing the final exam paper <p>If the student(s) do so anyway, the submitted assignment will be invalidated, resulting in the refusal of the signature.</p>

Project Communication

Name of the subject	in Hungarian	Projektkommunikáció			Level	undergraduate	
	in English	Project Communication			Subject code	DUEN(L) TKM-216 EN	
Last updated in February 2026							
Responsible educational unit		Institute of Social Sciences: Department of Organisational Development and Communication Science					
Name of compulsory preliminary study		-					
Number of lessons per week				Requirements	Credits	Language of instruction	
	Lecture	Seminar	Laboratory				
Full-time		1	2	0	CA	5	English
Correspondence	Semester	5	Semester	10			
Subject coordinator		Dr. Tamás Kőkuti			Position	Assistant Professor	
Course objectives (with developmental goals)		The aim of the course is to familiarize students with the basics of project communication through a systematic (project management) and practical (waterfall project communication) approach, and using Interreg Europe's current Programme Manual as its professional framework. By the end of the course, students will be able to perform typical project communication tasks and fulfil the information obligations of Interreg-funded projects.					
Typical delivery methods		Lecture		Interactive lecture, in a lecture hall with projector			
		Seminar		Preparation of project communication documents (building a PC Folder), processing of a chosen case study			
		Laboratory					
Requirements (expressed in learning outcomes)		Knowledge Students: -understand the essence of project communication -are familiar with current project communication methods and tasks, and are able to interpret them -have acquired confident methodological knowledge -are aware of the mechanisms, tools and tasks of project-oriented activities and their impact on society.					
		Skills Students: -are able to plan and perform project communication tasks -are able to participate in project decision-making processes related to their field of expertise (interpersonal, group, public, organisational, intercultural, and mass communication). -are able to assess the potential impacts of project communication -are able to distinguish between explicit and implicit content, and take a position on the social impact of project communication activities.					
		Attitude -Critical approach -Openness -Problem sensitivity					
		Autonomy and responsibility Students: -form their own, independent opinions -participate in professional discussions -take responsibility for the completion and quality of their academic performance on the course					
Brief description of subject content		Background: Basic project management (PM) knowledge; Project Communication (PC): The role of PC in a project; Developing the communication strategy and plan of the project; PC communication channels; Content creation (e.g., press release, photo and video documentation); PC evaluation (research and measurement); PC challenges and crisis management; Interreg Programme Manual v6					

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Main types of student activity	Active participation and note-taking in lectures (individual). Task-driven information collection and processing (individual/team). Project work (case study processing) (individual/team) Presentation (individual/team) Seminar paper (PC Folder: 9 docs, individual / team)
Compulsory literature & its availability	-Pilkington, A. (2022). <i>Communicating projects: From waterfall to agile</i> . 2nd ed. Taylor & Francis. (DUE Library, PPTs in Moodle) -Interreg Europe (2025). <i>Programme Manual: 2021-27</i> . Interreg Europe. (pp. 128-144.) https://www.interregeurope.eu/sites/default/files/2023-02/IR-E_programme_manual_annexes.pdf#page=133
Recommended literature & availability	-Verzuh, E. (2021). <i>The Fast Forward MBA in Project Management: The Comprehensive, Easy-to-Read Handbook for Beginners and Pros</i> , 6th edition. ISBN: 978-1-119-70080-7 (DUE Library: on order)
Description of practical assignments	Building a project communication folder (PC Folder) for a selected project case (individual/team) based on weekly assignments >> presentation and seminar paper
Description and schedule of test papers	A test paper (online/offline) on the 12th week of the semester
Framework and rules for the use of artificial intelligence	Partial authorisation: The use of Artificial Intelligence tools is permitted for certain types of tasks on the course and with appropriate citation (APA 7th): -data collection on the selected project -idea generation for PC tasks (PC Folder) -translation of foreign language texts (DeepL) -grammar check (Grammarly) In all other cases, including the taking of the test paper, the writing of the text of presentation slides / the seminar paper, and the generation of PC subtasks (PC Folder), AI use is strictly prohibited.

Rhetoric

Subject name	In Hungarian	Retorika				Level	A
	In English	Rhetoric				Code	DUEN(L)-TKM-255
2025/2026 II.							
Responsible Educational Unit		Institute for Social Sciences- Department of Organisational Development and Communication Science					
Mandatory Preliminary Study		-					
Type	Number of Lessons				Requirements	Credits (ECTS)	Language of Teaching
	Lecture	Seminar		Laboratory			
Full Time	Weekly-	2	Weekly	1	Weekly - 0	E (exam)	5
Correspondence	In a Semester	10x	In a Semester	5	In a Semester	0	English
Teacher Responsible for the Course		Name			Dr. Katalin Kukorelli	Position	Professor Emeritus
Educational Goals and Justification of the Course		Short objective To introduce the student to the concept, history, characteristics, and functions of rhetoric so that they can independently speak in public, stand out confidently, and express themselves in a variety of ways.					
		Educational background, development goal Introduction to the system of rules and customs historically developed by general rhetoric. Facilitating the interpretation of public speaking in social settings, developing and practically perfecting students' effective speech and behavior. Its educational goal is also to shape students' ethical and responsible behavioral needs, enabling them to navigate social and public life effectively.					
Typical Delivery Methods		Lecture		For all students in a lecture hall, with the use of a projector in all classes. (group, interactive)			
		Seminar		For all students in rooms with 25–45 people, with the possibility of using a projector and internet, with movable, rearrangeable chairs and tables. (individual and small group)			
		Laboratory		-			
		Other		-			
Requirements (Expressed in Learning Outcomes)		Knowledge <ul style="list-style-type: none"> 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 that occur in social settings. Knows the background and operational mechanism of effective public speech. 					
		Ability <ul style="list-style-type: none"> Owens the ability to find a way in the approach of rhetoric, namely, he/she can interpret rhetoric as a way of thinking and speaking. Owens the ability to interpret rhetoric as a way of public communication, as a strategic activity. Owens the ability to perform adequate analysis and evaluation of public communication. 					

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	<ul style="list-style-type: none"> Owns the ability to create and give simple, well-structured speech based on his/her preparedness.
	<p>Attitude</p> <ul style="list-style-type: none"> He/she can accept the way of rhetorical speech bravely and consistently, based on the knowledge of narrative and the pragmatic way of human recognition. He/she is open to listening to others' opinions, to their consideration, and to the disputation; at the same time, he/she is ready to represent his/her view. He/she is sensitive to social problems and committed to democratic values
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> He/she decides responsibly in professional questions and realizes if there is any need to cooperate with others in solving the current 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	<p>Within the frame of this subject, we review the role of rhetoric in societies from ancient rhetoric to these days. Students get to know the perception of the great rhetors of ancient times at each age. Students get to know about the types and parts of rhetorical speech, the tasks of rhetors, rhetoric situation, rhetoric genre, and the rhetoric education, which will be followed by a review of new rhetoric.</p> <p>We mention the public communication and the definition of publicity in more detail; we talk about the campaign, strategic communication, convincing, and manipulation. Finally, we examine the features of the communication campaign, the strategy of the campaign, and the aspects of campaign planning within the practice of communication planning.</p> <p>At the end of the course, we turn to the roles of campaign message and verbal and visual rhetoric in campaigns</p>
Activity Forms of Students	<p>Individual and group activity forms: Knowledge processing takes place at home, individually, based on the course material, uploaded videos, and materials collected using artificial intelligence: 40% (individual). Presentation of speeches written on selected topics, evaluation of the speeches by classmates and the instructor: 30%. (individual, small group) Preparation and presentation on topics that further develop and interpret the course material. The use of artificial intelligence is allowed during the preparation: 30%. (individual, group)</p>
Mandatory Literature and Its Availability	<p>Thomas O. Sloane (2000): Encyclopedia of Rhetoric. Eastbourne, CPI Antony Rowe. Welch, Kathleen E. (1999): Electric Rhetoric. Classical Rhetoric, Oralism, and a New Literacy, The MIT Press, Cambridge, Massachusetts; London, England. Materials on MOODLE</p>
Recommended Literature and Its Availability	<p>Dijk, Teun A. van (2006): Discourse and Manipulation. Discourse & Society, 17/3. 359-383 https://discourses.org/wp-content/uploads/2022/07/Teun-A.-van-Dijk-2006-Discourse-and-manipulation.pdf</p>
Hand-in Assignments/Measurement Reports	<p>Students will give a 10-minute presentation or deliver a speech from the 5th week on a topic offered by the teacher or suggested by the students in the 3rd week of the semester.</p>
Description of Midterm Tests, Schedule	<p>Full-time students write the first midterm test in week 6: Associating the names of rhetors with the definition of rhetoric, and explaining the perception of an ancient rhetor, or analyzing a speech based on what they have learned. The second midterm test is written in week 12: Analyzing a political communication event.</p>
Frameworks and Rules for the Use of Artificial Intelligence	<p>Partial permission: artificial intelligence is allowed for certain types of tasks (e.g., when preparing for presentations, reports, and speeches, or when discussing these tasks during class work).</p>

Thesisi writing 1 Communications Research Methodology

Subject name	In Hungarian	Szakdolgozatírás 1.- A kommunikációkutatás módszertana			Szintje	A		
	In English	Thesisi writing 1 Communications Research Methodology			Level	A		
Subject code		DUEN(L)-TKS-200						
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	150/26	3	0	0		signature	0	English
Correspondence	150/10	15	0	0				
Teacher responsible for the course		Name		Dr. Bartal Orsolya		Position		
Educational goals		<p>Goals and aims of development</p> <p>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.</p>						
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)		<p>Knowledge</p> <ul style="list-style-type: none"> • 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. 						
		<p>Ability</p> <ul style="list-style-type: none"> • 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. 						
		Attitude						

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	<ul style="list-style-type: none"> • 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.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • In professional and social discussions expresses his/her views as an autonomous person: able to form independent opinion. • Conscientious and responsible when it 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	-
Framework and rules for the use of artificial intelligence	For tasks specified in the thesis guidelines, the use of AI is permitted provided that certain conditions are met. The use of AI must be documented, and students must declare the method of use and type of AI in their thesis.

Digital text

Subject name		In Hungarian	Digitális szöveg			Szintje	A	
		In English	Digital text			Level	A	
Subject code		DUEN(L)-TKM-212						
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. Katalin Kukorelli		Position	College Teacher	
Educational goals		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.						
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 will know: <ul style="list-style-type: none"> 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 						
		Ability Students will be able to: <ul style="list-style-type: none"> construct virtual versions of reality conceptualize audiences, institutions and values of digital agenda predispose digital text messages 						
		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.						
		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.						
Brief description of the subject content		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.						
Activity forms of students		Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15%						
Compulsory reading and its availability		Worsnop, C. (2015) <i>Media literacy through critical thinking</i> . University of Washington Publisher Buckingham, D. (2007) <i>Digital Media Literacies</i> . In: Research in Comparative and International Education Vol 2. Nr1.						

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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
Framework and rules for the use of Artificial Intelligence	The use of artificial intelligence is partially permitted: during class work, for data collection and information gathering for assignments, for data collection for certain exams, and during exam preparation. The use of any AI tools is prohibited during knowledge assessment and written exams.

Entrepreneurship

Subject name	In Hungarian	Vállalkozástan				Level	A	
	In English	Entrepreneurship				Code	DUEN(L)-TVV-122	
Subject code								
Responsible educational unit		Institute for Social Sciences Department of Management and Enterprise Sciences						
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. Andrea Keszi-Szeremlei		Position	College Teacher	
Educational goals		The curriculum provides a comprehensive knowledge of entrepreneurship, including the creation, operation, transformation, liquidation, financial management and the management of assets and liabilities. The student will be familiar with the means of preventing corruption. The student will be able to review the essence and the conduct of corporate management and to understand and apply corporate (business) law and regulations. They will be familiar with the economic, financial, human, material and property characteristics and components of companies, the risks inherent in the activities of companies and their types, the characteristics of international and domestic corporate cooperation and will be able to apply these at a skill level. In addition to theoretical knowledge, practical features will also be explored.						
Typical delivery methods		Theoretical		In a classroom with the use of projector or computer in each lecture.				
		Practice		Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work				
		Lab		-				
Requirements		<p>Knowledge</p> <ul style="list-style-type: none"> • Understands the conceptual framework of business management. • Is familiar with the mechanisms of corporate operations. • Is familiar with the legal background and internal and external environment of companies. • Is familiar with the management systems, objectives, and strategies of companies. <p>Ability</p> <ul style="list-style-type: none"> • Able to use the concepts of the field professionally. • Able to identify and define the resources of companies. • Able to implement the basics of corporate management. • Able to understand corporate goals and strategic steps. • Able to understand and use relevant literature. <p>Attitude</p> <ul style="list-style-type: none"> • Open to actively interpreting changing communication communities and social situations. • Sensitive to solving problems arising from the functioning of relationships. • Receptive to exploiting opportunities for development. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • Takes responsibility for their own development. • Cooperates with others and seeks solutions to problems. • Feels responsible for the development of their work environment. 						
Brief description of the subject content		The formation of companies, their concept, and the legal background of their operation. The macro and micro, external and internal environment of companies.						

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	Anti-corruption in business practice (forms of corruption, means of prevention). Companies as economic systems, characteristics of economic systems, basic concepts of their operation. Company goals, goal systems, strategy. Economic decisions of companies. Description of corporate resources and activity systems. Company assets and resources, company financing. Organization and management of companies. Resource management in companies. Presentation of corporate production, services, and material processes. Internal and external logistics of companies. Human resource management in companies. Sources and role of corporate information. Corporate innovation. Corporate revenue and cost management. The concept of quality, total quality management and control (TQM). Corporate strategy, strategic principles, strategic management, strategy development, implementation, and control. Controlling. The role and presentation of business planning. Corporate ethics, responsibility, and culture in the operation of companies. Outsourcing, its development, types, and implementation possibilities.
Activity forms of students	Corporate cooperation. Individual and group activities: participation in individual and small group tasks, participation in guided corporate role-playing, analysis of case studies, examination of complex corporate simulations.
Compulsory reading and its availability	<ul style="list-style-type: none"> • William D. Bygrave - Andrew Zacharakis (2014): Entrepreneurship, 3rd Edition, John Wiley & Sons, DUE Library • Dollinger, Marc J. (2008): Entrepreneurship, Marsh Publications, Letölthető: https://shorturl.at/R1ydn - egyes részei Materials on MOODLE
Recommended reading and its availability	<ul style="list-style-type: none"> • Jerome Katz, Richard Green (2014) Entrepreneurial Small Business. 4th ed. McGraw-Hill International Ed., ISBN: 978-0078029424, DUE Library
Hand-in Assignments/ measurement reports	Presentation and analysis of the business activities of a company selected by the student in week 14, using the knowledge acquired so far. Short presentation on a predetermined company-related topic.
Description of midterm tests	Midterm tests on weeks 7th and 12th. Supplementary test on week 13th.
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH The use of any AI tools is prohibited during knowledge assessment and closed book exams.

Thesis 2- Thesis Writing

Subject name	In Hungarian	Szakdolgozat 2 - Szakdolgozatkészítés			Szintje	A	
	In English	Thesis 2- Thesis Writing			Level	A	
Subject code	DUEN(L)-TKM-091						
Responsible educational unit	Institute for Social Sciences Department of Organizational Development and Communication Science						
Name of Mandatory Preliminary Study	DUEN-TSK-200						
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 proctor-equipped classrooms.				
	Practice		Knowledge processing. Literature-processing, presentation.				
	Lab						
Requirements (expressed in learning outcomes/competencies to be acquired)	Knowledge They 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						
	4th week: presentation of the list of literature used for the thesis to the internal consultant (minimum 10 different sources); uploading the main sketch points of the thesis and the literature to the system						
	5th week: literature placement test (application: http://komint.duf.hu/szakdolgozat)						
	10th 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							
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is permitted for the tasks specified in the thesis guidelines, provided that certain conditions are met. The use of artificial intelligence must be documented, and students must declare in their thesis the method and type of artificial intelligence used, including the prompts used.						

Internship

Subject name	In Hungarian	Szakmai gyakorlat			Szintje	A	
	In English	Internship			Level	A	
Subject code		DUEN(L)-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 reconnection 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.					
		Theoretical					
Typical delivery methods		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 own 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							
Frameworks and rules of the use of artificial intelligence		It can be used at the professional training site based on the decision of the training supervisor.					

BUSINESS COMMUNICATION SPECIALIZATION

Organizational Communication

Subject name		In Hungarian	Szervezeti kommunikáció			Szintje	A		
		In English	Organizational Communication			Level	A		
Subject code		DUEN(L)-TKM-218							
Responsible educational unit		Institute for Social Sciences Department of Organizational Development and Communication Science							
Name of Mandatory Preliminary Study									
Number of Lessons		Theoretical		Practice		Requirements	Credits (ECTS)	Language of Education	
				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 Professor	
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.							
		Autonomy and responsibility							
Brief description of the subject content		The major themes of the course: Communication strategies. The internal and external communication strategies of the organization. The concepts, channels, and tools of internal communication. The relationship between leadership styles and organizational communication. Leadership styles and organizational communication. Internal crisis communication. The disturbances of organizational communication. The practical development of organizational communication (possibilities and challenges). The challenges of internal communication development.							
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							

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	Education, Inc. (Later: OCT) Laurie J. Mullins (2024) Management and Organisational Behaviour, 13th edition Published by Pearson, Gary Rees University Of Portsmouth, The Business School 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 7 and 12.
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Organizational psychology and development

Subject name	In Hungarian	Szervezetpszichológia és szervezettefejlesztés				Szintje	A	
	In English	Organizational psychology and development				Level	A	
Subject code		DUEN(L)-TKM-219						
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		<p>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.</p> <p>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</p>						
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 <ul style="list-style-type: none"> 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. 						
		Ability <ul style="list-style-type: none"> 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. 						
		Attitude <ul style="list-style-type: none"> 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. 						
		Autonomy and responsibility <ul style="list-style-type: none"> Students take responsibility for their own decisions. 						

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	<ul style="list-style-type: none"> • They take responsibility for the development of their workplace environment.
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	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
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH The use of any AI tools is prohibited during knowledge assessment and closed book exams.

The Communication of Change Management

Subject name		In Hungarian	Változásmenedzsment kommunikációja			Szintje	A	
		In English	The Communication of Change Management			Level	A	
Subject code		DUEN(L)-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: <ul style="list-style-type: none"> •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		Lewis, Laurie K. (2011): Organizational change: creating change through strategic						

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availability	communication Malden: Wiley-Blackwell, 299 p. ISBN 978-1-4501-9189-0 Cameron, E., & Green, M. (2023). Making sense of change management: A complete guide to the models, tools and techniques of organizational change (6th ed.). Kogan Page Materials on MOODLE
Recommended reading and its availability	Nanus, B. (2022). Focusing on organizational change. Open Textbook Library. https://open.umn.edu/opentextbooks/textbooks/focusing-on-organizational-change Kotter, J. P. (2025). HBR's 10 must reads on change management (Updated and expanded ed.). Harvard Business Review Press. https://store.hbr.org/product/hbr-s-10-must-reads-on-change-management-updated-and-expanded-featuring-leading-change-by-john-p-kotter 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	
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Conflict Management and Economic Mediation

Subject name	In Hungarian	Konfliktuskezelés és gazdasági mediáció				Szintje	A		
	In English	Conflict Management and Economic Mediation				Level	A		
Subject code		DUEN(L)-TKM-118							
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	0	3	0	M (Midterm mark)		5	English	
Correspondence	150/15	0	15	0					
Teacher responsible for the course		Name		Dr. László Balázs		Position	Associate Professor		
Educational goals		<p>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.</p> <p>The course will develop the following competences: Conflict management competences Self-knowledge Empathy Assertiveness Problem solving</p>							
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 <ul style="list-style-type: none"> • 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 							
		Ability <ul style="list-style-type: none"> • 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. 							
		Attitude <ul style="list-style-type: none"> • 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. 							

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	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • 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.
Brief description of the subject content	<p>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.</p>
Activity forms of students	<p>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)</p>
Compulsory reading and its availability	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Killmann Test – (available: https://www.psychometrics.com/assessments/thomas-kilmann-conflict-mode)
Hand-in Assignments/ measurement reports	<p>Based on any topic of the course, students are required to analyse a topic in an essay, and present it through a presentation.</p> <p>Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar</p> <p>Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12.</p>
Description of midterm tests	<p>Mid-term exam that contains the material of the lectures Week 13 seminar</p>
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Business negotiation and presentation

Subject name	In Hungarian	Üzleti tárgyalás és prezentáció			Szintje	A	
	In English	Business negotiation and presentation			Level	A	
Subject code		DUEN(L)-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		<p>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.</p> <p>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.</p> <p>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.</p>					
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)		<p>Knowledge Students as potential business negotiators and communicators know:</p> <ul style="list-style-type: none"> • 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 <p>Ability Students will be able to:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Autonomy and responsibility Is capable of own opinion formation on professional and social forums. Responsibly represents his/her professional group and company unit.</p>					
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					

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	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	<ul style="list-style-type: none"> • Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press. • Shell, G.R. (2006) <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i>. Penguin Books, 2nd Edition • Materials on MOODLE
Recommended reading and its availability	<ul style="list-style-type: none"> • Roy J. Lewicki, Bruce Barry, and David M. Saunders (2007): Essentials of Negotiation. Boston: McGraw-Hill. • Fisher, R and Daniel Shapiro (2005) <i>Beyond Reason: Using Emotions as you Negotiate</i>. Viking Publisher • Thomas, J. (2005) <i>Negotiate to Win: The 21 Rules for Successful Negotiating</i>. 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.
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

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Public relations 1.

Subject name		In Hungarian	Public relations 1.			Szintje	A
		In English	Public relations 1.			Level	A
Subject code		DUEN(L)-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 Kókuti		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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Use and apply the basic terms and vocabulary of the profession with confidence Synthesize and organize their knowledge and apply it in the appropriate situations 					
		Attitude Students should be: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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					

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Compulsory reading and its availability	<ul style="list-style-type: none"> • Tech, R. – Yeomans, L.: Exploring public relations, 3rd edition, London, Pearson, 2014 • Materials on MOODLE
Recommended reading and its availability	<ul style="list-style-type: none"> • 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
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

Sustainable Development and Corporate Social Responsibility

Name of the subject	in Hungarian		Fenntartható fejlődés és társadalmi felelősségvállalás				Level	A	
	in English		Sustainable Development and Corporate Social Responsibility				Level	undergraduate	
Course code		DUEN TKM 213 AE, AG; DUEL TKM 213 AE, AG							
Responsible educational unit		Institute of Social Sciences: Department of Organisational Development and Communication Science							
Name of compulsory prerequisite		-							
Number of lessons per week						Requirements	Credits	Language of instruction	
		Theoretical		Practice		Laboratory			
Full-time	39		1		2		0	M	
Part-time	15	Semester	5	Semester	10		0	(Midterm mark)	English
Subject coordinator		Dr. István András					Position	Assistant professor	
Course objectives		<p>Objectives, development goals</p> <p>The aim of the course is to provide students with comprehensive knowledge of sustainable development and social responsibility, and their communication implications for an organisation.</p> <p>Students will become familiar with their main concepts, in particular corporate social responsibility, and their integration into organisational communication.</p> <p>Students will gain an overview of the macro- and micro-level processes of corporate social responsibility, become aware of the conceptual distinction between PR and CSR, understand the specific characteristics of CSR communication, and become familiar with the fields of social sustainability and national cases of social innovation.</p> <p>The development focuses of the course are individual and team responsibility, acquiring a systemic approach, and the development of social competences.</p>							
Typical teaching methods		Lecture		Interactive lecture in a classroom equipped with a projector and computer / Teams. Active participation and note-taking.					
		Seminar		Individual and teamwork on various exercises. In a classroom suitable for project work (20-30 people), using a flipchart or blackboard / Teams.					
		Labor							
Requirements (expressed in terms of academic results)		<p>Knowledge</p> <p>Students:</p> <ul style="list-style-type: none"> -are familiar with the terminology and concept of sustainable development. -are familiar with the definition, functioning and main areas of CSR. -understand the connections and differences between CSR and PR. -are aware of the communication activities accompanying CSR and sustainable development processes in an organisation. -are familiar with the areas of social sustainability and the characteristics of social innovation. -are familiar with the criteria for evaluating an organisation's CSR activities. -are familiar with the elements of the project communication package. <p>Skills</p> <p>Students:</p> <ul style="list-style-type: none"> -are able to identify and support CSR and sustainable development processes in the organisational communication environment -are capable of organising the communication processes accompanying CSR events -are able to evaluate an organisation's CSR practices and communications -are able to create a CSR communication package <p>Attitude</p> <p>Students are:</p>							

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	<ul style="list-style-type: none"> -open to learning about organisational processes -interested in the specifics of communication activities -open to taking responsibility for their work -flexible and cooperative to their teammates -respect the (different) professional opinions of their teammates -willing to find common solutions to challenges and problems
	<p>Autonomy and responsibility</p> <p>Students:</p> <ul style="list-style-type: none"> -take responsibility for their tasks and the outputs of teamwork -accept individual responsibility for teamwork
Brief description of the subject content	As in the full-time schedule at the end of this document.
Main types of student activities	Active participation in in-class work: Comments, note-taking, raising questions (lecture); teamwork on exercises (seminar, assignments).
Required reading and availability	<p>Benn, S., & Bolton, D. (2011). Key Concepts in Corporate Social Responsibility. SAGE Publishing Ltd. Print ISBN: 9781847879288 (DUE Library)</p> <p>Cornelissen, J. (2023). Corporate Communication: A Guide to Theory and Practice (7th Edition). SAGE Publication Ltd. ISBN 9781529600025 (DUE Library)</p> <p>O'Connor, A. (Ed.) (2023). The Routledge Handbook of Corporate Social Responsibility Communication. Routledge. ISBN 978-1-032-02732-6 https://www.doi.org/10.4324/9781003184911 (DUE Library)</p>
Recommended reading and availability	<p>Carbo, J. A., Dao, V. T., Haase, J. H., Hargrove, M. B., & Langella, I. M. (2021). Social sustainability for business. Routledge. (Chapters 1-4, 12-13: pp. 1-89; 226-270) (Moodle)</p> <p>Pezzulo, P., & Cox, R. (2025). Environmental communication and the public sphere. SAGE. (Ch. 1. Moodle)</p> <p>Sitku, K. (2021). The third mission of universities: social innovation and service learning. In Juhász, E., Kozma, T., & Tóth, P. (Eds.), Social innovation and learning in the digital age (pp. 417-428). Hungarian Association of Education Researchers (HERA). http://hera.org.hu/wp-content/uploads/2021/05/HERA_Evkonyvek_VIII_online_2.pdf</p>
Description of assignments	<p>Evaluation of the CSR practices of a chosen organisation (for-profit/non-profit/other) and the renewal of its external communication (project work). Presentation and a term paper.</p> <p><i>Presentation:</i> Length: 10-12 slides Duration: 15 minutes + 10 minutes discussion + 5 minutes evaluation Deadline: Full-time: Weeks 10-12; Part-time: 3rd consultation</p> <p><i>Term paper</i> Length: 15,000-20,000 characters (5-7 pages) Formatting: justified, 1.5 spacing, 12 pt, TNR font, first line indent 9 mm. Deadline: Full-time: Week 13; Part-time: 3rd consultation</p>
Description and schedule of mid-term exams	One test paper. Full-time: Week 12; Part-time: At a selected date after the 3rd consultation.
Framework and rules for the use of artificial intelligence	<p>Partial authorisation: Artificial intelligence is permitted for certain types of tasks and with appropriate citation (APA 7th):</p> <ul style="list-style-type: none"> -data collection on the selected organisation (e.g. ChatGPT, Gemini) -literature collection for CSR communication renewal (Scopus AI, Perplexity, Consensus)

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	<ul style="list-style-type: none">-translation of foreign language texts (DeepL)-language correctness, text's stylistic improvement (Grammarly, Paperpal) <p>In all other cases, the use of AI is prohibited, in particular:</p> <ul style="list-style-type: none">- idea generation for CSR communication renewal (students' own ideas will be evaluated)-preparation of presentation slides-writing seminar papers-generating references for the literature used-to perform research data analysis-formulating research conclusions-writing the final paper <p>If the student(s) does/do so anyway, the completion of the given assessment will be invalidated, which will result in the refusal of the signature.</p>
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Public relations 2.

Subject name	In Hungarian	Public relations 2.			Szintje	A		
	In English	Public relations 2.			Level	A		
Subject code		DUEN(L)-TKM-217						
Responsible educational unit		Institute for Social Sciences Department of Organizational Development and Communication Science						
Name of Mandatory Preliminary Study		PUBLIC RELATIONS I. DUEN-TKM-153						
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		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.						
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: <ul style="list-style-type: none"> Use and apply the basic terms and vocabulary of the profession with confidence Synthesize and organize their knowledge and apply it in the appropriate situations 						
		Attitude Students should be: <ul style="list-style-type: none"> 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		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.						
Activity forms of students		Case study analysis, Presentations, Individual work, Frontal class work, Essay writing						
Compulsory reading and its availability		Kotler, P. – Keller, K.L.: Marketing management, 14 th edition, London, Pearson, 2012						

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	Tech, R. – Yeomans, L.: Exploring public relations, 3 rd 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
Framework and rules for the use of artificial intelligence	The use of artificial intelligence is partially permitted: <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH The use of any AI tools is prohibited during knowledge assessment and closed book exams.

MEDIA COMMUNICATION SPECIALIZATION

Creating Animation

Name of the course	in Hungarian		Animáció készítés			Level	A	
	in English		Creating Animation			Code	DUEN(L)-TKM-111	
Responsible educational unit			Institute of Social Sciences, Department of Communication and Media Studies					
Name of Mandatory Preliminary Study								
Number of lessons per week				Requirement	Credits	Language of instruction		
	Theoretical	Practice	Laboratory					
Full-time	150/39	1	2	0	F	5	English	
Correspondent	150/15	Semester 5	Semester 10	Semester 0				
Teacher responsible for the course			Name		Dr. Ludik Péter		Position	associate professor
Training objective of the course			<p>Short Objective</p> <p>The aim of the course is to train professionals who know the basics of computer graphics and animation creation. The student should learn the possibilities of animation applications, primarily on web interfaces. Learn the basics of 3D drawing and VR</p>					
Typical delivery methods			Theoretical	Lecture room presentation with projector				
			Practice	Computer Practice				
			Laboratory					
Requirements (expressed in academic outcomes)			Knowledge					
			The student should get to know: the concept of animation, its characteristic properties, the design of animations that can be inserted into websites, the process of its implementation and the tools. Learn the basics of 3D graphics and how to use it.					
			Capability					
			The student should be able to define, design and critically evaluate an animation and graphics. Apply animation and graphic elements, as the most spectacular element of information communication.					
			Attitude					
			Open, inquisitive, critical, creative, imaginative.					
			Autonomy and responsibility					
			It is capable of forming an independent opinion, the animation plans it, and creates a balance between the visuals and the functions.					
Brief description of the subject content			<p>The subject consists of 3 parts:</p> <p>Creating animations with a script-based animation developer (Animate)</p> <p>Developing HTML5 animations with online editors</p> <p>Basics of 3D graphics, drawing in space</p>					
Activity forms of students			- Creating lesson tasks 40% - animation practice 20% - HTML5 animation 20% 3D graphics – 20%					
Compulsory literature and its availability			Online learning material in the Moodle system Resources for the programs used					
Recommended literature and its availability			<p>Official site of Animate: https://helpx.adobe.com/hu/support/animate.html</p> <p>Html5 basics: -http://www.w3schools.com/html/html5_canvas.asp</p> <p>Fukai, Dennis: 3D Construction Modeling; Insitebuilders 2004</p> <p>Don Cowan: HTML5 Canvas For Dummies</p>					
Description of the tasks/measurement reports to be submitted			Animate animation (week 4), HTML5 animation (week 8) 3D drawing (week 13)					
Description and schedule of exams			No exams					
Frameworks and rules of the use of artificial intelligence			<p>Artificial Intelligence is partially enabled:</p> <ul style="list-style-type: none"> • during class work, for data collection and information for tasks, • manipulation of media elements <p>Collecting materials during the preparation of submissions</p> <p>The use of any AI tool is prohibited during the preparation of the tasks to be submitted.</p>					

Digital image creating

Subject name	In Hungarian	Digitális képkeltés			Szintje	A	
	In English	Digital image creating			Level	A	
Subject code		DUEN(L)-TKM-211					
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	M (Midterm mark)	5	English
Correspondence	150/15	5	0	10			
Teacher responsible for the course		Name		István Szakács		Position	
Educational goals		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.					
Typical delivery methods		Theoretical		In a classroom with the use of projector or computer in each lecture.			
		Practice					
		Lab		In a classroom with the use of projector or computer in each lecture.			
Requirements (expressed in learning outcomes/competencies to be acquired)		Knowledge <ul style="list-style-type: none"> The students learn: graphic concept, characteristics, graphics on web pages to fit the design and implementation of process and tools. 					
		Ability <ul style="list-style-type: none"> The student will be able to define, plan and critically evaluate a graphic. Use the picture, what does the disclosure of information component. 					
		Attitude <ul style="list-style-type: none"> Open, curious, critical, creative and full of ideas. 					
		Autonomy and responsibility <ul style="list-style-type: none"> Creating an independent opinion is able to balance between visuals and functionality. 					
Brief description of the subject content		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.					
Activity forms of students		Hear text processing 30% Job-led system 20% Independent processing tasks 25% Lecture 25%					
Compulsory reading and its availability		[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					
Recommended reading and its availability		None					
Hand-in Assignments/ measurement reports		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.					
Description of midterm tests		During the semester, two written examination are: 7 and 12 weeks of theoretical classroom test the theoretical knowledge from.					
Framework and rules for the use of artificial intelligence		The use of artificial intelligence is partially permitted: - during class work, for data collection and information gathering for					

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	<p>assignments</p> <ul style="list-style-type: none">- for data collection for certain HF assignments- during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>
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Motion picture creation and sound recording

Name of the course		in Hungarian		Mozgóképzés és hangfelvétel				Level	A	
		in English		Motion picture creation and sound recording				Code:	DUEN(L)-TKM-254	
Responsible educational unit				Institute of Social Sciences, Department of Organizational Development and Communication Sciences						
Name of the mandatory preliminary study										
Number of lessons per week								Requirement	Credit	Language of instruction
		Theoretical		Practice		Laboratory				
Living room	150/39		1		0		2	V	5	English
Correspondent	150/15	Semester	5	Semester	0	Semester	10			
Responsible instructor				Name		Dr. Ludik Péter		Position	associate professor	
Training objective of the course				<p>Short Objective</p> <p>The aim of the subject is twofold. First, to familiarize students with the physical characteristics of sound, the basics of analogue and digital audio technology, and the use of modern audio equipment, as well as to familiarize them with Adobe Audition audio editing software at a skill level. Secondly, it presents the theoretical foundations of motion picture creation and the use of its tools. On a practical level, it lays the foundations of the science of screenwriting, knowledge of the lighting of filming locations and camera handling. Finally, it will help you master Adobe Premiere professional video editing app at a skill level. The aim of the course is to establish and develop the students' theoretical and practical knowledge of audiovisual.</p>						
Typical delivery methods				Theoretical		Table lecture. Using a projector (100% of all hours).				
				Practice						
				Laboratory		Classroom with whiteboard and projector, PC environment, audio and video editing programs				
Requirements (expressed in academic outcomes)				<p>Knowledge</p> <ul style="list-style-type: none"> The student knows and understands the definitions of digital sound and motion picture concepts, their professional vocabulary, the building blocks of sound and video editing and their relationship to each other. He/she is aware of the tools and equipment of creating various media files and their possibilities. It has the basic theoretical and practical knowledge specific to the specialty. 						
				<p>Capability</p> <ul style="list-style-type: none"> The student should be able to define the parameters and services of the software tools necessary for the production and editing of source materials (text, sound, moving and still images, graphics). He digitizes and edits audio and video material. He is capable of system-based thinking. 						
				<p>Attitude</p>						

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	<ul style="list-style-type: none"> • Open, inquisitive, critical, creative, imaginative. Committed to quality work. <p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • He is capable of forming an independent opinion and working professionally. • It plans the process of processing various multimedia elements. • He takes responsibility for his own activities and for the smaller group entrusted to him.
Brief description of the subject content	The physical and physiological characteristics and properties of sound, human hearing, loudness. The physical and qualitative difference between analogue and digital systems. Technical backgrounds of sound recording systems and playback systems, sound recording solutions, audio compression, as well as auditory genres and audio editing programs. Basics of color and light theory. Types of cameras, their features and how to use them. Lighting technology and film genre knowledge. Scenario creation. The process of filming. Theory and practice of video editing.
Main forms of student activity	Processing heard text by taking notes 40% Organizing information with a task 30% Processing tasks independently 10% Solving test tasks 20%
Compulsory literature and its availability	Course material In MOODLE <ul style="list-style-type: none"> • Gabor Szabo: FILMISH_BOOK: The Language of Camera (Kindle Edition), 2024.
Recommended literature and its availability	<ul style="list-style-type: none"> • Chris Middleton: Creative Digital Music and Sound, Scolar Publishing, 2006.
Description of the tasks/measurement reports to be submitted	Mandatory assignments (3 assessment points): - A short film of approx. 3-8 minutes + related PDF documentation (5-10 page color publication, sample available on MOODLE or from the instructor. The storyboard/script must be available before filming!) - An edited audio recording (radio program/podcast) of approx. 3-8 minutes using your own voice recording (speech) and music. - An edited musical composition of approx. 3-8 minutes of your own choosing (20-20-20 points) By the end of the semester, at the latest during the last class of the semester, the assignments must be submitted to the instructor, i.e., uploaded, which is a prerequisite for obtaining a signature or a recommended exam grade. (60 points in total)
Description and schedule of exams	During the semester, students will write a written midterm exam on the theoretical and practical parts of the course material in week 12 (40 points in total). If students successfully complete the assignments (3) and the midterm exam (1), they will receive a recommended exam grade based on the average of their results. It is not possible to make up for missed assignments during the exam period. During the exam period, the 40 points from the midterm exam can be improved, and the result is added to the points earned from the assignments during the semester, together forming the exam grade. (max. 100 points) (above 51% - 2, above 61% - 3, above 71% - 4, above 81% - 5)
Frameworks and rules of the use of artificial intelligence	Artificial Intelligence is partially enabled: <ul style="list-style-type: none"> • during class work, for data collection and information for tasks • manipulation of media elements • to collect material during the making of films MI cannot be used during the closed book exam.

Television Programme Production

Subject name		Hungarian		Televíziós műsorok készítése				Level	A
		English		Television Programme Production				Code	DUEN(L)-TKM-123
Responsible educational unit		Institute of Social Sciences, Department of Organizational Development and Communication Science							
Name of prerequisite subject									
		Class hours per week				Requirements	ECTS	Language of instruction	
		Theoretical	Practice	Lab					
Full time course	150/39	1	0	2		M (Midterm mark)	5	English	
Part time course	150/15	5 per semester	0 per semester	10 per semester					
Teacher responsible for subject		Tamás Szpisák				position			
Educational goal (competencies to be acquired)		Short description of the subject goal							
		<p>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.</p> <p>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.</p> <p>Students have the basic knowledge from prerequisite subjects. The aim of the course is to develop the students' audiovisual theoretical and practical knowledge.</p>							
Typical transfer ways		Theoretical		In a tv studio with computer and projector					
		Practice		Usage of outdoor scenes					
		Lab		Practices in tv studio, outdoor case studies. Video editing, picture designing in computer based laboratory.					
Requirements (expressed in educational results)		Knowledge							
		<ul style="list-style-type: none"> • 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. 							
		Ability							
		<ul style="list-style-type: none"> • 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. 							
		Attitude							
		<ul style="list-style-type: none"> • Open-minded, inquiring, critical thinking, creative, ingenious. • Self-critical towards one's duties. • Aims at continuous self education. 							
		Autonomy and Responsibility							

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	<ul style="list-style-type: none"> • 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.
Brief description of the subject content	<p>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.</p> <p>The television reporter. A single member crew. Stand up. The interview and report.</p>
Forms of student activity	Taking notes after listening 40% Classification of information 30% Individual work 10% Test paper 20%
Compulsory reading and its availability	<ul style="list-style-type: none"> • Phillip L. Harris: Television Production & Broadcast Journalism, 2012. (online) • Chris Middleton: Creative Digital Music and Sound, Scolar Publishing, 2006. • Tom Ang: Digital Video Handbook, 2005.
Recommended reading and its availability	<ul style="list-style-type: none"> • Matt Pearl: The Solo Video Journalist: Doing It All and Doing It Well in TV Multimedia Journalism, 2016.
Description of project works / measurement reports	<p>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. 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.</p>
Description of midterm tests	<p>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.</p>
Frameworks and rules of the use of artificial intelligence	<p>Artificial Intelligence is partially enabled:</p> <ul style="list-style-type: none"> • during class work, for data collection and information for tasks • manipulation of media elements • to collect material during the making of films <p>MI cannot be used during the closed book exam.</p>

Business negotiation and presentation

Subject name	In Hungarian	Üzleti tárgyalás és prezentáció			Szintje	A	
	In English	Business negotiation and presentation			Level	A	
Subject code		DUEN(L)-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		<p>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.</p> <p>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.</p> <p>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.</p>					
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)		<p>Knowledge Students as potential business negotiators and communicators know:</p> <ul style="list-style-type: none"> • 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 					
		<p>Ability Students will be able to:</p> <ul style="list-style-type: none"> • 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 					
		<p>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.</p>					
		<p>Autonomy and responsibility Is capable of own opinion formation on professional and social forums. Responsibly represents his/her professional group and company unit.</p>					
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					

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	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	<ul style="list-style-type: none"> • Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press. • Shell, G.R. (2006) <i>Bargaining for Advantage: Negotiation Strategies for Reasonable People</i>. Penguin Books, 2nd Edition • Materials on MOODLE
Recommended reading and its availability	<ul style="list-style-type: none"> • Roy J. Lewicki, Bruce Barry, and David M. Saunders (2007): Essentials of Negotiation. Boston: McGraw-Hill. • Fisher, R and Daniel Shapiro (2005) <i>Beyond Reason: Using Emotions as you Negotiate</i>. Viking Publisher • Thomas, J. (2005) <i>Negotiate to Win: The 21 Rules for Successful Negotiating</i>. 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.
Framework and rules for the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> - during class work, for data collection and information gathering for assignments - for data collection for certain HF assignments - during preparation for ZH <p>The use of any AI tools is prohibited during knowledge assessment and closed book exams.</p>

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Multimedia

Name of the course	in Hungarian	Multimedia				Level	A
	in English	Multimedia				Code:	DUEN(L)-TKM-128
Responsible educational unit		Institute of Social Sciences, Department of Communication and Media Studies					
Name of the mandatory preliminary study							
		Number of lessons per week			Requirement	Credit	Language of instruction
		Theoretical	Practice	Laboratory			
Living room	150/52		2	0	2	F	5
Correspondent	150/20	Semester	10	Semester	0		
Responsible instructor		Name		Dr. Ludik Péter		Position	associate professor
Training objective of the course		<p>Short Objective</p> <p>Getting to know the definition and characteristic properties of multimedia. To learn about the basic properties of media and the possibilities of their application. Independent design and creation of media elements.</p>					
Typical delivery methods		Theoretical	Lectures in a whiteboard room, with the help of a projector and a computer, in 34% of the lessons.				
		Practice					
		Laboratory	Independent problem solving in a computer lab in 66% of the lessons.				
		Other	Application of e-learning curriculum				
Requirements (expressed in academic outcomes)		<p>Knowledge</p> <ul style="list-style-type: none"> The student should get to know: the definition and characteristics of multimedia; the building blocks of multimedia and their relationship to each other: text, image, graphics, illustration, sound, motion picture: animation, film, virtual reality elements; multimedia creation tools. Acquire a basic understanding of audiovisual tools in the field of motion picture and media. 					
		<p>Capability</p> <ul style="list-style-type: none"> The student should be able to determine the software tools necessary for the production and editing of source materials (text, sound, moving and still images, graphics) parameters and services. It digitizes images, creates and edits vector and raster graphic images. He digitizes and edits audio and video material. It creates animation. Be able to make independent decisions taking into account technical applications and their intended use. 					
		<p>Attitude</p> <ul style="list-style-type: none"> Open to learning about the use, theoretical foundations, methods, new results and innovations of computer media. He is inquisitive, critical, creative, imaginative. 					
		<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> He/she is able to form an independent opinion and plans the appropriate proportions of the elements of the multimedia. 					
Brief description of the subject content		Definition of multimedia, its characteristic properties. The building blocks of multimedia and their relationship to each other: text, image, graphics, illustration, sound, motion picture: animation, film, virtual reality elements. Tools for creating multimedia.					

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Main forms of student activity	Processing of heard text by taking notes 20% Task-led organization of information 20% Independent processing of tasks 60%
Compulsory literature and its availability	<ul style="list-style-type: none"> • Online learning material in the Moodle system
Recommended literature and its availability	<ul style="list-style-type: none"> • Steinmetz, Ralf: Multimedia: Introduction and Basics. 2nd edition Springer, 1998 • Tay Vaughan: Multimedia: Making It Work; McGrawHill 2011
Description of the tasks/measurement reports to be submitted	Independent multimedia programme (week 13)30 points Continuous submission of tasks 20 points Multimedia Development Systems Assignment (Weeks 5 and 10) 10 points
Description and schedule of exams	Electronic test of the watch material (12 pieces) continuously max 20 points Summary test of the theoretical parts of the material week 13 max.: 20 points
Frameworks and rules of the use of artificial intelligence	Artificial Intelligence is partially enabled: <ul style="list-style-type: none"> • during class work, for data collection and information for tasks, • manipulation of media elements • Collecting material during the creation of a multimedia program The use of all AI tools is prohibited during tests and the writing of the final exam.

Short Film Making

Subject name	In English	Short Film Making				Level	A
	In Hungarian	Rövidfilm készítés				Code	DUEN(L)-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					
		<p>The aim of the course is to study and deepen 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 professional tricks of film making. They can gain practice in making and realizing different kinds of film genres.</p> <p>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.</p> <p>The aim of the course is to develop students' theoretical and practical audiovisual knowledge.</p>					
Typical delivery methods		Theoretical					
		Practice		TV studio, classroom supplied with blackboard and projector, PC environment, sound and video editing, graphical softwares			
		Lab		Lecture carried out with blackboard aided with computer and projector.			
Requirements (expressed in learning outcomes/competencies to be acquired)		Knowledge					
		<ul style="list-style-type: none"> • The student is able to maintain confidently the tools of shooting and record sound and motion pictures. • The student is able to plan a short film production from storytelling 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					
		<ul style="list-style-type: none"> • 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. <p>The student is able to understand and make synopsis, screenplay, dispository book and stroyboard.</p>					
		Attitude					
		<ul style="list-style-type: none"> • The student is open-minded, interested, critical, creative, full of with ideas. 					

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	<ul style="list-style-type: none"> • He/She endeavors to train himself/herself continuously.
	<p>Autonomy and responsibility</p> <ul style="list-style-type: none"> • 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 responsibility 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 informations lead with tasks: 30%, Processing tasks individually: 10%, Completing test: 20%, Group work
Compulsory reading and its availability	<ul style="list-style-type: none"> • Course material In MOODLE • Gabor Szabo: FILMISH_BOOK: The Language of Camera (Kindle Edition), 2024.
Recommended reading and its availability	<ul style="list-style-type: none"> • Chris Middleton: Creative Digital Music and Sound, Scolar Publishing, 2006.
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. 3-8 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.
Frameworks and rules of the use of artificial intelligence	<p>The use of artificial intelligence is partially permitted:</p> <ul style="list-style-type: none"> • during class work, for data collection and information gathering related to assignments • generating and manipulating media elements (e.g., titles, music and sound effects, short clips, vfx, sfx) • collecting material during film production <p>AI may not be used during closed-book exams.</p>

Creative media projects

Subject name		Hungarian		Kreatív média projektek				Level	A	
		English		Creative media projects					DUEN(L)-TSK-210	
Responsible educational unit				Institute of Social Sciences, Department of Organizational Development and Communication Science						
Name of prerequisite subject				Motion picture creation and sound recording,						
Class hours per week								Requirements	ECTS	Language of instruction
		Theoretical		Practice		Lab				
Full time course	150/39		1		0		2	M (Midterm mark)	5	Hungarian
Part time course	150/15	per semester	5	per semester	0	per semester	10			
Teacher responsible for subject				Name		Tamás Szpisák			Position	technical assistant
Educational goal (competencies to be acquired)				Objectives, development goals						
				<p>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.</p> <p>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.</p> <p>The students continuously do the subtasks in teams every week with deadlines and responsible persons, similarly to the world of work.</p> <p>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.</p>						
Typical transfer ways				Theoretical		TV studio, classroom with board and projector, PC or Macintosh environment, sound and video editing software, graphics programs, MS OFFICE, internet access				
				Practice						
				Lab		TV studio, classroom with board and projector, PC or Macintosh environment, sound and video editing software, graphics programs, MS OFFICE, internet access				
Requirements (expressed in educational results)				Knowledge						
				<p>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.</p>						
				Ability						
				<p>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.</p>						

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	<p>Attitude</p> <p>Open-minded, curious, critical thinking, creative, ingenious. Self-critical towards their own work. Aims at continuous self education.</p> <p>Autonomy and Responsibility</p> <p>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.</p>
<p>Brief description of the subject content</p>	<p>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.</p>
<p>Forms of student activity</p>	<p>Taking notes after listening 20% Organising information through tasks 20% , Teamwork 40%, Individual work 20%</p>
<p>Compulsory reading and its availability</p>	<ul style="list-style-type: none"> • Phillip L. Harris: Television Production & Broadcast Journalism, 2012. (online) • Chris Middleton: Creative Digital Music and Sound, Scolar Publishing, 2006. • Tom Ang: Digital Video Handbook, 2005.
<p>Recommended reading and its availability</p>	<ul style="list-style-type: none"> • Matt Pearl: The Solo Video Journalist: Doing It All and Doing It Well in TV Multimedia Journalism, 2016.
<p>Description of project works / measurement reports</p>	<p>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.</p> <p>The students get 10 points for each sub-task that involves effort and is successful. A maximum of 100 points can be earned altogether.</p> <p>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.</p>
<p>Description of assignments, measurement reports and midterm tests</p>	<p>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.</p>
<p>Frameworks and rules of the use of artificial intelligence</p>	<p>Artificial Intelligence is partially enabled:</p> <ul style="list-style-type: none"> • during class work, for data collection and information for tasks • for generating and manipulating media elements • to collect material during the making of films