COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Marketing and Branding					
2.2 Course convenor			Associate Professor Florin NECHITA, PhD					
2.3 Seminar/ laboratory/ project convenor			Associate Professor Florin NECHITA, PhD					
2.4 Study year	I	2.5 Semester	I I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	42
Additional documentation in libraries, specialized electronic platforms, and field research	42
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	43
Tutorial	5
Examinations	1
Other activities.....	-

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5)]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• English level (B2)
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching
5.2 for seminar	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching

6. Specific competences

Professional competences	**CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids, tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional communication. **2.3 Responsibility and autonomy** **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling

	of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
eTransversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Understanding the marketing communication as part of general marketing strategy • Providing a general overview on marketing and management of the organizations and how communication activities contribute to fulfilling the marketing objectives

7.2 Specific objectives	• Fundamentals and basic principles of marketing and brand management • Marketing and brand communication issues and relations with other organizational functions • Understanding of ethical and social issues on marketing and brand management.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Main marketing and branding concepts – evolution and significance	Participatory lecture, problematization. - Interactive lecture. - Exemplification	2h	
2. Social and ethical issues in marketing	Participatory lecture, problematization. - Interactive lecture. - Exemplification	2h	
3. Sustainability and branding	Participatory lecture, problematization. - Interactive lecture. - Exemplification	2h	
4. Microenvironment	Participatory lecture, problematization.	2h	
	- Interactive lecture. - Exemplification		
5. Macroenvironment	Participatory lecture, problematization. - Interactive lecture. - Exemplification	2h	
6. Market segmentation	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
7. Marketing objectives	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
8. Understanding consumer behaviour	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	

9. Marketing research, consumer and brand insights	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
10. Products, services and brands. Building customer value	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
11. Product policy and new product development	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
12. Price policies	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
13. Placement policy and building brands in trade	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	
14. Marketing communication strategy and delivery of brand messages	Participatory lecture, problematization. - Interactive lecture. - Exemplification - Web sources documentation	2h	

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. The significance and the evolution of the main marketing and branding concepts	Conversation, Exemplification, Group work, Web sources documentation	2h	
2. Marketing environment analysis	Conversation, Exemplification, Group work, Web	2h	
	sources documentation		
3. Market segmentation and positioning. The significance for branding.	Conversation, Exemplification, Group work, Web sources documentation	2h	
4. Product policies and new product development	Conversation, Exemplification, Group work, Web sources documentation	2h	

5. Brands and branding	Conversation, Exemplification, Group work, Web sources documentation	2h	
6. Placement policy and building brands in trade	Conversation, Exemplification, Group work, Web sources documentation	2h	
7. Marketing communication	Conversation, Exemplification, Group work, Web sources documentation	2h	

Bibliography

Aaker, D. (1996). *Building strong brands.* Free Press.

Aaker, D. (2014). *Aaker on branding. 20 Principles that drives success.* Morgan James Publishing.

Aaker, D. A., Kumar, V., Leone, R. P., & Day, G. S. (2013). *Marketing research: International student version*. New York, NY: John Wiley & Sons.

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Kotler, P., Pfoertsch, W., & Sponholz, U. (2020). *H2H Marketing: The Genesis of Human-to-Human Marketing*. Springer Nature.

Nechita, F. (2022). *An introduction to museum marketing communication in the digital age*. Presa Universitară Clujeană.

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Solomon, M. R., Bamossy, G. J., Askegaard, S., & Hogg, M. K. (2016). *Consumer Behaviour: A European Perspective. Sixth Edition*. Pearson Education.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of this discipline was updated according to state of the art in marketing and branding as well as national and international level marketing and communication practices. The content is also correlated with activities from

similar national and international universities. Marketing and communication professionals are invited for 1-2 hours/semester as guest lecturers for.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Proper usage of the specific concepts and theories presented at the course lectures and present into bibliography	Oral exam – presenting a synthetic theme	45%
		Group presentation of based on a topic lectured before	5%
10.5 Seminar	Minimum attendance: 5 out of7	Directly related with the attendance	20%
	Acquiring the specific language and understanding of specific concepts and theories	Individual oral presentations for a specific thematic	30%

10.6 Minimal standards

- General understanding of key and specific concepts from Marketing and theory
- Preparing, editing and presenting an essay paper by using different sources and information tools

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate professor Florin NECHITA, PhD Course holder	Associate professor Florin NECHITA, PhD Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

[3] Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Social Media Strategies for Businesses					
2.2 Course convenor			Assoc. Prof. Briciu Victor-Alexandru, Ph. D.					
2.3 Seminar			Assoc. Prof. Briciu Victor-Alexandru, Ph. D.					
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	40
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	40
Tutorial	9
Examinations	4
Other activities.....	-

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5)]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• It is not the case
4.2 competences-related	• Using Moodle-type platforms

5. Conditions (if applicable)

5.1 for course development	• classroom set up for use of projector and Power Point (.ppt)/ e-learning platform for online activities
5.2 for seminar	• classroom set up for use of projector and Power Point (.ppt), Internet access

6. Specific competences

Professional competences	**CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids, tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional communication. **2.3 Responsibility and autonomy** **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that

	regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Applying theoretical models to implement optimal strategies and policies for strengthening and developing digital communication using social media platforms in business.

7.2 Specific objectives	• Develop digital communication plans and strategies using social media for implementation in business. • Knowing the role of the social media specialist in developing an online business. • Developing specific internal and external digital communication projects: strengthening the employer brand, developing social media campaigns, using social media in organisational communication.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introduction to clarifying the concepts of internet and social media	interactive course: questions and discussions on the documentary material submitted. Study method with the textbook and other bibliographic sources	2h	
2. Social media (blog, chat, micro-blog, podcast, RSS, etc.) and its application in business		2h	
3. Specific social media applications in business		2h	
4. Online social networks and the business environment. The case of LinkedIn		2h	
5. Creating a personal and business network through LinkedIn		2h	
6. Practical considerations, studies and trends on the use of social media strategies in business		2h	
7. How to make more money in business using social and mobile media		2h	

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. Debate topic: the social media revolution and its effect on business Case study: Disney World's Digital Transformation	Study method with textbook and other bibliographic	4h	
2. Debate topic: social media audit Case study: McDonald's Romania		4h	
3. Debate topic: strategic uses of social media		4h	

Case study: American Eagle Outfitters Inc. Skinny Skinny Jeans	sources, case study		
4. Debate topic: social media management and planning in business Case study: E2 Kickstarter campaign		4h	
5. Debate topic: influencer marketing, seeding and viral WOM Case study: Imagine Dragons		4h	
6. Debate topic: marketing research using social media Case study: DEWmocracy		4h	
7. Debate topic: Launching new products using social media Case study: Beyoncé		4h	

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9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The discipline builds in-depth skills for designing and implementing organizational communication projects using specific social media strategies. The content of the discipline is up-to-date and is in line with activities carried out in other university centres in the country and abroad.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct use of terminology	Written assessment/project assessment on the e-learning platform (for online version)	50%
	To carry out a digital communication project with the organisation's internal and external audiences using social media solutions and to argue the proposed solutions.		

10.5 Seminar	Designing tools for implementing communication projects using social media in an organisational context.	Homework, written project assessment and oral assessment.	50%
	Attendance and active participation in seminars through case study analysis.		

10.6 Minimal performance standard

- Elaboration of a specialized project applying principles, rules and values of ethics and professional deontology.
- Drawing up, drafting and presenting in English a specialist paper on a current topic in the field, using various sources and information tools.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.
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Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc. Prof. Victor-Alexandru BRICIU, Ph.D. Course holder	Assoc. Prof. Victor-Alexandru BRICIU, Ph.D. Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Institutional Image Analysis and Users Interaction Assessment					
2.2 Course convenor			Prof. dr. Claudiu Coman					
2.3 Seminar			Prof. dr. Claudiu Coman					
2.4 Study year	I	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**4**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	28
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	40
Tutorial	8
Examinations	3
Other activities.....	0

3.7 Total number of hours of student activity	119
3.8 Total number per semester	175
3.9 Number of credits[5)]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• It is not the case
4.2 competences-related	• Intermediate English level

5. Conditions (if applicable)

5.1 for course development	• Lecture room, equipped with laptop, video projector
5.2 for seminar	• Seminar room equipped with PC/laptop and video projector, flipchart, multimedia laboratory, TV studio, etc.

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids,

	tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional communication. **2.3 Responsibility and autonomy** **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Acquisition of terms specific to Image Analysis and their use in applied research projects and in an organizational context
7.2 Specific objectives	• The accumulation of advanced knowledge about the main concepts and theories regarding the image concept • Practicing the ability to identify imagological research problems • Formation of practical skills to perform image analysis in an organizational plan

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Course object. Image and public image. Definitions, theorizing the field, bibliography	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
The social image of organizations. Brand image. Image typology. The desirable image	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Presentation of the image creation and management process. Creating the public image: the use of techniques and methods specific to the field of public relations. Identifying the interdisciplinary nature of the process of creating the public image	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Image indicator system. The technique of establishing image indicators. The advantages of analysis on image indicators	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Mass media image. The predicted impact. Media image types. The global image and specific images. Measuring predicted impact	Participatory lecture, problematization. - interactive exhibition - exemplification	8h	
Image analysis. Typology of image analysis. Standard image analysis. Stages of developing image analysis. Content of image analysis	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	

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- Russmann, U., & Svensson, J. (2016). Studying organizations on Instagram. *Information*, *7*(4), 58.

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Choose a specific organization and establish the image indicators and sub-indicators. Articulate the image indicator system	Analysis exercises of the image types discussed Debate on the components of analysis Case studies on efficient and effective image management	2h	
Determine the number of references to the organization whose image you manage for each media institution. Using the specific weighting coefficients, calculate the predicted impact of the image broadcast by the mass media.	Analysis exercises of the image types discussed Debate on the components of analysis Case studies on efficient and effective image management	4h	

Starting from the elaborated image analysis, create the imagological action plan, so that the mass media image approaches the desirable image of the organization.	Analysis exercises of the image types discussed Debate on the components of analysis Case studies on efficient and effective image management	4h	
Identify an image crisis and monitor it. Calculate the intensity, amplitude and impact index values and perform the image crisis analysis	Analysis exercises of the image types discussed Debate on the components of analysis Case studies on efficient and effective image management	4h	

Bibliography

- Bankins, S., & Waterhouse, J. (2019). Organizational identity, image, and reputation: Examining the influence on perceptions of employer attractiveness in public sector organizations. *International Journal of Public Administration*, *42*(3), 218-229.
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9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is in accordance with the educational requirements in the field of information culture, in order to obtain the necessary skills for the training of highly qualified specialists.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Appropriate use of specific concepts and theories presented in the course and based on the mandatory bibliography	Project-based review	60%
10.5 Seminar	Evaluation report, applications, exercises	By project, oral assessment	40%

10.6 Minimal performance standard

- Understanding of general and specific concepts of the field studied
- Elaboration, technical editing and support in the English language of a specialized paper on a current topic in the field, using various sources and information tools

• **Performance level**	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Prof.univ.dr. Claudiu COMAN Course holder	Prof.univ.dr. Claudiu COMAN Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the program

1.1 Higher Education Institu	Transilvania University of Brasov
1.2 The Faculty	Sociology and Communication
1.3 The Department	Social and Communication Sciences
1.4 Field of studies of..... [1)]	Communication Sciences
1.5 Cycle of studies[2)]	Master's Degree
1.6 Program of studies/Qualification	Brand Strategies and Digital Communication (in English

2. Data on Discipline

2.1 Name of discipline	Advanced systems for processing and communicating scientific information							
2.2 The holder of the course activities				Prof. eng. dr. Angela Repanovici				
2.3 Holder of seminar/laboratory/project activities				Prof. eng. dr. Angela Repanovici				
2.4 Year of study	I	2.5 The semester	I	2.6 Type of assessment	C	2.7 Regime of Discipline	Content[3)]	AC
							Obligation[3)]	CPC

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	**3**	of which: 3.2 Course	**1**	3.3 Seminar	**2**
3.4 Total hours of the school plan	42	of which: 3.5 Course	14	3.6 Seminar	28

Distribution of time fund	hours
Study by manual, course support, bibliography and notes	36
Additional documentation in the library, on specialised electronic platforms and on the field	33
Preparation of seminars/laboratories/projects, themes, reports, portfolios and essays	25
Tutoring	6
Examinations	8
Other activities.....	-

3.7 Total hours of student activity	108
3.8 Total hours per semester	150
3.9 Number of credits[5)]	6

4. Preconditions (where applicable)

4.1 Curriculum	Not the case
4.2 Skills	Not the case

5. Conditions (where applicable)

5.1 to conduct the course	Internet access, video playback systems
5.2 to conduct the seminar	Internet access, computer network

6. Acquired specific skills (according to the curriculum competency grid)

Professional competences	**CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature. **CP4. Managing interaction with the public in the online environment** **4.1 Knowledge** **R.I.4.1.**The student/graduate identifies the principles of public relations and reputation management and the factors influencing the perceptions of stakeholders or public categories in relation to an organization, its brand or in relation to a person. **R.I.4.2.**The student/graduate differentiates between communication strategies and designs specific to different organizational or situational communication contexts (communication in risk situations, in crisis situations, for the production of social change, for the development of public policies, internal policies, etc.). **4.2 Skills** **R.I.4.1.**The student/graduate evaluates public perception, participates in professional networks, and initiates conversations in relation to a person. **4.3 Responsibility and autonomy** **R.I..**4.1. The student/graduate applies principles and methodologies specific to the field to conduct public opinion research in relation to a subject, a public figure, an organization, a brand. **R.I.4.2.**The student/graduate writes press releases and produces other

	public relations materials, namely messages adapted to the specifics of various media channels and digital platforms to be used in the context of communication of a public figure, organization or brand.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. The objectives of the discipline (coming from the acquired specific skills)

7.1 The general objective of the discipline	Thecurriculum is designed to meet current and future education and learning needs of practitioners in research data management. Best practices shall be presented to facilitate the development, strategies, application, implementation and support of research data management.
7.2 Specific objectives	Upon completion of the course students will be able to: Summarise the research workflow and specify the role of professionals in information at each stage of the data lifecycle Understand the value and approaches for navigating research culture and partnering with members of the research ecosystem Design action plans for launching and managing data services Develop RDM project management plans and evaluate processes, results and impact/value of RDM Describe the steps of data analysis and visualisation and develop skills to use relevant tools such as R and Tableau Develop skills for proper use of RDM programming tools, such as Python and Jupyter Notebook, to meet data needs Familiarise with a variety of platform tools for data sharing, storage, discovery, reuse and reproducibility

8. Content

8.1 Course	Methods of Teaching	Number of hours	Comments

Fundamentals of Research Data Management (RDM)	Slide-based lecture Classical lecture Problem, explanation	2h	
Navigation of research data culture		2h	
Promotion and commercialisation of RDM value		2h	
Launch of data services		2h	
Overview of data analysis and visualisation tools		2h	
Research Data Copyright, Licensing and Privacy		2h	
Preservation and archiving of data		2h	
Bibliography			
Course Home: Research Data Management Librarian Academy (RDMLA). (n.d.) Retrieved January 18, 2023, from https://learn.canvas.net/courses/2719/pages/course-home-2?module_item_id=266242			
8.2 Seminar/laboratory/project	Teaching-Learning Methods	Number of hours	Comments
Fundamentals of Research Data Management (RDM)	Problem, conversation, learning by discovery Online research Download apps online Practical applications	2h	
Navigation of research data culture		2h	
Promotion and commercialisation of RDM value		2h	
Launch of data services		2h	
Project Management and Evaluation		2h	
Overview of data analysis and visualisation tools		2h	
Overview of coding tools		2h	
Overview of Platform Tools		2h	
Providing training for data management: a Guide to DataOne Resources		2h	
Research Data Copyright, Licensing and Privacy		2h	
Preservation and archiving of data		2h	
Fundamentals of Research Data Management (RDM)		2h	
Navigation of research data culture		2h	
Promotion and commercialisation of RDM value		2h	
Bibliography Course Home: Research Data Management Librarian Academy (RDMLA). (n.d.) Retrieved January 18, 2023, from https://learn.canvas.net/courses/2719/pages/course-home-2?module_item_id=266242			

9. Corroborating the contents of the discipline with the expectations of representatives of epistemic communities, professional associations and employers representative in the field of the program

The content of the discipline is consistent with the educational requirements in the field of brand strategies and digital communication, in order to obtain the necessary skills for the training of highly qualified specialists.

10. Evaluation

Type of activity	10.1 Assessment criteria	10.2 Methods of evaluation	10.3 Pondering from the final note
10.4 Course	Assessment of theoretical knowledge	Online test	30 %
10.5 Seminar	Development and presentation of a research data management project	Evaluation of the presentation and project	70 %
10.6 Minimum performance standard			
The student must demonstrate that he/she has the knowledge and can: Design action plans for launching and managing data services			

Develop RDM project management plans and evaluate processes, results and impact/value of RDM

Performance level	General description	Features
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate profesor Horia MOAȘA Dean	Prof. Dr. Gabriela Rățulea Director of department
Prof. eng. dr. Angela Repanovici Course Holder	Prof. eng. dr. Angela Repanovici Seminar Holder

Note:

[1)] Field of study – choose one of the following variants: Bachelor/Master/Doctorate (to be completed according to the Nomenclature of fields and specialisations/programs of university studies in force);

[2)] Study cycle – choose one of the following variants: License/Master/Doctorate;

[3)] Discipline regime (content) – choose one of the variants: DF (fundamental discipline) /DD (domain discipline)/DS (specialty discipline)/DC (complementary discipline) – for the level of licence; DAP (Depth Discipline) /SID (Synthesis Discipline)/WFD (Advanced Knowledge Discipline) – for Master level;

[4)] Discipline regime (obligatory) – choose one of the following variants: Di (compulsory discipline) /DO (optional discipline)/DFAC (optional discipline);

[5)] A credit is equivalent to 25 hours of study (teaching and individual study activities).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Ethics and Academic Integrity					
2.2 Course convenor			-					
2.3 ~~Seminar/ laboratory/~~ project convenor			Associate Professor Briciu Arabela					
2.4 Study year	I	2.5 Semester	I	2.6 Evaluation type	C	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**1**	out of which: 3.2 lecture	**-**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	14	out of which: 3.5 lecture	-	3.6 seminar/ laboratory/ project	**14**

Time allocation	hours
Study of textbooks, course support, bibliography and notes	25
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	2
Tutorial	2
Examinations	2
Other activities.....	-

3.7 Total number of hours of student activity	61
3.8 Total number per semester	75
3.9 Number of credits[5)]	3

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	•
5.2 for ~~seminar/ laboratory/~~ project development	• classroom with a video projector

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids, tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional

	communication. **2.3 Responsibility and autonomy** **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Increased awareness and understanding of specific principles of academic ethics and integrity and the ability to conduct academic activities based on them
7.2 Specific objectives	• Learning theoretical concepts and methods specific to academic ethics and integrity • Development of the necessary competencies to carry out academic work in accordance with specific rules • Designing and implementing academic activities according to ethical principles

8. Content

8.1 Project	Teaching methods	Number of hours	Remarks
1. Academic integrity - definition, interpretations, and approaches	Participatory presentation, exemplification	4h	
2. Ethics in academic research	Participatory presentation, debate, exemplification	2h	

3. Planning, writing, and publishing scientific texts	Discussion, case studies	6h	
4. Techniques for avoiding plagiarism	Problem Solving, Debate, Exemplification	2h	

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Tsigaros, T., & Fesakis, G. (2021). E-assessment and academic integrity: A literature review. In Technology and Innovation in Learning, Teaching and Education: *Second International Conference, TECH-EDU 2020*, Vila Real, Portugal, December 2–4, 2020, Proceedings 2 (pp. 313-319). Springer International Publishing.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The course is in line with the expectations of the representatives of epistemic communities and professional associations. It promotes national and international standards of academic integrity - in accordance with the laws and regulations in force.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Project	Conducting scientific work by applying specific norms and approaches to academic ethics and integrity in the field of study	Assessment based on the design and specified indicators	90%
	Taking an active part in activities and debates during project activities	Evaluation during the teaching activities	10%

10.6 Minimal performance standard

- Students must have the ability to write and critically analyse a scientific paper according to the standards of academic integrity.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department

	Associate Professor Arabela BRICIU, Ph.D. Holder of project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the

following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4)] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication

2. Data about the course

2.1 Name of course			Online Communication					
2.2 Course convenor			Assoc. Prof. Arabela BRICIU					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. Arabela BRICIU					
2.4 Study year	1	2.5 Semester	I I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	AC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar	**4**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	44
Additional documentation in libraries, specialized electronic platforms, and field research	36
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	43
Tutorial	6
Examinations	4
Other activities.....	

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5)]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• Lecture room with video projection system, internet access to the e-learning platform
5.2 for seminar	• Classroom with video projection system, internet access to the e-learning platform

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in

	professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Learning and understanding of the concepts, theories, paradigms and methodologies used in online communication analysis
7.2 Specific objectives	• To define concepts, theories, paradigms, and methodologies used in online communication. • To critically address online communication from the perspective of domain-specific parameters. • To adapt communication techniques from the perspective of interaction in the digital environment

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introductory course - presentation of the course objectives and topics.	Interactive lecture, Problematization, Active explanation Exemplification	2h	

2. The role of technology in the evolution of communication. How technology affects interaction in society	Interactive lecture, Problematization, Active explanation Exemplification	4h	
3. Globalization of communications. The role of the Internet and the structure of the global network. 4. Internet normative order: rules and regulations in online communication	Interactive lecture, Problematization, Active explanation Exemplification	2h	
5. Digital divide. Access to technology and digital literacy	Interactive lecture, Problematization, Active explanation Exemplification	4h	
6. Participatory culture and social media platforms.	Interactive lecture, Problematization, Active explanation	2h	
	Exemplification Case studies		
7. Creating media content for the online environment. Content types and digital tools facilitating online communication	Interactive lecture, Problematization, Active explanation Exemplification Case studies	4h	
8. Distribution and dissemination of information online. Viralization and spreadable media	Interactive lecture, Problematization, Active explanation Exemplification Case studies	3h	

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21. Wood, A. F., & Smith, M. J. (2004). *Online communication: Linking technology, identity, & culture*. Routledge.
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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Introductory seminar	-interactive presentation -conversation, debate	2h	
The Internet and its role in the evolution of communication	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	2h	

The Internet and its effective use	- interactive presentations; -conversation, -exemplification; - individual exercises; - web-based documentation;	2h	
Creating online media products	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	6h	
Using specific tools and mobile devices in online communication	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	6h	
Critical evaluation of online communication and discourse	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	6h	
How does popular culture spread? Distribution and virality of communication. Memes.	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	4h	

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13. Wood, A. F., & Smith, M. J. (2004). Online communication: Linking technology, identity, & culture. Routledge.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the subject is able to train specialists able to understand the mechanisms of online communication, to critically assess its content, to identify problems and best practices in the field, to have the ability to work in multidisciplinary teams for specific activities in groups, organizations and communities. The content of the discipline is updated to current literature, professional associations and practice in the field and is in line with activities carried out in other university centres in the country and abroad.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	- Appropriate use of specific concepts and theories presented in the course and supported by the compulsory bibliography - Creativity in developing appropriate solutions - Critical thinking	Complete a (written) project based on a set of activities that involve using specialized literature to solve practical online communication situations	65%
10.5 Seminar/ laboratory/ project	Mastering the specific language of the field and understanding specific concepts and theories	Conduct and discuss seminar applications - exercises and case studies	35%

10.6 Minimal performance standard

- Understanding of general and specific concepts of the field studied
- Drawing up, drafting and supporting in English a scholarly paper on a current topic in the field, using various sources and information tools

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc. Prof. Arabela BRICIU Course holder	Assoc. Prof. Arabela BRICIU Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education instit	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**CONSUMER BEHAVIOR**					
2.2 Course convenor			**Assoc. Prof. Alina COMAN, PhD.**					
2.3 Seminar/ laboratory/ project convenor			**Assoc. Prof. Alina COMAN, PhD.**					
2.4 Study year	I	2.5 Semester	2	2.6 Evaluation type	Ex	2.7 Course status	Content[3)]	SC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14
Time allocation					108 hours
Study of textbooks, course support, bibliography and notes					50
Additional documentation in libraries, specialized electronic platforms, and field research					30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					20
Tutorial					6
Examinations					2
Other activities.....					-

3.7 Total number of hours of student activity	108 (150-42)
3.8 Total number per semester	150 (6x25)
3.9 Number of credits[5)]	6

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• Projector, internet connection, audio-video system
5.2 for seminar development	• Projector, internet connection, audio-video system

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I.**.1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I.**.1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I.**.1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I.**.1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project.

	R.I.3.2. The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I.**.5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3**.The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I.**.5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I.**.5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Consumer decision-making is often complex and far from rational. This course focuses on understanding and predicting consumer behavior by integrating theories from psychology, sociology, anthropology and economics. Topics include the importance of consumer behaviour and research; internal influences such as motivation and involvement, personality, self-image, life-style, perception, learning, attitude formation and change, and communication; external influences such as culture, subculture, social class, reference groups and family, and the diffusion of innovations; and consumer decision making
7.2 Specific objectives	By the end of this course, students should be able to: • c Explain the key terms, concepts and theories of consumer behavior • c Evaluate the main theories of consumer behavior; critically assess strengths, limitations and applications • c Apply consumer behavior concepts to real world brand promotion problems and develop better programms and brand strategies to influence those behaviors • Analyze the current trends in consumer behavior and apply them to the promotion of an actual product or service.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.An Introduction to Consumer Behavior study	Lecture, heuristic conversation, presentation .ppt	2h	

2. Consumers as individuals 2.1. Perception	Lecture, heuristic conversation, presentation .ppt	2h	
2.2. Learning and memory	Lecture, heuristic conversation, presentation .ppt	2h	
2.3.Motivation, values and involvement	Lecture, heuristic conversation, presentation .ppt	2h	
2.4.Attitudes, attitudes change	Lecture, heuristic conversation, presentation .ppt	2h	
2.5. Personality and consumption	Lecture, heuristic conversation, presentation .ppt	2h	
3. Social consumers 3.1. Socio-demographic coordinates	Lecture, heuristic conversation, presentation .ppt	2h	
3.2. Lifestyle	Lecture, heuristic conversation, presentation .ppt	2h	
3.3. Family, social class	Lecture, heuristic conversation, presentation .ppt	2h	
4.Consumers as decision-makers 4.1. Individual decision-making	Lecture, heuristic conversation, presentation .ppt	2h	
4.2.Shopping, buying, evaluating and disposing	Lecture, heuristic conversation, presentation .ppt	2h	
4.3.Group influence and opinion leadership	Lecture, heuristic conversation, presentation .ppt	2h	
5. Culture and consumer behavior	Lecture, heuristic conversation, presentation .ppt	2h	

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East, Robert, Vanhuele, Marc, and Wright, Malcolm. 2008. *Consumer Behaviour*. London: SAGE.

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Gilmore J. & Joseph B.,2007. *What Consumers Really Want*, Harvard Business School Press;

Goodman, Michael K., Goodman, David, Redclift, M. R., and ebrary, Inc. 2010. *Consuming Space: Placing Consumption in Perspective*. Burlington, Vt: Ashgate Pub. Limited.

Haugtvedt, Curtis P., Karen A. Machleit, and Richard Yalch. 2005. *Online consumer psychology: understanding and influencing consumer behavior in the virtual world*. Psychology Press.

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Solomon, Michael R. 2010. *Consumer Behaviour: A European Perspective*. 4th ed. Harlow: Financial Times Prentice Hall.

Wendel, Stephen.2020. *Designing for behavior change: Applying psychology and behavioral economics*. O'Reilly Media.

8.2 Seminar/ laboratory/ project	Teaching methods	Number of hours	Remarks

1.How to become a world of consumers Frank Trentmann https://www.youtube.com/watch?v=BK036Fei1gI Applications.	Heuristic conversation, Exercises, case studies	2h	
2.Gestalt principles and the power of the visual https://www.neurosciencemarketing.com/blog/articles/gestalt-principles.htm Study cases, examples.	Heuristic conversation, Exercises, case studies	2h	
3.Colors and branding http://www.ignytebrands.com/the-psychology-of-color-in-branding/ Study cases, examples.	Heuristic conversation, Exercises, case studies	2h	
4. Consuming society and creation of artificial needs https://prezi.com/zqiwibyrmlwg/does-advertising-creates-artificial-needs/ Applications	Heuristic conversation, Exercises, case studies	2h	
5. TV Ads which transform lifestyle of consumers https://pdfs.semanticscholar.org/3dd9/1c9950b40da65b9feb38b1c1f13499e9be1e.pdf Applications.	Heuristic conversation, Exercises, case studies	2h	
6. Purchase decision process. Explained and examples. https://www.youtube.com/watch?v=iJ0t51aCsVM Applications	Heuristic conversation, Exercises, case studies	2h	
7. Dopamine-Fueled Shopping Addiction https://www.youtube.com/watch?v=_qWHJ29-s4U Applications.	Heuristic conversation, Exercises, case studies	2h	

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Wendel, Stephen.2020. *Designing for behavior change: Applying psychology and behavioral economics*. O'Reilly Media.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is consistent with the teaching activities carried out in other university centers in the country and abroad

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct explanation of the concepts from the course	Portfolio	60%
10.5 Seminar/ laboratory/ project	Correct use of specific concepts and theories	Case studies, presentations .ppt	40%
10.6 Minimal performance standard			

- Elaboration of a portfolio with 6 themes in which students identify, analyze and explain consumer behavior
- Applying the principles, norms and values of professional ethics

Performance level	General description	Features
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc.Prof. Alina COMAN, PhD. Course holder	Assoc.Prof. Alina COMAN, PhD. Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Business Storytelling					
2.2 Course convenor			Assoc. Prof. Stanca MĂDA, PhD					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. Stanca MĂDA, PhD					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	30
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	36
Tutorial	0
Examinations	2
Other activities.....	0

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	6

4. Prerequisites (if applicable)

4.1 curriculum-related	• Basic courses in communication (BA level)
4.2 competences-related	• Writing proficiency in English

5. Conditions (if applicable)

5.1 for course development	• Course room with video-projector
5.2 for seminar development	• Course room with video-projector

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications.
Professional	**R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and

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Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To train advanced/specialised communication skills in a professional environment.
7.2 Specific objectives	• To train storytelling skills specific to communication and branding campaigns; • Professional preparation for integration into professional positions in organisations working in the public or private sector.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Branding through storytelling	Interactive, participatory	4h	
2. The four elements of storytelling	Interactive, participatory	4h	
3. Storytelling as a branding concept and a communication tool	Interactive, participatory	4h	
4. The company/ organization core story	Interactive, participatory	4h	
5. Storytelling in advertising	Interactive, participatory	4h	
6. The media as a storytelling partner	Interactive, participatory	4h	
7. When storytelling becomes dialogue	Interactive, participatory	4h	

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. What a difference a story makes, values and emotions	Interactive, project based	2h	
2. The message, the conflict, the characters, the plot	Interactive, project based	4h	
3. The brand tree	Interactive, project based	2h	
4. Stories about CEO, employee stories	Interactive, project based	2h	
5. Stories from customers	Interactive, project based	2h	
6. Stories from opinion leaders	Interactive, project based	2h	

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Tyler, Jo A. (2007) "Incorporating Storytelling into Practice: How HRD Practitioners Foster Strategic Storytelling". *Human Resource Development Quarterly* 18(4): 559-587.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The graduates of this course will be able to write (in English) in a professional and creative manner a series of marketing texts as part of various communication and branding campaigns for organisations from the public or private sector.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course	degree of assimilation of theoretical concepts; criteria regarding work ethics and attitude (reliability, interest for individual study)		40%
	Attendance to 2/3 of the total no. of hours		5%
10.5 Seminar	Coherence; guided writing of professional texts; practical use of the theoretical concepts; creativity.		50%
	Attendance to 2/3 of the total no. of hours		5%

10.6 Minimal performance standard

- Meeting at least 50% of the assessment criteria for course and seminar work

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc. Prof. Stanca MĂDA, PhD, Course holder	Assoc. Prof. Stanca MĂDA, PhD, Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Communication and leadership					
2.2 Course convenor			Assoc. Prof. dr. Attila Kovacs					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. dr. Attila Kovacs					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3)]	SC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	42
Additional documentation in libraries, specialized electronic platforms, and field research	42
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	37
Tutorial	8
Examinations	4
Other activities.....	0

3.7 Total number of hours of student activity	133
3.8 Total number per semester	175
3.9 Number of credits[5)]	7

4. Prerequisites (if applicable)

4.1 curriculum-related	• It is not the case
4.2 competences-related	• It is not the case

5. Conditions (if applicable)

5.1 for course development	• Lecture hall, photocopies, video documents
5.2 for seminar	• Seminar room, video projector, photocopies, video documents

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids, tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional communication.

	2.3 Responsibility and autonomy **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Familiarization with the language, methodologies and specialized knowledge of communication in the context of leadership
7.2 Specific objectives	• Knowledge of the contents and current issues of the discipline; • Learning the language and theoretical knowledge specific to the discipline; • Application of theoretical information in concrete situations.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1.Introduction. What is Leadership? Definitions. 2. The fundamental question related to Leadership	interactive exhibition - exemplification - documentation on the web - the conversation	2h	

3. Communication in the context of leadership 4. Interpersonal relations	interactive exhibition - exemplification - documentation on the web - the conversation	2h	
5. System theory 6. Leadership in the context of cognitive and behavioral analysis	interactive exhibition - exemplification - documentation on the web - the conversation	2h	
7. Cognitive distortions, prejudices, irrational beliefs 8. Decision theory	interactive exhibition - exemplification - documentation on the web - the conversation	2h	
9. Resilience, Leadership and communication 10. Emotional intelligence and Leadership	interactive exhibition - exemplification - documentation on the web - the conversation	2h	
11. The principles of influence 12.Differences: Leader, Manager, Employee	interactive exhibition - exemplification - documentation on the web - the conversation	2h	
13. Crisis management	interactive exhibition - exemplification - documentation on the web - the conversation	2h	

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ZENGER, J., 2009, The Extraordinary Leader: Turning Good Managers into Great Leaders, MC Graw-Hill

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Section 1: Introduction. Overview of seminar activities and evaluation procedure	Working in groups and individually, learning through projects, debates, working in teams	2h	
Section 2: Understanding Communications Definition of communication, communication process, informal communication, non-verbal, speakers vs communicators.		4h	
Section 3: Effective Communication How leaders communicate, skills of a good communicator, making sure your message matters, choosing your words, improving your skills, definition of defensive/non-defensive communication, and skills for communicating non-defensively		4h	
Section 4: Giving and Receiving Performance Feedback Definition of feedback, giving feedback, common feedback mistakes, tips on receiving feedback, tips for dealing with difficult people.		4h	
Section 5: Communication and Listening Challenges Barriers to listening, what is listening, listening vs hearing, bad listening habits, active listening.		4h	

Section 6: Modes of Communication When to use/not use e-mail, e-mail etiquette, when to use/not use telephone and video conferencing, tips on telephone etiquette.		4h	
Section 7: Presentation Skills Planning your presentation, building, audio-visual aids, giving presentation, audience rapport, overcoming stage fright.		4h	
Section 8: Summary and Assessment		2h	

Bibliography

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- PRATKANIS, A.R. si ARONSON, E., 1992, Age of Propaganda. The Every Day Use and Abuse of Persuasion, W.H. Freeman and Company
- ROCK, D., 2009, Coaching with the Brain in Mind: Foundations for Practice, Wiley
- ZENGER, H. J., 2004, The Handbook for Leaders, McGraw-Hill.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is updated at the level of the current specialized literature in the field and is consistent with the activities carried out in other university centres.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course		Oral examination	60%
10.5 Seminar		Continuous evaluation	20%
		Attendance	20%
10.6 Minimal performance standard			
• Understanding of general and specific concepts of the field studied			

- Elaboration, technical editing and support in English of a specialized paper on a current topic in the field, using various sources and information tools

Performance level	General description	Features
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc. Prof. Attila Kovacs, PhD. Course holder	Assoc. Prof. Attila Kovacs, PhD. Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**PRACTICE I**					
2.2 Course convenor			Associate Professor Briciu Victor, PhD.					
2.3 Seminar convenor			Associate Professor Briciu Victor, PhD.					
2.4 Study year	1	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week		out of which: 3.2 lecture		3.3 seminar/ laboratory/ project	
3.4 Total number of hours in the curriculum		out of which: 3.5 lecture		3.6 seminar/ laboratory/ project	

Time allocation	hours
Study of textbooks, course support, bibliography and notes	
Additional documentation and field research	36
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	
Tutorial	
Examinations	2
Other activities.....	2

3.7 Total number of hours of student activity	40
3.8 Total number per semester	40
3.9 Number of credits[5)]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching
5.2 for seminar/ laboratory/ project development	• Not the case

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Training of basic skills in designing, planning and controlling digital communication programmes based on the research brief proposed by the coordinator of Practice discipline.
7.2 Specific objectives	Direct intuitive experience of working in mixed teams typical of professional performances in the field of communication, digital media and branding; sustaining the steps and deadlines set and assumed against professional performances defined by the specialist practice.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. The first practice meeting with MA students to discuss the general topic of practice and the possibility of carrying it out in collaboration with partners and collaborating institutions. General information about the practice activity can also be found at the following addresses: https://practica.unitbv.ro/ro/node/16 - for downloading document templates https://unitbv.ro/stagii-de-practica-si-internship.html - the Internship section of the university website. 2. SSM training (Safety and Security Measures) on conducting the practice activity outside the university and preparing a report and the collective training file. 3. Monitoring throughout the academic year and prepare the second semester evaluation. 4. Intermediate reports regarding the number of hours of practice. 5. Final evaluation by drawing up the Practice Report, handing over all the other documents specific to the specialized practice performed. Other documents for reporting the practice activity (practice workbook, practice agreement, practice workbook cover sheet).		2h	
„Safety and security measures" specific materials: • „Safety and security measures" training procedure for students; • Collective „Safety and security measures" training sheet for students with the nominal table for participation in training; • Students' duties regarding safety and health at work; • Possible risks of injury and professional illness in and outside the university.			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Depending on the identified opportunities of the academic year:
- Establishing practice topics in collaboration with private beneficiaries, organizations from the domain;
- Conducting the practice in the organisations where the master students are employed (if they work in the field of the master programme or if the organisation has departments in the field of the master programme);
- Establishing practice topics on long-term public interests.

MA students wishing to complete some or all of the internship at beneficiaries chosen by them, within public or private institutions, companies, non-profit organizations, including in internship, temporary or permanent contract employees work or freelancer. This situation is accepted only on condition of the acceptance, situation by situation, by the practice coordinator.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
	Commitment to the task	Project type exam: Presentation of a journal, authentic report, practice book, other supporting documents for the period completed as an internship (90 hours). Condition: a deadline is set in relation to the complexity of the tasks imposed, with the inclusion in the period established for the final evaluation.	10%
	Role in the practice team		5%
	Compliance with the established or imposed deadlines		15%
	Quality of presentation of the Practice Report		10%
	The number, quality and importance of the activities and auxiliary materials realized during the practice		10%
	Adequacy of the final product to the needs and expectations of the beneficiary		50%

10.6 Minimal performance standard

- Presentation of a journal, an authentic report for the period realized as an internship and/ or the practice.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, PhD. Dean	Professor Gabriela RĂȚULEA, PhD. Head of Department
Assoc. Prof. Victor-Alexandru BRICIU, PhD. Practice Coordinator	

Note:

1) Field of study – select one of the following options: BA/MA/PhD. (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: BA/MA/PhD;

3) Course status (content) – for the BA level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the MA level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Strategic brand management					
2.2 Course convenor			Associate professor Florin NECHITA, PhD					
2.3 Seminar/ laboratory/ project convenor			Associate professor Florin NECHITA, PhD					
2.4 Study year	I	2.5 Semester	I I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	AC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28
Time allocation					hours
Study of textbooks, course support, bibliography and notes					45
Additional documentation in libraries, specialized electronic platforms, and field research					50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					52
Tutorial					5
Examinations					5
Other activities.....					-

3.7 Total number of hours of student activity	158
3.8 Total number per semester	200
3.9 Number of credits[5)]	8

4. Prerequisites (if applicable)

4.1 curriculum-related	• English level (B2)
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching
5.2 for seminar development	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts.

	R.I.3.3. The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project.**R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Understanding the marketing communication as part of general marketing strategy • Providing a general overview on marketing and management of the organizations and how communication activities contribute to fulfilling the marketing objectives
7.2 Specific objectives	• Fundamentals and basic principles of marketing and brand management • Marketing and brand communication issues and relations with other organizational functions • Understanding of ethical and social issues on marketing and brand management.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Developing brand strategies	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
2. Designing and implementing brand marketing programs	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
3. Measuring and interpreting brand perfomance	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
4. Brand architecture strategies	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
5. Introducing new products and brand extensions	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
6. Branding in the digital age	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	
7. Brand planning in practice	Participatory lecture, problematization, Interactive lecture, Exemplification.	2h	

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Aaker, D. (1996). *Building strong brands.* Free Press.
Aaker, D. (2014). *Aaker on branding. 20 Principles that drives success.* Morgan James Publishing.
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Kotler, P., & Keller, K. L. (2009). *Marketing Management*, Pearson Education, New Jersey.
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McErlean, K. (2018). *Interactive Narratives and Transmedia Storytelling: creating immersive stories across new media platforms*, Abingdon: Routledge.
Migdalovici, T., & Nechita, F. (2014). *Rebranding Brașov*, Ed. Universității Transilvania din Brașov.
Rowles, D. (2018), *Digital Branding: a complete step-by-step guide to strategy, tactics, tools and measurement*, New York: Kogan Page.
Wheeler, A. (2018). *Designing brand identity: an essential guide for the whole branding team*. John Wiley & Sons.

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
1. Brand positioning	Conversation, Exemplification, Group work, Web sources documentation	2h	
2. Brand resonance and the brand value chain	Conversation, Exemplification, Group work, Web sources documentation	2h	
3. Choosing brand elements	Conversation, Exemplification, Group work, Web sources documentation	2h	
4. Building marketing programs for increasing brand equity	Conversation, Exemplification, Group work, Web	2h	
	sources documentation		
5. Integrating marketing communications to build brand equity	Conversation, Exemplification, Group work, Web sources documentation	2h	
6. Leveraging secondary brand associations	Conversation, Exemplification, Group work, Web sources documentation	2h	

7. Measuring brand equity	Conversation, Exemplification, Group work, Web sources documentation	2h	
8. Measuring consumers perception	Conversation, Exemplification, Group work, Web sources documentation	2h	
9. Measuring market performance	Conversation, Exemplification, Group work, Web sources documentation	2h	
10. Brand architecture strategies	Conversation, Exemplification, Group work, Web sources documentation	2h	
11. Introducing new products and brand extension strategies	Conversation, Exemplification, Group work, Web sources documentation	2h	
12. Branding in the digital age	Conversation, Exemplification, Group work, Web sources documentation	2h	
13. Exercise the brand planning process on a real brand	Conversation, Exemplification, Group work, Web sources documentation	4h	

Bibliography

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Herbst, D. G., & Musiolik, T. H. (2015). *Building Strong Digital Brands*, Berlin: epubli.

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Wheeler, A. (2018). *Designing brand identity: an essential guide for the whole branding team*. John Wiley & Sons.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of this discipline was updated according to state of the art in marketing and branding as well as national and international level marketing and communication practices. The content is also correlated with activities from similar national and international universities. Marketing and communication professionals are invited for 1-2 hours/semester as guest lecturers for.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Proper usage of the specific concepts and theories presented at the course lectures and present into bibliography	Oral exam – presenting a synthetic theme	45%
		Group presentation of based on a topic lectured before	5%
10.5 Seminar	Minimum attendance: 5 out of 7	Directly related with the attendance	20%
	Acquiring the specific language and understanding of specific concepts and theories	Individual oral presentations for a specific thematic	30%

10.6 Minimal standards

- General understanding of key and specific concepts from Marketing and theory
- Preparing, editing and presenting an essay paper by using different sources and information tools

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate professor Florin NECHITA, PhD Course holder	Associate professor Florin NECHITA, PhD Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Corporate Public Relations					
2.2 Course convenor			Assoc. Prof. Arabela BRICIU					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. Arabela BRICIU					
2.4 Study year	2	2.5 Semester	I I I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	AC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**4**	out of which: 3.2 lecture	**2**	3.3 seminar	**2**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	50
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	54
Tutorial	6
Examinations	4
Other activities.....	-

3.7 Total number of hours of student activity	144
3.8 Total number per semester	200
3.9 Number of credits[5)]	8

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• Lecture room with video projection system, internet access to the e-learning platform
5.2 for seminar development	• Classroom with video projection system, internet access to the e-learning platform

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..**1.2. The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..**1.3. The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts.

	R.I.3.3. The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project.**R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Learning, understanding, in-depth study and applying public relations notions and concepts and using them at corporate level
7.2 Specific objectives	• Gain knowledge of concepts specific to public relations and corporate communication by using them in specific situations • Identify and use relevant techniques and indicators for monitoring and evaluating corporate public relations activities • Acquaint students with the main tools used in implementing PR and communication strategies with corporate stakeholders • Develop students' skills to develop an effective communication plan in defined situations • Develop students' ability to plan a corporate public relations campaign

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Introductory course - presentation of the course objectives and topics. Introduction and review of general public relations concepts	Interactive lecture, Problematization, Active explanation Exemplification	4h	
	Interactive lecture, Problematization, Active explanation Exemplification	4h	
2. Corporate public relations - defining aspects, specific activities and practice of corporate public relations	Interactive lecture, Problematization, Active explanation Exemplification	2h	
3. Corporate stakeholders and communication channels	Interactive lecture, Problematization, Active explanation Exemplification	4h	
4. Identity, image and reputation - at organisational and corporate level. Organisational culture and elements of corporate identity	Interactive lecture, Problematization, Active explanation Exemplification Case studies	2h	
5. Corporate communication	Interactive lecture, Problematization, Active explanation Exemplification Case studies	4h	
6. Planning corporate public relations activities	Interactive lecture, Problematization, Active explanation Exemplification Case studies	3h	

7. Corporate social responsibility	Interactive lecture, Problematization, Active explanation Exemplification Case studies	3h	
8. Evaluation of corporate public relations activities	Interactive lecture, Problematization, Active explanation Exemplification Case studies	2h	

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2. Balmer, John M.T. și Podnar, Klement (2021). Corporate brand orientation: Identity, internal images, and corporate identification matters. în Journal of Business Research, vol.134, pp. 729-737;
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10. Wilcox, D. L., Cameron, G.T. & Reber, B.H. (2015). Public Relations: Strategies and Tactics, 11th Edition, Harlow: Pearson Education.

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Introductory seminar.	-interactive presantation -conversation, debate	2h	
The role of the PR specialist in corporations - identifying specific activities	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	2h	
Argumentation and understanding of specific situations based on the models presented in the course	- interactive presentations; -conversation, -exemplification; - individual exercises; - web-based documentation;	4h	

Establishing audiences and creating appropriate messages for them	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	4h	
Structuring a communication plan	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	4h	
Social responsibility campaigns: typology and examples	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	4h	
Planning a public relations awareness campaign	- interactive presentations; -conversation, -exemplification; - Team work exercises; - Literature-based study	8h	

Bibliography

1. Balmer J.M.T., Powell S.M., Kernstock J., Brexendorf T.O. (ed.) (2017) Advances in Corporate Branding. Journal of Brand Management: Advanced Collections. Londra:Palgrave Macmillan
2. Balmer, John M.T. și Podnar, Klement (2021). Corporate brand orientation: Identity, internal images, and corporate identification matters. în Journal of Business Research, vol.134, pp. 729-737;
3. Broom, G. M. & Sha, B.-.L (2013).Cutlip and Center's Effective Public Relations, 11th Edition, Harlow: Pearson Education
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8. Rodríguez-Salcedo, N. & Watson T. (2021). "Public relations origin: definitions and history," in Tench, R. & Waddington, S. (eds.) Exploring Public Relations and Management Communication, 5th Edition, Harlow: Pearson Education
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10. Wilcox, D. L., Cameron, G.T. & Reber, B.H. (2015). Public Relations: Strategies and Tactics, 11th Edition, Harlow: Pearson Education.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the course is designed to train specialists able to understand the mechanisms of communication specific to the public relations process at a corporate level, to identify problems and best practices in the field, to have the ability to work in multidisciplinary teams for specific public relations projects, to communicate appropriately in groups, organizations, and communities. The content of the discipline is updated to the current literature, professional associations, and practice in the field. It is in line with the activities carried out in other university centers in the country and abroad.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	- Appropriate use of specific concepts and theories presented in the course and supported by the compulsory bibliography - Creativity in developing appropriate solutions - Critical thinking	Complete a (written) project based on a practical corporate public relations activity	65%
10.5 Seminar	Mastering the specific language of the field and understanding specific concepts and theories	Conduct and discuss seminar applications - exercises and case studies	35%

10.6 Minimal performance standard

- Understanding of general and specific concepts of the field studied
- Drawing up, drafting and supporting in English a scholarly paper on a current topic in the field, using various sources and information tools

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Associate Professor Arabela BRICIU, Ph.D. Course holder	Associate Professor Arabela BRICIU, Ph.D. Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

[2)] Study level – choose from among: Bachelor / Master / Doctorat;

[3)] Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4)] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Conflict management in organizations					
2.2 Course convenor			Prof. dr. Claudiu Coman					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. Victor-Alexandru Briciu					
2.4 Study year	2	2.5 Semester	I	2.6 Evaluation type	E	2.7 Course status	Content[3)]	**SC**
							Attendance type[4)]	**CPC**

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**4**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**2**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	37
Additional documentation in libraries, specialized electronic platforms, and field research	48
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	48
Tutorial	8
Examinations	3
Other activities.....	0

3.7 Total number of hours of student activity	144
3.8 Total number per semester	200
3.9 Number of credits[5)]	8

4. Prerequisites (if applicable)

4.1 curriculum-related	• It is not the case
4.2 competences-related	• Intermediate English level

5. Conditions (if applicable)

5.1 for course development	• Lecture room, equipped with laptop, video projector
5.2 for seminar	• Seminar room equipped with PC/laptop and video projector, flipchart

6. Specific competences

Professional competences	CP.1 Identification and Use of Language, Methodologies, and Specialized Knowledge in the Field of Communication Sciences Knowledge C.1.1. The Student/Graduate identifies the main research areas in communication sciences – communicators, institutional structures, organizations, content, channels, audiences/publics, and effects. C.1.2. The Student/Graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, constructing a hypothesis and testing it, or formulating research questions, analyzing data, presenting results, and drawing conclusions in relation to the existing level of knowledge. C.1.3. The Student/Graduate differentiates between the main methodological approaches in communication sciences – quantitative methods, qualitative methods, rhetorical, discursive, and mixed approaches. Skills A.1.1. The Student/Graduate drafts a research plan on a topic in the field of communication sciences. A.1.2. The Student/Graduate applies data collection methods while respecting research ethics and applicable legal regulations. A.1.3. The Student/Graduate applies research methods appropriate to the research topic and theme. A.1.4. The Student/Graduate interprets research results in writing and through graphs, charts, and tables. A.1.5. The Student/Graduate discusses the limitations of research, critically evaluates the generalizability of conclusions, and proposes strategies for further in-depth analysis or verification. Responsibility and Autonomy R.1.1. The Student/Graduate develops research and intervention projects in the field of communication sciences. R.1.2. The Student/Graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and straightforward manner. CP.2 Strategic Planning of Communication Activities through Digital Media Knowledge C.2.1. The Student/Graduate identifies the main theories, models, and elements of direct and technologically mediated communication in the context of mass communication and computer-mediated communication. C.2.2. The Student/Graduate identifies concepts related to the public and mass media audiences, measurement methods, and audience indicators specific to the technological channel of media communication. C.2.3. The Student/Graduate identifies ownership structures, control mechanisms, production and distribution models specific to mass media systems. C.2.4. The Student/Graduate identifies elements that play a role in the formation of public opinion, through which perceptions and opinions regarding a public issue are shaped and reinforced, such as framing of information, audience trends and interests, psychological processes, and conformity. Skills A.2.1. The Student/Graduate selects models that explain a communication situation in the context of a professional issue. A.2.2. The Student/Graduate analyzes the characteristics, needs, and expectations of the target audience using models, grids, tests, procedures, and software applications suitable for professional public communication. A.2.3. The Student/Graduate adapts messages to different situations and audience categories or segments in the context of professional communication. Responsibility and Autonomy R.2.1. The Student/Graduate evaluates the characteristics of how a topic, person, group, or social category is represented in mass media and digital platforms. R.2.2. The Student/Graduate uses communication models, media theories, and audience indicators to design, adapt, or evaluate media plans. R.2.3. The Student/Graduate critically analyzes the plurality of interpretations and opinions expressed in the context of media representation of current subjects and events.

Transversal competences	CT.5 Communication and Cooperation in Professional Contexts Skills A.5.1. The Student/Graduate uses online tools to communicate and share resources in digital environments. A.5.2. The Student/Graduate manages systems for storing, selecting, organizing, retrieving, distributing, and safeguarding information and data in professional contexts. A.5.3. The Student/Graduate uses digital tools to organize, collect, store, extract, archive, and process data, information, and digital content. Responsibility and Autonomy R.5.1. The Student/Graduate collaborates with others within teams to solve specific professional problems. R.5.2. The Student/Graduate plans, assumes responsibility for, and meets tight deadlines to complete tasks or professional projects. R.5.3. The Student/Graduate demonstrates intercultural sensitivity by participating in diverse communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Learning the terms of conflict management in organizations and using them in applied projects
7.2 Specific objectives	• The accumulation of advanced knowledge about the type and nature of organizational conflicts • Analysis and understanding of the causes of conflicts in organizations • Accumulation of advanced knowledge about the main strategies and techniques for conflict resolution in organizations • Practicing the ability to resolve conflicts that arise within an organization • Developing the skills to develop strategies for solving organizational conflicts

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
A multiperspectival approach to conflicts in organizations	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Negotiation – the flip side of conflict	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
The issue of leader and leadership	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Human resource motivation	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Employee satisfaction with the work environment	Participatory lecture, problematization. - interactive exhibition	4h	

	- exemplification		
Avoiding and accepting/stimulating conflict	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	
Knowledge management	Participatory lecture, problematization. - interactive exhibition - exemplification	4h	

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
A multiperspectival approach to conflicts in organizations	Analysis exercises of the discussed conflict types Debate on types of conflicts Case studies on effective conflict management in organizations	4h	
Negotiation – the flip side of conflict	Exercises Debate Case study	4h	
The issue of leader and leadership	Exercises Debate	4h	
Human resource motivation	Exercises Debate	4h	
Employee satisfaction with the work environment	Exercises Debate	4h	
Avoiding and accepting/stimulating conflict	Exercises Debate	4h	
Knowledge management	Exercises Debate Case study	4h	

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- Folger, J., Poole, M. S., & Stutman, R. K. (2015). Working through conflict: Strategies for relationships, groups, and organizations. Routledge.
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- Thiagaraj, D., & Thangaswamy, A. (2017). Theoretical concept of job satisfaction–a study. International Journal of Research-Granthaalayah, 5(6), 464-470.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is in accordance with the educational requirements in the field of information culture, in order to obtain the necessary skills for the training of highly qualified specialists.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Appropriate use of specific concepts and theories presented in the course and based on the mandatory bibliography	Project-based review	50%
10.5 Seminar/ laboratory/ project	Evaluation report, applications, exercises	By project, oral assessment	50%

10.6 Minimal performance standard

- Understanding of general and specific concepts of the field studied
- Elaboration, technical editing and support in the English language of a specialized paper on a current topic in the field, using various sources and information tools

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking

Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Prof.univ.dr. Claudiu COMAN Course holder	Assoc. Prof. Victor-Alexandru BRICIU, PhD. Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Community Building and Place Branding					
2.2 Course convenor			Prof. dr. Claudiu Coman					
2.3 Seminar/ laboratory/ project convenor			Prof. dr. Claudiu Coman					
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	30
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	30
Tutorial	4
Examinations	4
Other activities.....	-

3.7 Total number of hours of student activity	108
3.8 Total number per semester	150
3.9 Number of credits[5)]	6

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• classroom set up for use of projector and PowerPoint application
5.2 for seminar development	• classroom set up for use of projector and PowerPoint application

6. Specific competences

Professional competences	**CP2. Strategic planning of communication activities through digital media** **2.1 Knowledge** **R.I.2.1.**The student/graduate identifies the main theories, models and elements of direct and technologically mediated communication, in the context of mass communication and computer-mediated communication. **R.I.2.2.**The student/graduate identifies concepts related to the public and media audience, measurement methods, as well as audience indicators specific to the technological channel of media communication. **R.I.2.3.**The student/graduate identifies the ownership structures, control mechanisms, production and distribution models specific to media systems. **R.I.2.4.**The student/graduate identifies the elements that play a role in the process of public opinion formation, through which perceptions and opinions on an issue under public discussion are formed and strengthened, such as the framing of information, public trends and interests, psychological processes, and conformity. **2.2. Skills** **R.I..**2.1. The student/graduate selects models that explain a communication situation in the context of a professional problem. **R.I.2.2.**The student/graduate analyzes the characteristics, needs and expectations of the target audience using appropriate models, grids, tests, procedures and software applications in the context of professional public communication. **R.I.2.3.**The student/graduate adapts messages to various situations and categories or audience segments in the context of professional communication. **2.3 Responsibility and autonomy** **R.I.2.1.**The student/graduate evaluates the characteristics of the representation in the media and digital platforms of a topic, a person, a group or a social category. **R.I.2.2.**The student/graduate uses communication models, media theories and audience indicators to design, adapt or evaluate media plans. **R.I.2.3.**The student/graduate critically analyzes the plurality of interpretations given and opinions formulated in the context of media representation of current topics and events. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications.

	R.I.3.2. The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project.**R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Knowledge and understanding of innovative concepts, theories and methods of community building/development processes and place branding; their appropriate use in professional communication
7.2 Specific objectives	• Knowledge of the main concepts in the field of community building and place branding; their use and specialized terminology in multiple situations • Gain knowledge on innovative approaches and methodologies for community building and place branding • Developing research and intervention projects in the field of community building and place branding

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to the course of Community Building and Place Branding	Classical lecture, lecture based on .ppt presentation	2h	

The concept of *community* and types of human communities	Lecture based on .ppt presentation, exercises, problem solving, debate	2h	
Classical and modern theories of community and community building	Lecture based on .ppt presentation, exercises, problem solving, debate	4h	
Community studies and community development	Lecture based on .ppt presentation, exercises, problem solving, debate	4h	
Building sustainable communities and their branding	Lecture based on .ppt presentation, exercises, problem solving, debate	2h	
Ethnographic method and digital ethnography in participatory assessment of local community problems	Classical lecture, exercises, problem solving, debate	2h	
Narrative and visual methods in community building and place branding	Lecture based on .ppt presentation, exercises, problem solving, debate	4h	
Place branding and culture-led development	Lecture based on .ppt presentation, exercises, problem solving, debate	2h	
Online communication about community and place branding	Lecture based on .ppt presentation, exercises, problem solving, debate	2h	
Multi-ethnic communities, transnational communities and branding strategies in multiculturalism and transnationalism	Lecture based on .ppt presentation, exercises, problem solving, debate	2h	
Final review and critical analysis of course content	Classical lecture, debate	2h	

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Conducting a micro-research in the field of the discipline and a local branding project; presentation of the main results in the seminar. During the seminar both theoretical perspectives and practical relevance of the topics presented will be discussed.	Application of a social data collection technique, PowerPoint presentation, debate; design of place branding elements	14h	
Bibliography - a minimum of three scientific sources are chosen, from the bibliography recommended in the course or from other relevant sources			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The discipline builds skills for conducting community studies, designing interventions for community building/development and local branding, and improving professional communication.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct use of concepts and theories; ability to compare discipline-specific approaches; ability to analyse and synthesise literature; write a written report on a given model	Project	50%
10.5 Seminar/ laboratory/ project	Ability to put theoretical knowledge into practice; to conduct a research and development project in the field of the discipline; ability to present the results of the project orally	Project	50%
10.6 Minimal performance standard			

- Using a social data collection technique in a community of choice and designing a local branding strategy

Performance level	General description	Features
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Claudiu COMAN, Ph.D. Course holder	Professor Claudiu COMAN, Ph.D. Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Digital Marketing					
2.2 Course convenor			Prof. PhD. Eng. Ec. Duguleană Mihai					
2.3 Seminar/ laboratory/ project convenor			Prof. PhD. Eng. Ec. Duguleană Mihai					
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	E	2.7 Course status	Content[3)]	AC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**4**	out of which: 3.2 lecture	**2**	3.3 seminar	**2/**
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	14
Additional documentation in libraries, specialized electronic platforms, and field research	50
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	20
Tutorial	6
Examinations	4
Other activities.....	0

3.7 Total number of hours of student activity	94
3.8 Total number per semester	150
3.9 Number of credits[5)]	6

4. Prerequisites (if applicable)

4.1 curriculum-related	• Web notions
4.2 competences-related	• Working with fundamental concepts of engineering sciences.

5. Conditions (if applicable)

5.1 for course development	• Room with projector
5.2 for seminar development	• Room with a network of computers connected to the Internet and a projector

6. Specific competences

Professional competences	**CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature. **CP4. Managing interaction with the public in the online environment** **4.1 Knowledge** **R.I.4.1.**The student/graduate identifies the principles of public relations and reputation management and the factors influencing the perceptions of stakeholders or public categories in relation to an organization, its brand or in relation to a person. **R.I.4.2.**The student/graduate differentiates between communication strategies and designs specific to different organizational or situational communication contexts (communication in risk situations, in crisis situations, for the production of social change, for the development of public policies, internal policies, etc.). **4.2 Skills** **R.I.4.1.**The student/graduate evaluates public perception, participates in professional networks, and initiates conversations in relation to a person. **4.3 Responsibility and autonomy** **R.I..**4.1. The student/graduate applies principles and methodologies specific to the field to conduct public opinion research in relation to a subject, a public figure, an organization, a brand. **R.I.4.2.**The student/graduate writes press releases and produces other public relations materials, namely messages adapted to the specifics of various media channels and digital platforms to be used in the context

	of communication of a public figure, organization or brand.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Use of digital marketing tools
7.2Specific objectives	• Acquiring knowledge for creating digital marketing campaigns • Acquiring knowledge for online marketing • Acquiring practical skills through the use of new technologies and marketing media, useful for online applications

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Introduction to SEM/SEO	Interactive course	4h	
Onpage optimization elements	Interactive course	4h	
Offpage optimization elements	Interactive course	4h	
Advertising campaigns Adwords, Facebook, etc	Interactive course	4h	
Branding elements	Interactive course	4h	
UI optimization	Interactive course	4h	
3rd party services	Interactive course	4h	

Bibliography

1. Miller, Donald, and J. J. Peterson. "Marketing Made Simple." (2020).
2. Godin, Seth. Permission marketing: Turning strangers into friends and friends into customers. Simon and Schuster, 1999.
3. Diamond, Stephanie. Digital Marketing All-in-One For Dummies. John Wiley & Sons, 2019.
4. Wheeler, Alina. Designing brand identity: an essential guide for the whole branding team. John Wiley & Sons, 2017.
5. Edwards, Jim. Copywriting Secrets: How Everyone Can Use The Power Of Words To Get More Clicks, Sales and Profits . . . No Matter What You Sell Or Who You Sell It To! Author Academy Elite, 2019.

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Introduction to the Web. Browsers, search engines, social media sites	Learning through problems. Laboratory project. Individual work.	2h	
Creating a website. Onpage optimization elements	Learning through problems. Laboratory project. Individual work.	2h	
Creating a website. Offpage optimization elements	Learning through problems. Laboratory project. Individual work.	2h	
Creating an advertising campaign	Learning through problems. Laboratory project. Individual work.	2h	
Creating a brand. Branding elements	Learning through problems. Laboratory project. Individual work.	2h	
Creating a UI. Design for mobile.	Learning through problems. Laboratory project. Individual work.	2h	
WordPress. Introductory elements	Learning through problems. Laboratory project. Individual work.	2h	
WordPress. Introductory elements	Learning through problems. Laboratory project. Individual work.	2h	
Creating a website based on wordpress	Learning through problems. Laboratory project. Individual work.	2h	
Site construction/laboratory project	Learning through problems. Laboratory project. Individual work.	2h	
Site construction/laboratory project	Learning through problems. Laboratory project. Individual work.	2h	
Site construction/laboratory project	Learning through problems. Laboratory project. Individual work.	2h	
Youtube. Tiktok. Influencers.	Learning through problems. Laboratory project. Individual work.	2h	
3rd party services.	Learning through problems. Laboratory project. Individual work.	2h	

Bibliography
1. Miller, Donald, and J. J. Peterson. "Marketing Made Simple." (2020).
2. Godin, Seth. Permission marketing: Turning strangers into friends and friends into customers. Simon and Schuster, 1999.
3. Diamond, Stephanie. Digital Marketing All-in-One For Dummies. John Wiley & Sons, 2019.
4. Wheeler, Alina. Designing brand identity: an essential guide for the whole branding team. John Wiley & Sons, 2017.
5. Edwards, Jim. Copywriting Secrets: How Everyone Can Use The Power Of Words To Get More Clicks, Sales and Profits . . . No Matter What You Sell Or Who You Sell It To! Author Academy Elite, 2019.

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of the discipline is consistent with what is studied at other universities in the country and abroad. Theoretical and practical knowledge underpins the latest approaches to digital marketing.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Capacity to do digital marketing	Exam	80%
10.5 Seminar	Presence at seminar (maximum 2 absences)	Solving practical applications	20%

10.6 Minimal performance standard

- Knowledge of the fundamental elements of digital marketing
- Development of web applications based on digital marketing principles
- Seminar attendance (maximum 2 absences)

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Prof. PhD. Eng. Ec. Mihai DUGULEANĂ Course holder	Prof. PhD. Eng. Ec. Mihai DUGULEANĂ Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

5) One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			Public Speaking in the Digital World					
2.2 Course convenor			Lecturer PhD PASCU Mihai Lucian					
2.3 Seminar/ laboratory/ project convenor			Lecturer PhD PASCU Mihai Lucian					
2.4 Study year	I I	2.5 Semester	I V	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**1**	3.3 seminar	**2**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	14	3.6 seminar	28

Time allocation	hours
Study of textbooks, course support, bibliography and notes	17
Additional documentation in libraries, specialized electronic platforms, and field research	40
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	20
Tutorial	4
Examinations	2
Other activities.....	0

3.7 Total number of hours of student activity	83
3.8 Total number per semester	125
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	• The participation in this course is not conditioned by the completion and graduation of other courses or subject matters. Nevertheless, the in-depth understanding and acquisition of the knowledge taught in the course is facilitated by the participation in the courses related to communication, negotiation techniques and public relations.
4.2 competences-related	• The participation in this course presupposes the students' desire to get involved in an interactive course, their openness to public presentations and the performance of some collective activities and projects, as well as a willingness to use specific public communication techniques.

5. Conditions (if applicable)

5.1 for course development	• Lecture room equipped with a laptop and a video projector
5.2 for seminar development	• Lecture room equipped with a laptop, a video projector, and a video camera

6. Specific competences:

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..1.2.** The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..1.3.** The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner. **CP3.Creating and managing content for digital media** **3.1 Knowledge** **R.I.3.1.**The student/graduate distinguishes between different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate identifies writing or content structuring techniques (narrative, descriptive, expository, argumentative, or persuasive) and principles of rhetoric or message composition aimed at improving the ability of writers and speakers to inform, persuade, or motivate the audience. **R.I.3.3.**The student/graduate distinguishes the characteristics and operation of software programs for office tasks, such as word processing, spreadsheets, presentations, e-mail and databases, content management systems, programs designed to edit, structure content intended for publication or dissemination. **3.2 Skills** **R.I.3.1.**The student/graduate applies production practices suitable for different types of content and modes of expression (text, photography, audio, video) and types of media channels: print media, television, radio, cinema, online media, digital platforms, mobile applications. **R.I.3.2.**The student/graduate applies spelling and grammar rules that regulate the formulation of statements or expressions and the spelling

	of words, ensuring coherence and clarity in texts written or edited in professional contexts. **R.I.3.3.**The student/graduate uses software applications for composing, editing, formatting any type of written material or composing and editing audiovisual materials. **3.3 Responsibility and autonomy** **R.I.3.1.**The student/graduate produces a content or media product for dissemination/publication on one or more channels or platforms, using media (text, photography, audio, video) separately or in conjunction in the context of carrying out a professional project. **R.I.3.2.**The student/graduate writes and edits original texts of a creative, journalistic, promotional, advertising, institutional promotion, functional, technical or academic nature.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• The general objective of the subject matter is to develop the ability to conceive and deliver public speeches (at an intermediary level of proficiency) and to critically assess the subject of a debate in a manner that shows tolerance and respect towards the opinions expressed by the opponents. This objective is subsumed in the general objective of the degree program, i.e. to train graduates that are capable of relating and communicating at a micro- and macro-social level, of carrying out and implementing digital communication and branding projects in the contemporary social and economic context.

7.2 Specific objectives	• developing a solid professional culture and the capacity the capacity for autonomous questioning;; • training specialists in the field of communication sciences with the capacity to develop integrated communication and branding campaigns, but also with skills in communication techniques through specific means of communication; • training specialists that can distinguish between the characteristics of three types of speeches: improvised, informative and persuasive, and that know the steps required to write each type of speech; • acquiring and practicing practical public communication abilities; • stimulating creativity and exploiting one's personal style in public communication; • training specialists in techniques to reduce public speaking jitters and increase audience interaction/engagement
	•

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Efficient public communication. Concepts. Definitions. Premises. Principles.	Participatory lecture, - interactive exposition - exemplification	2h	
The fundamentals of argumentation, oratory and rhetoric. Basic speech structure (improvised speech) and the canons of rhetoric.	Participatory lecture, - interactive exposition - exemplification	2h	
Types of speeches: improvised, informative and persuasive	Participatory lecture, - interactive exposition - exemplification	2h	
Structure of the public speech. Public speech types and techniques.	Participatory lecture, - interactive exposition - exemplification	2h	
Principles and elements of an effective public speech. Nonverbal language.	Participatory lecture, - interactive exposition - exemplification	2h	
Audience and speaker analysis. The role of nonverbal language, symbols and rhetorical figures.	Participatory lecture, - interactive exposition - exemplification	4h	

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Beebe, S.A., Beebe, S.J., Public Speaking Handbook, Pearson, Boston, 2012
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Voicu, M., Fake news, manipulare, populism, Humanitas, 2018
Vanessa Van Edwards, Cues: Master the Secret Language of Charistmatic Communication, Portfolio, 2022

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Introductory seminar to practice the skills of constructing, delivering and analysing an improvised speech	Interactive presentation, - conversation - exemplification	2h	
Introductory seminar to practise the skills of constructing, delivering and analysing an informative or persuasive speech	Interactive presentation, - conversation - exemplification	4h	
Introductory seminar in debating techniques.	Interactive presentation, - conversation	4h	
	- exemplification		
Analysis of recorded/web-based speeches and peer practice of informative or persuasive speeches.	Interactive presentation, - conversation - exemplification	6h	
Active participation in debate activities and peer review of the debate	Interactive presentation, - conversation - exemplification	6h	
Analysis of nonverbal communication among peers.	Interactive presentation, - conversation - exemplification	6h	

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Anderson, C., TED Talks: The official Ted Guide to Public Speaking, Nicholas Brealey Publishing, London, 2017
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Vanessa Van Edwards, Cues: Master the Secret Language of Charistmatic Communication, Portfolio, 2022

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

According to research, the capacity to make an argument is the most valuable soft skill in the employers' view and it often represents a key factor in career-related decisions. This is due to the fact that professional skills have a much diminished impact if they are not accompanied by the capacity to inform or persuade one's colleagues and/or beneficiaries. The techniques and principles of communication and public speaking are an absolute necessity for a communication and journalism specialist to master. It is for this reason that the entire structure of this course is organised in such a way that, at the end of the course, the students will have both the ability to conceive and deliver a simple speech and a public debate, and to deliver messages in front of a camera.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade

10.4 Course	Delivering a 10-minute speech.	The student can choose the type of speech (improvised/ informative/ persuasive) that they want to deliver. For the informative/ persuasive speeches, the student can choose the topic/ theme, while for the improvised speech, the topic/ theme shall be picked by random drawing. In this case, the student shall be granted 20 minutes to prepare once they pick a theme from the list provided by the course convenor. For the other two types of discourse, there's no imposed time limit for the preparation of the speech, which is compensated by a higher complexity of the speech structure.	70% (between 0 and 70 points)
10.5 Seminar	Activity carried out throughout the semester.		30% (between 0 and 20 points)

10.6 Minimal performance standard

Performance level	General description	Features
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department

Lecturer Mihai Lucian PASCU, Ph.D. Course convenor	Lecturer Mihai Lucian PASCU, Ph.D. Seminar convenor

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorate (to be filled in according to the forceful classification list for study programmes);

[2)] Study level – choose from among: Bachelor / Master / Doctorate;

[3)] Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4)] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**PRACTICE II**					
2.2 Course convenor			Associate Professor Briciu Victor, PhD.					
2.3 Seminar convenor			Associate Professor Briciu Victor, PhD.					
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	CPC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week		out of which: 3.2 lecture		3.3 seminar/ laboratory/ project	
3.4 Total number of hours in the curriculum		out of which: 3.5 lecture		3.6 seminar/ laboratory/ project	

Time allocation	hours
Study of textbooks, course support, bibliography and notes	
Additional documentation and field research	36
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	
Tutorial	
Examinations	2
Other activities.....	2

3.7 Total number of hours of student activity	40
3.8 Total number per semester	40
3.9 Number of credits[5)]	4

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• classroom configured for the use of the video projector and the Power Point application (.ppt), internet access / e-learning platform for online teaching
5.2 for seminar/ laboratory/ project development	• Not the case

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..1.2.** The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..1.3.** The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	Training of basic skills in designing, planning and controlling digital communication programmes based on the research brief proposed by the coordinator of Practice discipline.
7.2 Specific objectives	Direct intuitive experience of working in mixed teams typical of professional performances in the field of communication, digital media and branding; sustaining the steps and deadlines set and assumed against professional performances defined by the specialist practice.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. The first practice meeting with MA students to discuss the general topic of practice and the possibility of carrying it out in collaboration with partners and collaborating institutions. General information about the practice activity can also be found at the following addresses: https://practica.unitbv.ro/ro/node/16 - for downloading document templates https://unitbv.ro/stagii-de-practica-si-internship.html - the Internship section of the university website. 2. SSM training (Safety and Security Measures) on conducting the practice activity outside the university and preparing a report and the collective training file. 3. Monitoring throughout the academic year and prepare the second semester evaluation. 4. Intermediate reports regarding the number of hours of practice. 5. Final evaluation by drawing up the Practice Report, handing over all the other documents specific to the specialized practice performed. Other documents for reporting the practice activity (practice workbook, practice agreement, practice workbook cover sheet).		2h	
„Safety and security measures" specific materials: • „Safety and security measures" training procedure for students; • Collective „Safety and security measures" training sheet for students with the nominal table for participation in training; • Students' duties regarding safety and health at work; • Possible risks of injury and professional illness in and outside the university.			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Depending on the identified opportunities of the academic year:
- Establishing practice topics in collaboration with private beneficiaries, organizations from the domain;
- Conducting the practice in the organisations where the master students are employed (if they work in the field of the master programme or if the organisation has departments in the field of the master programme);
- Establishing practice topics on long-term public interests.

MA students wishing to complete some or all of the internship at beneficiaries chosen by them, within public or private institutions, companies, non-profit organizations, including in internship, temporary or permanent contract employees work or freelancer. This situation is accepted only on condition of the acceptance, situation by situation, by the practice coordinator.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
	Commitment to the task	Project type exam: Presentation of a journal, authentic	10%
	Role in the practice team		5%

	Compliance with the established or imposed deadlines	report, practice book, other supporting documents for the period completed as an internship (90 hours). Condition: a deadline is set in relation to the complexity of the tasks imposed, with the inclusion in the period established for the final evaluation.	15%
	Quality of presentation of the Practice Report		10%
	The number, quality and importance of the activities and auxiliary materials realized during the practice		10%
	Adequacy of the final product to the needs and expectations of the beneficiary		50%

10.6 Minimal performance standard

- Presentation of a journal, an authentic report for the period realized as an internship and/ or the practice.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, PhD. Dean	Professor Gabriela RĂȚULEA, PhD. Head of Department
Assoc. Prof. Victor-Alexandru BRICIU, PhD. Practice Coordinator	

Note:

1) Field of study – select one of the following options: BA/MA/PhD. (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: BA/MA/PhD;

3) Course status (content) – for the BA level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/

CC (complementary course); for the MA level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4)] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**DISSERTATION RESEARCH AND WRITING**					
2.2 Course convenor			Associate Professor Briciu Victor, Ph.D.					
2.3 Seminar convenor			Associate Professor Briciu Victor, Ph.D.					
2.4 Study year	2	2.5 Semester	2	2.6 Evaluation type	C	2.7 Course status	Content[3)]	
							Attendance type[4)]	

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week		out of which: 3.2 lecture		3.3 seminar/ laboratory/ project	
3.4 Total number of hours in the curriculum		out of which: 3.5 lecture		3.6 seminar/ laboratory/ project	

Time allocation	hours
Study of textbooks, course support, bibliography and notes	10
Additional documentation in libraries, specialized electronic platforms, and field research	10
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	10
Tutorial	10
Examinations	
Other activities.....	

3.7 Total number of hours of student activity	40
3.8 Total number per semester	40
3.9 Number of credits[5)]	10

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• Access to the university's elearning platform (for online consultations and document upload at registration)
5.2 for seminar/ laboratory/ project development	• Access to the university's elearning platform (for online consultations and document upload at registration)

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..1.2.** The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..1.3.** The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• Training of basic skills in the conception, planning and control of branding and digital communication strategies, with a defined purpose, based on the theme or research topic proposed by the coordinator or chosen by the master student.
7.2 Specific objectives	• Experience typical of professional performances in the field of digital communication and branding strategies; sustaining the steps and deadlines set and assumed towards the professional performances defined by the elaboration of the dissertation.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. the first discussion for the preparation of the dissertation thesis: - final theme; - indicative title (or list of at least 5 proposed options); - bibliographic titles identified in the documentation stage; - proposal outline (chapters only); 2. the second mandatory consultation meeting - finalising the contents *in extenso* (on chapters and sub-chapters) - 2 pages; - writing at least 10 pages of the paper (regardless of the chapter), according to the Writing Guide available on the website (https://socio.unitbv.ro/ro/studenti/licenta-si-disertatie.html) or of another citation system used; - identification of the bibliography (Romanian sources, foreign authors, fundamental works, specialized works and new publications, articles and research proposed to be read / cited); - reading the following titles: Umberto Eco - How to make a bachelor's thesis, 2006; Septimiu Chelcea - Methodology of elaborating a scientific paper, 2003; 3. the third mandatory consultation meeting: - justification/ presentation of novelty factor of the approach of the study: - identification of the limits of the paper, research and future research directions or secondary analysis depending on the chosen subject; - establishing the methodological stages in the realization of research (if applicable); - reconsideration of the content of the paper; - final title; - at least 20 pages written according to the Guide. 4. checking the final dissertation and testing the text using TurnitIn software, available on https://elearning.unitbv.ro/, to identify the degree of similarity with other texts.			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Depending on the opportunities of the academic year:
- Establishing the themes of the research in collaboration with real, private beneficiaries, for the development of the partial part of the dissertation;
- Establishing practice topics on long-term public interests.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
	- completion of the thesis in proportion of 2/3 - use of writing criteria according to the Writing Guide (citation system, chapters, establishing the field of research, framing the text within the imposed limits, grammatical correctness) - activities at consultation meetings - application of the recommendations offered by the coordinator - similarity level checked in TurnitIn software	Project type evaluation: Presentation of a material edited by the candidate, with a standard in the elaboration of the topic of at least 70% until the end of the final session. Verification of the text in the anti-plagiarism system TURNIT IN to identify the degree of similarity Condition: a deadline is set in relation to the complexity of the tasks imposed, with the inclusion in the period established for the final evaluation.	100%

10.6 Minimal performance standard

- Presentation of a material edited by the MA candidate, authentic report (verified on the TurnitIn platform) during the period of the dissertation.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, PhD. Dean	Professor Gabriela RATULEA, PhD. Head of Department
Associate Professor Victor-Alexandru BRICIU, PhD. Dissertation coordinator	

Note:

1) Field of study – select one of the following options: BA/MA/PhD. (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: BA/MA/PhD;

[3] Course status (content) – for the BA level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the MA level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**Employer Branding**					
2.2 Course convenor			Prof. dr. Mircea Boscoianu					
2.3 Seminar/ laboratory/ project convenor			Prof. dr. Carmen Buzea					
2.4 Study year	2	2.5 Semester	4	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	EC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	28
Additional documentation in libraries, specialized electronic platforms, and field research	30
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	20
Tutorial	3
Examinations	2
Other activities.....	

3.7 Total number of hours of student activity	83
3.8 Total number per semester	125
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	• classroom set up to use the video projector and the Power Point application (.ppt)
4.2 competences-related	• classroom set up to use the video projector and the Power Point application (.ppt)

5. Conditions (if applicable)

5.1 for course development	• not applicable
5.2 for seminar/ laboratory/ project development	• not applicable

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..1.2.** The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..1.3.** The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	• To design, implement and evaluate employer brand campaigns
7.2 Specific objectives	• Using the theoretical framework for employer brand measurement • The design, implementation and evaluation of programs and campaigns aimed at strengthening the employer brand

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
The employer brand: theoretical framework	Lecture based on visual presentation	2h	
Staffing: recruitment, selection, induction	Lecture based on visual presentation	2h	
The role of the employer brand in the staffing process	Lecture based on visual presentation	2h	
Measuring the employer brand	Lecture based on visual presentation	4h	
Strategies for positioning and differentiating the employer brand	Lecture based on visual presentation	4h	
Employer brand ambassadors	Lecture based on visual presentation	2h	
Employee retention plan and the employer brand	Lecture based on visual presentation	2h	
Employer brand management: reputation and organizational communication	Lecture based on visual presentation	4h	
Employer brand external campaigns	Lecture based on visual presentation	3h	
Online employer brand	Lecture based on visual presentation	3h	

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Balmer, J. M. T., & Gray, E. R. (2003). Corporate brands: What are they? what of them? *European Journal of Marketing, 37*(7-8), 972-997. doi:10.1108/03090560310477627

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Sarabdeen, J., Balasubramanian, S., Lindsay, V., Chanchaichujit, J., & Sreejith, S. (2023). Employer branding: Confirmation of a measurement model and its implication for managing the workforce. *Journal of General Management, 48*(2), 153-170. doi:10.1177/03063070221079574

8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
The employer brand in the staffing process	Application, exercises, simulations	1h	
Measuring the employer brand	Practical application – homework	2h	
Strategies for positioning and differentiating the employer brand	Exercises, applications	2h	
Employer brand ambassadors	Role playing games	1h	
Employee retention plan and employer brand	Practical application – homework	2h	
Employer brand management: reputation and organizational communication	Exercises, applications	2h	
Campaigns to strengthen the employer brand	Exercises, applications	2h	
Online employer brand	Exercises, applications	2h	

Bibliography

Armstrong, M. & Taylor, S. (2014). *Armstrong's Handbook of Human Resource Management Practice*. 13th Edition. London: Kogan Page.
Backhaus, K., & Tikoo, S. (2004). Conceptualizing and researching employer branding. *Career Development International, 9*(5), 501-517. doi:10.1108/13620430410550754
Balmer, J. M. T., & Gray, E. R. (2003). Corporate brands: What are they? what of them? *European Journal of Marketing, 37*(7-8), 972-997. doi:10.1108/03090560310477627
Barrow, S. și Mosley, R. (2005). *The Employer Brand: Bringing the Best of Brand Management to People at Work*. John Wiley & Sons.
Gillis, T. L. (2011). *The IABC Handbook of Organizational Communication. A Guide to Internal Communication, Public Relations, Marketing, and Leadership*, CA: Jossey-Bass.
Ellis, J. (2020). *Employer Branding: Use Your Brand to Attract the Employees You Need for Your Business to Succeed*. Kogan Page.
Sarabdeen, J., Balasubramanian, S., Lindsay, V., Chanchaichujit, J., & Sreejith, S. (2023). Employer branding: Confirmation of a measurement model and its implication for managing the workforce. *Journal of General Management, 48*(2), 153-170. doi:10.1177/03063070221079574

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The discipline contributes to the development process of the basic skills required by professional roles in the field of organizational communication, at expert level. The discipline develops the required skills to design and implement employer brand related programs and actions.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Correct use of terminology and concepts	written exam	50%
10.5 Seminar/ laboratory/ project	Application of the theoretical framework for employer branding projects.	Exercises, applications, homework	50%

10.6 Minimal performance standard

Appropriate use of terminology, adecvate use in practice of theoretical notions.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Professor Mircea BOSCOIANU, Ph.D. Course holder	Professor Carmen BUZEA, Ph.D. Holder of seminar/ laboratory/ project

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

[2)] Study level – choose from among: Bachelor / Master / Doctorat;

[3)] Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4)] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5)] One credit is the equivalent of 25 study hours (teaching activities and individual study).

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institu	Transilvania University of Brasov
1.2 Faculty	Sociology and Communication
1.3 Department	Social Sciences and Communication
1.4 Field of study[1)]	Communication Sciences, MA
1.5 Study level[2)]	Master
1.6 Study programme/ Qualification	Brand Strategies and Digital Communication (in English

2. Data about the course

2.1 Name of course			**Career development and marketing**					
2.2 Course convenor			Assoc. Prof. DOVLEAC LAVINIA					
2.3 Seminar/ laboratory/ project convenor			Assoc. Prof. DOVLEAC LAVINIA					
2.4 Study year	2	2.5 Semester	I V	2.6 Evaluation type	E	2.7 Course status	Content[3)]	PC
							Attendance type[4)]	EC

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	**3**	out of which: 3.2 lecture	**2**	3.3 seminar/ laboratory/ project	**1**
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar/ laboratory/ project	14

Time allocation	hours
Study of textbooks, course support, bibliography and notes	14
Additional documentation in libraries, specialized electronic platforms, and field research	33
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays	28
Tutorial	4
Examinations	2
Other activities.	2

3.7 Total number of hours of student activity	83
3.8 Total number per semester	125
3.9 Number of credits[5)]	5

4. Prerequisites (if applicable)

4.1 curriculum-related	• Not the case
4.2 competences-related	• Not the case

5. Conditions (if applicable)

5.1 for course development	• Video projector, projection screen, PC
5.2 for seminar development	• Video projector, projection screen, PC

6. Specific competences

Professional competences	**CP1 Identifying and using language, methodologies and specialized knowledge in the field of communication sciences** **Learning outcomes** **1.1 Knowledge** **R.I.1.1.**The student/graduate identifies the main areas of research in communication sciences - communicators, institutional structures, organizations, content, channel, public/audiences, effects. **R.I..1.2.** The student/graduate reproduces the theoretical methodology used in scientific research, consisting of conducting background research, building a hypothesis and testing it or formulating research questions, analyzing data, presenting results and formulating conclusions in relation to the level of existing knowledge. **R.I..1.3.** The student/graduate differentiates between the main methodological approaches in the field of communication sciences – quantitative methods, qualitative methods, rhetorical, discursive and mixed approaches. **1.2 Skills** **R.I.1.1.**The student/graduate writes a research plan on a topic in the field of communication sciences. **R.I..**1.2. The student/graduate applies data collection methods, respecting research ethics norms and legal provisions in force. **R.I.1.3.**The student/graduate applies research methods appropriate to the research theme and subject. **R.I.1.4.**The student/graduate interprets the research results in writing and through graphs, diagrams, and tables. **R.I.1.5.**The student/graduate discusses the limits of the research, critically evaluating the degree of generalizability of the conclusions and proposing strategies for further deepening/verifying them. **1.3 Responsibility and autonomy** **R.I..**1.1. The student/graduate develops research and intervention projects in the field of communication sciences. **R.I.1.2.**The student/graduate reports results, statistics, and conclusions to an audience in a clear, transparent, and simple manner.
Transversal competences	**CT5. Communication and cooperation in professional contexts** **5.1 Knowledge** **R.I.5.1.**The student/graduate knows the fundamental principles, techniques and concepts of communication and collaboration in professional and digital contexts. **R.I.5.2.**The student/graduate identifies and understands the characteristics, functionalities and potential of digital tools used for cooperation, information management and networking. **5.2 Skills** **R.I.5.1.**The student/graduate uses online tools to communicate and share resources in digital environments. **R.I..**5.2. The student/graduate manages systems for storing, selecting, organizing, retrieving, distributing and safeguarding information and data in professional contexts. **R.I.5.3.**The student/graduate uses digital tools to organize, collect, store, extract, archive and process data, information and digital content. **5.3 Responsibility and autonomy** **R.I..**5.1. The student/graduate collaborates with other people in teams to solve specific professional problems. **R.I..**5.2.The student/graduate plans/assumes and meets tight deadlines to complete professional tasks or projects. The student/graduate demonstrates intercultural sensitivity by participating in different communities and networks.

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	The formation of specialists capable of assuming an active role in the career development activity and application of career marketing principles.
7.2 Specific objectives	Providing knowledge about the role and importance of career marketing Training skills regarding the application of career marketing principles, methods and techniques in a variety of specific contexts and situations, with the aim of career development.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
Definition of basic concepts: career, career marketing	Interactive course with verbal presentation of information using Power Point slides	4h	-
Career models	Interactive course with verbal presentation of information using Power Point slides	2h	-
Career marketing instruments	Interactive course with verbal presentation of information using Power Point slides	4h	-
Labour market trends	Interactive course with verbal presentation of information using Power Point slides	2h	-
Consumer behavior in the labor market	Interactive course with verbal presentation of information using Power Point slides	4h	-
Conceptual framework of career marketing	Interactive course with verbal presentation of information using Power Point slides	2h	-
Career marketing mix	Interactive course with verbal	4h	-
	presentation of information using Power Point slides		
Career Marketing Policies and Strategies.	Interactive course with verbal presentation of information using Power Point slides	4h	-
Career development plans and solutions	Interactive course with verbal presentation of information using Power Point slides	2h	-

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8.2 Seminar	Teaching-learning methods	Number of hours	Remarks
Recognition of effective career models depending on the field and the specifics of the activity	Solving the applications in work teams and presenting them during seminar	2h	-
Studying consumer behavior in the labor market	Solving the applications in work teams and presenting them during seminar	4h	-
Building the career marketing mix in a given context	Solving the applications in work teams and presenting them during seminar	4h	-
Career Marketing Program	Solving the applications in work teams and presenting them during seminar	4h	-

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9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

The content of this discipline was updated according to state of the art in career marketing as well as national and international level marketing and communication practices. The content is also correlated with activities from similar national and international universities.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	- presentation of theoretical subjects	Written exam	50%
10.5 Seminar/ laboratory/ project	- creativity, active involvement in solving seminar applications	Applications solving	50%

10.6 Minimal performance standard

Passing the exam is done if the grade of the written exam is greater than or equal to 5 and the grade of the seminar is greater than or equal to 5.

Performance level	**General description**	**Features**
Excellent (10–9)	Fully masters the concepts; analyses are innovative and accurate	Perfect terminology, logical structure, autonomy, critical thinking
Very good (8)	Demonstrates solid understanding and correct application	Minor errors, but conceptual and applicative coherence
Good (7)	Understands basic concepts, but application is partial	Sometimes inaccurate terminology, incomplete explanations
Enough (6)	Mechanical application of notions, without real reflection	Partially correct answers, gaps in logic
Insufficient (<5)	Does not demonstrate understanding of fundamental concepts	Theoretical confusion, misapplications, lack of argumentation

This course outline was certified in the Department Board meeting on 09/15/2025 and approved in the Faculty Board meeting on 09/18/2025.

Associate professor Horia MOAȘA, Ph.D. Dean	Professor Gabriela RĂȚULEA, Ph.D. Head of Department
Assoc. Prof. Lavinia DOVLEAC Course holder	Assoc. Prof. Lavinia DOVLEAC Holder of seminar

Note:

1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);

2) Study level – choose from among: Bachelor / Master / Doctorat;

[3] Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);

[4] Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);

[5] One credit is the equivalent of 25 study hours (teaching activities and individual study).